COLLEGE OF ARTS AND SCIENCES

CURRICULUM AND ASSESSMENT

OPERATIONS MANUAL 2020–2021

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THE OHIO STATE UNIVERSITY

Arts and Sciences
Curriculum and Assessment Operations Manual
2020-2021

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I. Curriculum and Assessment Contact Information

David Horn, Associate Executive Dean for Undergraduate Education
114 University Hall
230 North Oval Mall
Phone: 614-292-6868 Fax: 614-247-7498
E-mail: horn.5@osu.edu

Deborah Haddad, Assistant Dean—Curriculum
114 University Hall
230 North Oval Mall
Phone: 614-247-7991 Fax: 614-247-7498
E-mail: haddad.2@osu.edu

Bernadette Vankeerbergen, Program Director—Curriculum and Assessment
154D Denney Hall
164 Annie & John Glenn Avenue
Phone: 614-688-5679 Fax: 614-292-6303
E-mail: vankeerbergen.1@osu.edu

Elizabeth Vu, Sr. Distance Learning Coordinator
114 University Hall
230 North Oval Mall
Phone: 614-292-2559
E-mail: vu.191@osu.edu

Mary Ellen Jenkins, Assistant Executive Dean—Advising and Academic Services
151 Denney Hall
164 West 17th Avenue
Phone: 614-292-7272 Fax: 614-292-6303
E-mail: jenkins.196@osu.edu

Lindsey Chamberlain, Assistant Dean—ASC Honors
3180 Smith Laboratory
174 West 18th Avenue
Phone: 614-292-5104 Fax: 614-688-8791
E-mail: chamberlain.55@osu.edu

ASC Curriculum and Assessment Services
154 Denney Hall
164 Annie & John Glenn Avenue
http://asccas.osu.edu/
Phone: 614-292-7226 Fax: 614-292-6303
E-mail: asccurrofc@osu.edu

Program Director: Bernadette Vankeerbergen, Ph.D.; vankeerbergen.1@osu.edu
Curriculum and Assessment Assistant: Shelby Oldroyd; oldroyd.2@osu.edu
Curriculum and Assessment Assistant: Michael Hilty; hilty.70@osu.edu
Information Associate: Deb Hanlin; hanlin.3@osu.edu

II. 2020-2021 Arts and Sciences Curriculum Committee (ASCC) Roster

Voting Members

Mathew Coleman, Professor
Geography
1156 Derby Hall
154 N Oval Mall
614-292-9686
coleman.373@osu.edu

Peter Craigmile, Professor
Statistics
429 Cockins Hall
1958 Neil Avenue
614-292-0291
craigmile.1@osu.edu

Charles Daniels, Professor
Microbiology
428A Bioscience Building
484 W 12th Ave
614-292-6854
daniels.7@osu.edu

Noah Hamilton
Undergraduate Student Representative
Mathematics
hamilton.1464@osu.edu

Susan Kline, Associate Professor
Communication
3106 Derby Hall
154 N Oval Mall
614-292-0464
kline.48@osu.edu

Pok-Sang Lam, Associate Professor
Economics
442 Arps Hall
1945 N. High Street
614-292-6567
lam.1@osu.edu

Yifan Li
Graduate Student Representative
History of Art
li.8320@osu.edu

Maria Miriti, Associate Professor (Chair)
EEOB
382 Aronoff Laboratory
318 W. 12th Avenue
614-292-6997
miriti.1@osu.edu

Wendy Panero, Professor
Earth Sciences
377 Mendenhall Laboratory
125 S. Oval Mall
614-292-6290
panero.1@osu.edu

Bill Putikka, Professor
Physics/Astronomy (Mansfield)
377 Ovalwood Hall
1680 University Drive
614-292-3882
putikka.1@osu.edu

Eugenia Romero, Associate Professor
Spanish and Portuguese
244 Hagerty Hall
1775 College Road
614-292-4958
romero.25@osu.edu

George Rush, Associate Professor
Art
258 Hopkins Hall
128 N. Oval Mall
614-292-1674
rush.172@osu.edu

Richard Samuels, Professor
Philosophy
314H University Hall
230 N. Oval Mall
614-292-7914
samuels.58@osu.edu

David Staley, Associate Professor
History
210 Dulles Hall
230 Annie & John Glenn Avenue
614-292-2282
staley.3@osu.edu

Michael Vasey, Professor
Psychology
141 Psychology Building
1835 Neil Avenue Mall
614-292-2951
vaessin.1@osu.edu

Brad Steinmetz, Associate Professor
Theatre, Film, and Media Arts
087 Drake Perf & Event Ctr
1849 Cannon Drive
614-688-3751
steinmetz.25@osu.edu

Luke Wilson, Associate Professor
English
521 Denney Hall
164 Annie and John Glenn Avenue
614-292-6328
wilson.501@osu.edu

Faculty voting members of the Arts and Sciences Curriculum Committee will serve three-year rotating terms.

Ex-Officio
David Horn, Associate Executive Dean for Undergraduate Education
114 University Hall
230 North Oval Mall
Phone: 614-292-6868 Fax: 614-247-7498
E-mail: horn.5@osu.edu

Council on Academic Affairs Liaisons
W. Randy Smith, Vice Provost for Academic Programs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Phone: 614-292-5881 Fax: 614-292-3658
E-mail: smith.70@osu.edu

Andrew Martin, Associate Vice Provost
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Phone: 614-292-5881 Fax: 614-292-3658
E-mail: martin.1026@osu.edu

Office of Undergraduate Education Liaison
Marymegan Daly, Associate Dean
381 Bricker Hall
190 North Oval Mall
Phone: 614-292-2872 Fax: 614-292-3068
E-mail: daly.66@osu.edu

ASCC PANELS

Arts and Humanities Panel 1
Brad Steinmetz, Theatre, Film and Media Arts (Chair)
Mollie Blackburn, Education and Human Ecology
Björn Köhnlein, Linguistics
David Staley, History
Ex officio: Todd Bitters, ASC Advising
Ex officio: Deborah Haddad, ASC Administration
Ex officio: Bernadette Vankeerbergen, Shelby Oldroyd, or Michael Hilty, ASC Curriculum and Assessment

Arts and Humanities Panel 2
Luke Wilson, English (Chair)
Gene Folden, Education and Human Ecology
Eugenia Romero, Spanish and Portuguese
Shari Savage, Arts Administration, Education and Policy
Ex officio: Todd Bitters, ASC Advising
Ex officio: Deborah Haddad, ASC Administration
Ex officio: Bernadette Vankeerbergen, Shelby Oldroyd or Michael Hilty, ASC Curriculum and Assessment

Natural and Mathematical Sciences Panel
Wendy Panero, Earth Sciences (Chair)
Peter Craigmile, Statistics
Nicole Kwiek, Pharmacy
Maria Miriti, Evolution, Ecology and Organismal Biology
Jennifer Ottesen, Chemistry and Biochemistry
Ex officio: Brenda Dinan, ASC Advising
Ex officio: Deborah Haddad, ASC Administration
Ex officio: Bernadette Vankeerbergen, Shelby Oldroyd or Michael Hilty, ASC Curriculum and Assessment

Social and Behavioral Sciences Panel
Susan Kline, Communication (Chair)
Mathew Coleman, Geography
Joe Guada, Social Work
Barbara Piperata, Anthropology
Michael Vasey, Psychology
Ex officio: Tony Valle, ASC Advising
Ex officio: Deborah Haddad, ASC Administration
Ex officio: Bernadette Vankeerbergen, Shelby Oldroyd or Michael Hilty, ASC Curriculum and Assessment

Assessment Panel
Pok-Sang Lam, Economics (Chair)
Isamu Kusaka, Engineering
Bill Putikka, Physics/Astronomy (Mansfield)
George Rush, Art
Richard Samuels, Philosophy
Ex officio: Mary Ellen Jenkins, ASC (Advising and Academic Services)
Ex officio: Shelby Oldroyd, Bernadette Vankeerbergen or Michael Hilty, ASC Curriculum and Assessment

Themes Panel
Charles Daniels, Microbiology (Chair)
Amy Ferketich, Public Health
James Fredal, English
Vladimir Kogan, Political Science
Guisela Latorre, Women, Gender and Sexuality Studies
Ex officio: Bernadette Vankeerbergen, ASC Curriculum and Assessment

III. ASC Curricular Approval Process

(Approved by ASC Faculty Senate on January 20, 2012; modified Spring 2014, Autumn 2014, Spring 2015, Spring 2016, and Summer 2018)

Introduction and Context

In Fall 2011, a streamlined curricular approval process for the College of Arts and Sciences was adopted that preserves accountability while exhibiting greater trust in the faculty proposers. The emphasis in the process is on developing and forwarding proposals that are conceptually and technically sound in a timely and efficient manner. The curricular review process is viewed as assisting the units in producing the best curriculum possible, rather than imposing impediments to change.

Organizational Structure and Roles

Associate Executive Dean for Curriculum and Student Engagement: The Associate Executive Dean for Curriculum and Student Engagement assists the Chair of ASCC, serves as the liaison to OAA and other campus offices, and provides a single contact person in ASC for all undergraduate and graduate curricular matters.

Divisional Curriculum Liaisons: Each divisional dean appoints a divisional curriculum liaison to organize the curricular approval process for programs within his or her division. The curriculum liaison is usually an associate or assistant dean. The curriculum liaison works with the program's faculty to bring forward the best possible proposals and coordinates the activities of the divisional curricular panels (see below). The curriculum liaison conducts expeditious reviews of proposals and moves them on to the next approval level in a timely fashion. The divisional dean, working through the divisional curriculum liaison, has primary approval authority after proposals leave their originating units. The Associate Executive Dean for Curriculum and Student Engagement regularly convenes the divisional curriculum liaisons to discuss curricular developments.

Arts and Sciences Curriculum Committee (ASCC): The Arts and Sciences Curriculum Committee has responsibility for approving undergraduate and graduate ASC courses and programs, and changes to the General Education program. ASCC also has authority over all other curricular issues referred to it by its panels (see below). The curriculum committee is made up of 16 voting members: 9 ASC faculty who are representative of the divisional disciplines and drawn from the Arts and Sciences Faculty Senate; 5 faculty members appointed by the Executive Dean; and 2 ASC students (1 undergraduate chosen in consultation with the ASC Student Council and 1 graduate student chosen in consultation with the Council of Graduate Students). In addition, the Associate Executive Dean for Curriculum and Student Engagement serves as a non-voting, *ex officio* member of the committee. The Executive Dean appoints one of the committee members as chair of ASCC.

ASCC Panels: Responsibilities for approving courses, General Education courses, and assessing General Education courses are delegated to 5 small panels: 2 Arts and Humanities Panels, 1 Natural and Mathematical Sciences Panel, 1 Social and Behavioral Sciences Panel, and 1 Assessment Panel. Both Arts and Humanities Panels consist of 2 faculty members of the full ASCC (1 drawn from the ASC Faculty Senate and 1 appointed by the Executive Dean in consultation with the divisional dean), 1 appointed ASC faculty member who is not a member of the full ASCC, 1 faculty member from a professional school, and the divisional curriculum liaison (who serves as a non-voting, *ex officio* member of the panel). The Natural and Mathematical Sciences Panel and the Social and Behavioral Sciences Panel each consist of 3 faculty members of the full ASCC (2 drawn from the ASC Faculty Senate and 1 appointed by the Executive Dean in consultation with the divisional deans), 1 appointed ASC faculty

member who is not a member of the full ASCC, 1 faculty member from a professional school, and the divisional curriculum liaison (who serves as a non-voting, *ex officio* member of the panel). The Assessment Panel consists of 4 faculty members of the full ASCC (3 drawn from the ASC Faculty Senate, one per division, and 1 appointed by the Executive Dean), 1 appointed ASC faculty member who is not a member of the full ASCC, 1 faculty member from a professional school, and the Assistant Executive Dean of Advising and Academic Services (who serves as a non-voting, *ex officio* member of the panel). If additional ad hoc committees are needed to address special curricular matters, they are appointed by the Executive Dean and will be formed using ASCC members and/or other members of the faculty.

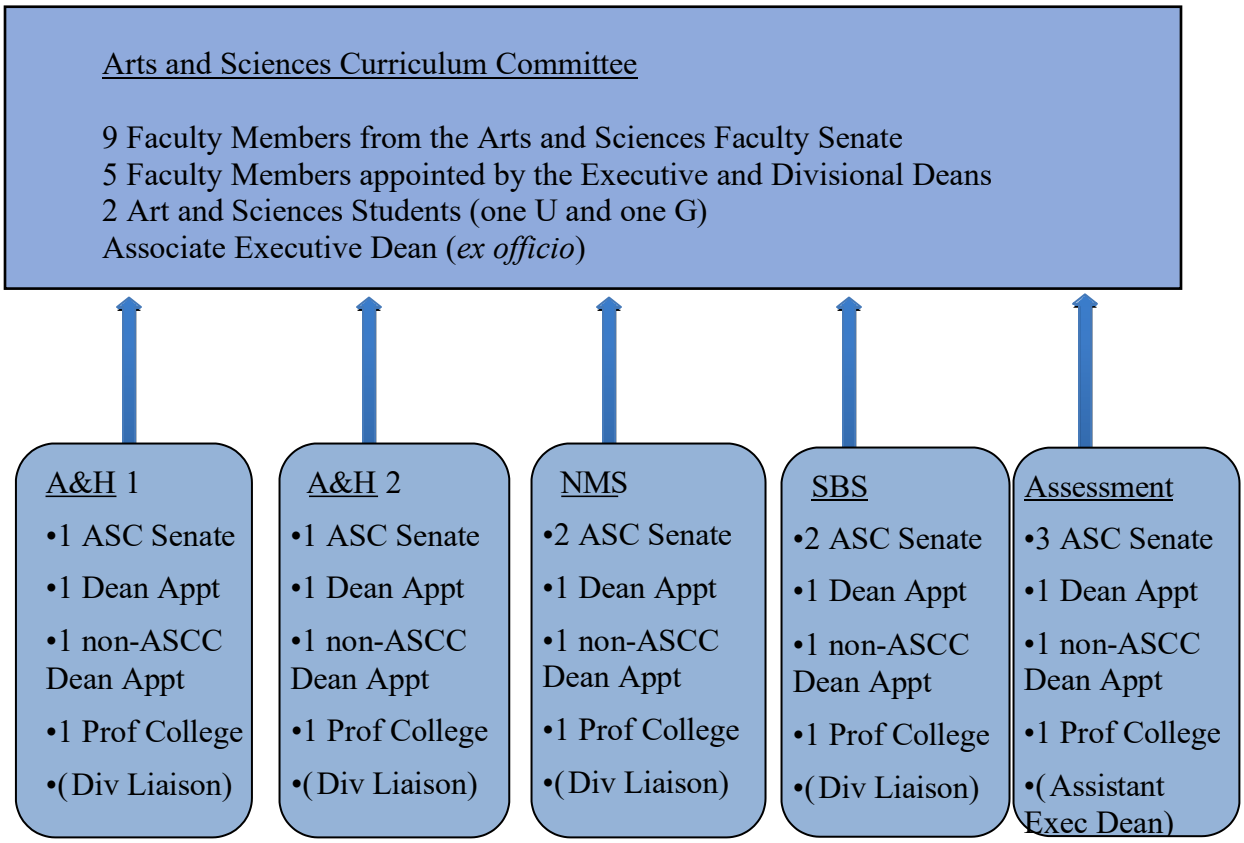
Concurrence: It is the responsibility of the curriculum liaisons, along with their counterparts outside Arts and Sciences, to ensure that issues of concurrence are resolved as early as possible. Proposals for courses (see below) are shared with the full Arts and Sciences Curriculum Committee (ASCC) as informational items.

Administrative Support: The Arts and Sciences Curriculum and Assessment Services provide staff support for the curricular process. They assist in organizing and maintaining records of all meetings and transactions, upload proposals to a curriculum archive within Arts and Sciences (https://ascnet.osu.edu/), and work with the Associate Executive Dean for Curriculum and Student Engagement to handle final technical checking of proposals prior to their leaving Arts and Sciences. They also assist the divisional curriculum liaisons as needed in program and GE course assessment reporting. Although not a member of the ASCC, the Assistant Executive Dean for Advising and Academic Services or his/her designee will attend ASCC meetings to assist the committee.

The Approval Process by Type of Proposal at the Arts and Sciences Level

Undergraduate and Graduate Program Proposals: Proposals are reviewed by the appropriate curriculum liaisons and panels who then make recommendations to the ASCC, which meets to review proposals, and thus serves as the final approval step for the College of Arts and Sciences. Approved proposals are then submitted to the Council on Academic Affairs (CAA) or the Graduate School.

Undergraduate Courses (Including GE) and Graduate Courses: These proposals go from programs (through the divisional liaisons) to the divisional panels for discussion and then to the Office of Academic Affairs (OAA)—preceded by the Graduate School if applicable. The ASCC receives regular updates of courses approved by the divisional panels. Some courses may also need to be routed to ASC Honors, University Honors and Scholars, or the Office of Service-Learning.


Arts and Sciences Curriculum Committee
9 Faculty Members from the Arts and Sciences Faculty Senate
5 Faculty Members appointed by the Executive and Divisional Deans
2 Art and Sciences Students (one U and one G)
Associate Executive Dean (ex officio)
A&H 1
•1 ASC Senate
•1 Dean Appt
•1 non-ASCC Dean Appt
•1 Prof College
•(Div Liaison)
A&H 2
•1 ASC Senate
•1 Dean Appt
•1 non-ASCC Dean Appt
•1 Prof College
•(Div Liaison)
NMS
•2 ASC Senate
•1 Dean Appt
•1 non-ASCC Dean Appt
•1 Prof College
•(Div Liaison)
SBS
•2 ASC Senate
•1 Dean Appt
•1 non-ASCC Dean Appt
•1 Prof College
•(Div Liaison)
Assessment
•3 ASC Senate
•1 Dean Appt
•1 non-ASCC Dean Appt
•1 Prof College
•(Assistant Exec Dean)

IV. ASCC Panels: Charges

Agendas for all ASCC Panel meetings are generated by the Curriculum and Assessment Services, in consultation with the appropriate Panel chair and the Divisional Liaison or the Assistant Executive Dean. All Panel recommendations that must go on to the full ASCC will be placed on the ASCC agenda by the Curriculum and Assessment Services, in consultation with the ASCC Chair, the Associate Executive Dean for Curriculum and Student Engagement, and the Assistant Executive Dean.

Arts and Humanities Panels

a) Consider all courses seeking GE status in the following categories:
   - Writing and Communication (Level 1& Level 2)
   - Foreign Language
   - Literature
   - Visual and Performing Arts
   - Cultures and Ideas
   - Historical Study
   - Diversity **(**Social Diversity in the United States & Global Studies), Cross-Disciplinary Seminar, Education Abroad, and Service-Learning, as appropriate

b) Consider all new non-GE undergraduate and graduate course proposals (and occasionally course changes) issued by a unit in the Arts and Humanities Division of ASC.

c) Consider new First-Year Seminars or other courses submitted under the "Arts and Sciences" course listing when the subject is related to the arts and/or humanities. (For First-Year Seminars, no additional levels of review are necessary.)

d) Consider all new and revised undergraduate and graduate curricular program proposals from a unit in the Arts and Humanities Division of ASC and recommend action (which may stand as a motion to approve) to the full ASCC.

Natural and Mathematical Sciences Panel

a) Considers all courses seeking GE status in the following categories:
   - Quantitative Reasoning (Basic Computation & Mathematical or Logical Analysis)
   - Data Analysis
   - Natural Science (Biological Science & Physical Science)
   - Diversity (Social Diversity in the United States & Global Studies), Cross-Disciplinary Seminar, Education Abroad, and Service-Learning, as appropriate

b) Considers all new non-GE undergraduate and graduate course proposals (and occasionally course changes) issued by a unit in the Natural and Mathematical Division of ASC.

c) Considers new First-Year Seminars or other courses submitted under the "Arts and Sciences" course listing when the subject is related to the natural and/or mathematical sciences. (For First-Year Seminars, no additional levels of review are necessary.)

d) Considers all new and revised undergraduate and graduate curricular program proposals from a unit in the Natural and Mathematical Division of ASC and recommends action (which may stand as a motion to approve) to the full ASCC.

Social and Behavioral Sciences Panel

a) Considers all courses seeking GE status in the following categories:
   - Social Science **(**Individuals and Groups, Organizations and Polities**,** & Human, Natural, and Economic Resources)
   - Diversity (Social Diversity in the United States & Global Studies),Cross-Disciplinary Seminar, Education Abroad, and Service-Learning, as appropriate

b) Considers all new non-GE undergraduate and graduate course proposals (and occasionally course changes) issued by a unit in the Social and Behavioral Sciences Division of ASC.

c) Considers new First-Year Seminars or other courses submitted under the "Arts and Sciences" course listing when the subject is related to the social and behavioral sciences. (For First-Year Seminars, no additional levels of review are necessary.)

d) Considers all new and revised undergraduate and graduate curricular program proposals from a unit in the Social and Behavioral Sciences Division of ASC and recommends action (which may stand as a motion to approve) to the full ASCC.

Assessment Panel

a) Oversees assessment of all GE course and category level assessment. The committee works with the ASC Curriculum and Assessment Services and the University-Level Advisory Committee for the GE on these issues.

b) Several faculty on this panel will typically also serve on the University Level Advisory Committee for the General Education.

V. The Curricular Flow Process

The ASC Curriculum and Assessment Services are designed to be a central point of assistance to determine and track the flow of curricular initiatives in order to maintain a rigorous and efficient approval process.

Information needed to process curricular initiatives can be found in this operations manual (Sections VI, VII, and VIII) and on the website of the ASC Curriculum and Assessment Services http://asccas.osu.edu, including templates, models, and reference information designed to assist faculty and staff. Please feel free to contact the ASC Curriculum and Assessment Services at any point of the process with questions or suggestions.

Overview

Below is a general description of the most typical curricular flow processes. This narrative overview (followed by a pictorial representation) is designed to provide the reader with general guidelines and expectations.

Most individual course requests should be submitted through curriculum.osu.edu. Each unit has one or more designated persons who are authorized to submit course requests in the electronic system.

Programmatic proposals (new and revised programs) should be submitted to the Curriculum and Assessment Services following the guidelines specified in Section VIII. New programs should be submitted via curriculum.osu.edu. The electronic system does not enable the submission of programmatic changes (e.g., revised majors/minors). Those requests should be submitted via e-mail.

If concurrences are needed, requests/proposals are sent to appropriate unit(s). Units are encouraged to solicit concurrences *before submitting requests*.

Course and programmatic proposals that need to be reviewed by ASCC and its panels are uploaded into the internal tracking system (ASCNet): https://ascnet.osu.edu .

All requests and proposals are reviewed upon receipt and routed to be vetted as appropriate. The curricular flow chart outlines the various routing paths. Combinations of paths may be needed to vet a proposal. [1]

ASC curriculum committees will review course requests to ensure that, *for example*:

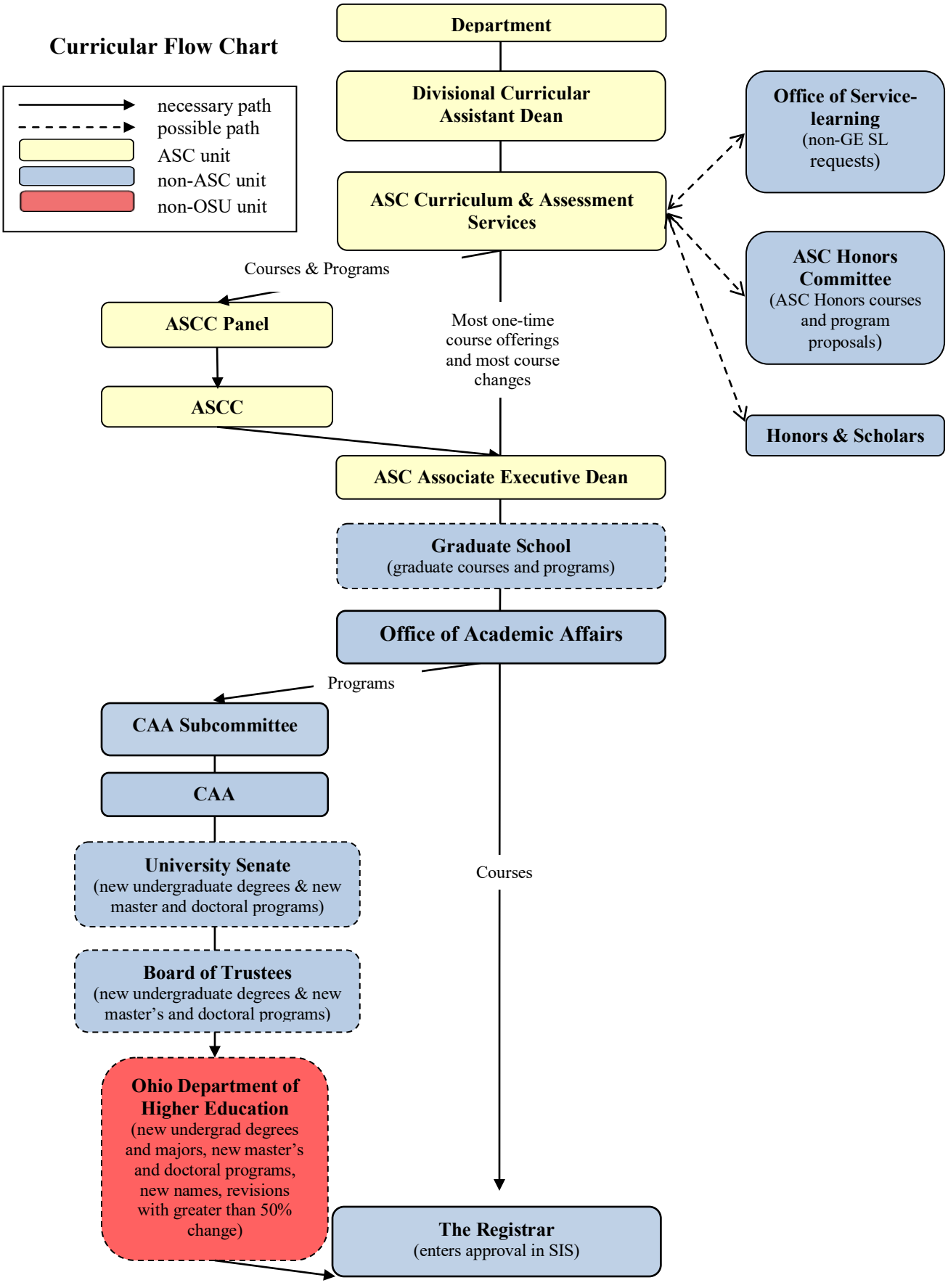
- Course is appropriately rigorous;
- Course includes sufficient contact hours and out-of-class assignments for the requested number of credit hours (see pp. 16-17);
- If course is repeatable, the limits are reasonable;
- If required for a program, the course will be adequately offered;
- Syllabus includes all necessary components (see pp. 13-15);
- Level is appropriate (if proposed at the 5000-level, course needs to be listed as both Undergraduate and Graduate);
- Appropriate numbering convention is used (see Appendix 6);

[1] Whenever possible (and routinely with One-Time course offerings), requests are expedited directly to OAA for approval.

- For the intended rank, the highest possible subsidy level has been selected (see https://asccas.osu.edu/sites/asccas.osu.edu/files/Guidelines_for_Assigning_levels_to_Undergraduate_Courses.pdf);
- All concurrences have been obtained;
- For specific courses (e.g., General Education courses) all the requested documents are provided and appropriate (see specific instructions in Sections VI and VII),
- All fields in curriculum.osu.edu are appropriately filled out;
- The proposal is neat and free of errors.

ASC curriculum committees will review program requests to ensure that, *for example*:
- Program is appropriately rigorous;
- All components requested have been provided (see instructions in Section VIII);
- Students can complete the program in a timely fashion;
- If appropriate, consultation with servicing units has taken place and assurance has been obtained that the needed courses will be offered and will be open to the students in the new program;
- If the program is proposed to have subplans/specializations, proposal indicates whether subplan/specialization names should be printed on students' transcripts after graduation;
- If this is a program change, the proposal addresses how students will be impacted;
- The proposal is neat and free of errors.

Once approved by the College of Arts and Sciences, requests are sent to the Office of Academic Affairs for final approval. However, graduate courses and programs are first routed to the Graduate School before reaching the Office of Academic Affairs. Upon final approval, course requests are sent to the Registrar's office to be added into the Circulating Form and Master Schedule. Proposals for new undergraduate degrees and new master's and doctoral programs are also reviewed by the Faculty Senate and the Board of Trustees. New undergraduate degrees, new undergraduate majors, new master's and doctoral programs, and some major revisions (including renamings) also require the approval of the Ohio Department of Higher Education.


Curricular Flow Chart
necessary path
possible path
ASC unit
non-ASC unit
non-OSU unit
Department
Divisional Curricular Assistant Dean
ASC Curriculum & Assessment Services
Office of Service-learning (non-GE SL requests)
ASC Honors Committee (ASC Honors courses and program proposals)
Honors & Scholars
Courses & Programs
ASCC Panel
ASCC
Most one-time course offerings and most course changes
ASC Associate Executive Dean
Graduate School (graduate courses and programs)
Office of Academic Affairs
Programs
CAA Subcommittee
CAA
University Senate (new undergraduate degrees & new master and doctoral programs)
Board of Trustees (new undergraduate degrees & new master's and doctoral programs)
Ohio Department of Higher Education (new undergrad degrees and majors, new master's and doctoral programs, new names, revisions with greater than 50% change)
Courses
The Registrar (enters approval in SIS)

VI. Individual Course Requests

VI.A. ASC Syllabus Template

When submitting a course proposal via curriculum.osu.edu, in addition to filling out the form, please attach a **syllabus template document** that adheres to the standards outlined below.

Rationale: This template was created in order to provide course developers with clear guidelines when creating courses and to make transparent ASC faculty curricular committee expectations for course approval. The guidelines are also intended to increase the expediency of the course approval process by streamlining the content and order in which committees and administrators see and enter course-related data.

Items in **bold** *must* be included in the syllabus template document. Items not in bold are required only for operational syllabi (i.e., those distributed to students) but not for the syllabus template. However, please feel free to include this information in the template if it is available. If you have an existing operational syllabus that includes all the elements below, you may submit that document in lieu of this template. (Note: The Office of Academic Affairs is in the process of developing a university-wide template for operational syllabi. More information will be distributed asap.)

Exception: For variable "Topics" course proposals, at least *two* sample syllabi are required.

Syllabus Template Elements:

1. A space for the instructor's contact information, including name, office location, phone, e-mail, and office hours

2. A space for the name and contact information for the course coordinator, if the syllabus is standard for several sections

3. A space for meeting days and times, and classroom location

4. **Course number and title**

5. **Format of instruction (e.g., lecture, recitation, lab) and number of contact hours per week** (Please refer to the definition of a semester credit hour in Section VI.B.3.)

6. **If the course is a GE course, it must include the following:**
   - **i. the GE category or categories it fulfills (e.g., Cultures and Ideas)**
   - **ii. the "GE Goals and Expected Learning Outcomes" boilerplate language pertaining to the appropriate area(s)**
   - **iii. a statement beneath these that explains how the course will satisfy the stated GE Expected Learning Outcomes**

7. **A description of the course**

8. **A list of required texts and other course materials, and information on where they are available**

9. **Information about the length and format of all papers, homework, laboratory assignments, and examinations**

10. Grading information, indicating the percentages assigned to various requirements

11. A grading scale

12. Information about the scheduling of examinations and due dates for assignments

13. A class attendance policy

14. A weekly topical outline of course meetings, including topics to be covered, readings, film screenings, and homework (The committee wants a sense of how much work is required of students.)

15. The following statement on academic misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

16. The following statement about disability services (recommended 16 point font):

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

17. The university recommends including the following mental health statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

18. If you wish to add language on sexual misconduct/relationship violence, the university recommends using the following:

    Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu .

19. If you wish to add language on diversity, the university recommends using the following:

    The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

(ASC Syllabus Template approved by the ASC CCI 5/9/08; revised ASCC 4/11/14; revised 11/13/15, Summer 2016, and Summer 2017)

VI.B. General Information

VI.B.1. Important Deadlines

Information that involves new courses, changes to existing courses, course withdrawals, or one-time course offerings must be received by the Office of the University Registrar (OUR) by the deadlines below.

We recommend that proposals going through the College of the Arts and Sciences curricular approval process (i.e., those proposals that need to be reviewed by a faculty panel) be submitted (via curriculum.osu.edu) in time to reach the Curriculum and Assessment Services *at least* 8-10 weeks before the OUR deadlines below. For One-Time course offerings, we recommend submitting proposals *at least* 1-2 weeks prior to the deadlines. Please keep in mind that curricular committees do not meet during the summer. We will do everything possible to make sure requests reach OUR on time.

Effective Semester of Offering	Course Change Forms to OUR	All other forms to OUR
Spring	September 1	December 1
Summer	January 1	April 1
Autumn	February 1	July 1

If you feel there are compelling reasons why a new course or a course change needs to be implemented for a particular semester even though the request will not reach OUR before the deadline, **please provide a petition with a rationale for appealing the deadline** and attach it in curriculum.osu.edu.

VI.B.2. Curriculum.osu.edu

For all course requests, **please respond to all the fields on the course request forms.** If you have a question about what a particular field requires, many fields in curriculum.osu.edu have links to helpful explanations and resources (click on ? symbol). All explanations can be found here (please log into curriculum.osu.edu): https://it.osu.edu/assist/assistCurriculum/index.html Further information on how to assign a level to undergraduate courses (e.g., developmental, general studies, baccalaureate, master's, or doctoral) can be found in the following document provided by the Ohio Department of Higher Education: https://asccas.osu.edu/sites/asccas.osu.edu/files/Guidelines_for_Assigning_levels_to_Undergraduate_Courses.pdf .
If you are unable to find the information needed, please contact the ASC Curriculum and Assessment Services (292-7226, asccurrofc@osu.edu). Submitting a complete form will help expedite the approval of a request because information will not have to be solicited at a later stage or the form sent back to the initiator.

Excerpt from OAA Academic Organization, Curriculum, and Assessment Handbook, pp. 78-79:

> When judging the merits of a course request, curriculum committees and academic administrators at the departmental, school, college, and university levels will need clear documentation on three main issues: the value of the course, the quality and content of the course, and the capability of the academic unit to teach the course.
>
> **Rationale**: State the need for and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university.
>
> **Course Objectives and/or Student Learning Outcomes**: Course objectives should explain what the course seeks to achieve in terms of knowledge and cognitive skills which emphasize recall, comprehension, application, analysis, synthesis, and critical judgment; and/or acquisition of attitudes, values, and aesthetic judgments; and/or attainment of perceptual and psychomotor skills in laboratories, clinics, studios, and gymnasia, as well as classrooms.
>
> **Relationship to other Courses/Curricula**: Describe how the course relates to courses and curricula of other academic units. List academic units which may have an interest in or responsibility for portions of the course content. Append to the course form letters of support or concern, or a Departmental Course Review Concurrence Form for each unit.

VI.B.3. Definition of Semester Credit Hour

The Ohio Department of Higher Education guidelines state, "One semester credit hour will be awarded for a minimum of 750 minutes [i.e., 12.5 hours] of formalized instruction that typically requires students to work at out-of-class assignments an average of two hours for every hour of formalized instruction [i.e., 1500 minutes or 25 hours]. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes." Further, the Department of Higher Education notes that "credit hours may be awarded on a different basis for other types of instructional activities," but in all cases the foundational assumption is that one semester credit is the equivalent of approximately 2,250 minutes [i.e., 37.5 hours] of coursework, combining formalized instruction with out-of-class work. For laboratory or studio course work, for example, that requires little or no out-of-class study, the Department

of Higher Education states that "One hour of credit shall be awarded for a total of 2,250 minutes [37.5 hours] of instructional time"; for laboratory or studio courses in which "instruction is supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following-up the [laboratory or studio] experience, then one hour of credit shall be awarded for a total of 1,500 minutes [or 25 hours]" of instructional time. See Appendix 7 for credit allocation guidelines for education abroad programs.

VI.B.4. Concurrences

Before submitting a course, units initiating course requests are encouraged to seek concurrence from other departments and/or units that may have an interest in a course request. As a general rule, if another unit could be affected by, or might be interested in the proposed course, a concurrence form along with the proposed course materials should be sent to the chair/director or curriculum contact of that unit. For example, if a department teaches a similar course or topic contained in the proposed course, concurrence should be sought from that unit. Also, if a new or changed course could affect enrollment patterns of students from other units (e.g., a credit hour increase for a course required by students from other departments), those units should be contacted for concurrence. The Office of Academic Affairs has specific guidelines for course requests that include computing and computer programming, statistics, leadership development, and the environment. Detailed information is available here (please log into curriculum.osu.edu): https://it.osu.edu/assist/assistCurriculum/concurrence.html Course requests will also be reviewed by the divisional curriculum liaisons, the divisional Panels, the ASC Curriculum and Assessment Services, and the full ASCC. These may choose to request concurrence from other units. However, the approval process usually moves more quickly if a request is accompanied by concurrences from the very beginning. The ASC concurrence form is available on the ASCCAS website (http://asccas.osu.edu/sites/asccas.osu.edu/files/Concurrence_Form_10-15-15.pdf). It is also included in this manual (see Appendix 8).

VI.B.5. Cross-Listing Courses

Proposals for the cross-listing of courses must include the participation of two or more academic units in the conduct, evaluation, and planning of such courses. The courses to be cross-listed must have a clear and direct relationship to the program of the academic units involved. The course description should contain a concise indication of the interdisciplinary nature of the course and its relationship to the work of each of the cooperating academic units. When requesting to cross-list a course, please submit separate request forms from each unit with *identical content* (other than the department name), and an identical syllabus which indicates the departments and course number(s) of the offering units. An identical course number for a cross-listing is preferred but not indispensable. Concurrences may be sought from units not involved in the cross-listing, but the cross-listing units need not provide additional letters of concurrence; the cross-listing itself stands as a concurrence.

VI.C. Types of Course Requests

VI.C.1. New Non-GE Course

The addition of a course that is new to the curriculum of a unit requires a New Course Request form, a syllabus (see Section VI.A), and possibly concurrences. If the course is intended to be a "Topics" course, please include at least two sample syllabi. Also, if the new course can count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that

program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. Please consult Appendix 6 for numbering convention.

VI.C.2. New GE Course

Please refer to Section VII.B for detailed guidelines on the submission of courses for GE status.

VI.C.3. Course Change (Non-GE)

Course changes may occur over time to accommodate developments in a field of study, changes in personnel, and the developing curricular goals of a unit. Such changes may include, but are not limited to, the number, title, level, credit hours, description, content, structure, prerequisites, or other special characteristics included in the Course Change Form. A change to an existing course requires a Course Change Form and usually a syllabus which reflects the requested changes. If the content of a course is being altered significantly, please include a current and a proposed syllabus (see Section VI.A) for comparison purposes. Also, if the course that is being changed counts toward the major of the submitting unit (whether as a required course or as an elective) and the requested change involves moving the course to a new level or place on the major's curriculum map, please submit an updated curriculum map. Concurrences may be required.

VI.C.4. Course Change (GE)

If a proposer wishes to add or alter the GE status of an existing course, please refer to Section VII.B for detailed guidelines on the submission of courses for GE status. Other changes to a course (e.g., description) may also be part of such a course change request. Concurrences may be required. If a proposer wishes to make a substantial change to an already approved GE course, usually a current and proposed syllabus will be required as well as an updated GE assessment plan.

VI.C.5. Course Withdrawal and Limbo

If a course no longer fits into the curriculum, it should be formally withdrawn. Use curriculum.osu.edu to generate a Course change request form. In the course change information section, please explain why the course is being withdrawn. Select "yes" for the question "Is this a request to withdraw the course?"

Courses that have not been taught in three consecutive years will be put in limbo (that is, removed from the university's course catalog), except if the department/unit provides the Office of Academic Affairs with a rationale as to why the course should remain on the books. Limbo is different from course withdrawal in that a limbo course still exists, but it is simply no longer visible in the course catalog. To schedule (reactivate) a limbo course, the department/unit should contact the Office of Academic Affairs. At the end of the course's fifth year in limbo (tenth year for course offered in alternate years), the course will be automatically withdrawn.

VI.C.6. One-Time Course Offerings: Group Studies/Flexibly Scheduled/Study Tour/ Workshop/Off-Campus Courses

A One-Time Offering Request form is available in curriculum.osu.edu. This form is used to request specific term offerings of Group Studies/Flexibly Scheduled/Study Tour/Workshop and/or Off-Campus courses. All such requests are for a single semester of offering and the courses are not permanently added to the Course Offering Bulletin as with New Course Requests. One-Time Course requests must complete

the full approval process before a call number can be released by the Scheduling Office. These requests are typically expedited by the ASC Curriculum and Assessment Services.

The One-Time Offering Request is found towards the bottom of the Home page in curriculum.osu.edu by clicking the button labeled "Create a new One-Time Offering Request." Search for your course. Once your course appears at the bottom of the page, click on "Create One-Time Offering" (under "Action" heading). Please fill out the form, which includes information such as type of request, term of offering, level/career, the rationale for the offering, and the course description for this offering. Just as in other curriculum.osu.edu web forms, there is a section for comments. For example, if General Education (GE) status is being sought for your One-Time Offering, please note that fact in the comments area (and, of course, attach all the documents necessary for a GE request—see Section VII.B). When all of the requested information has been entered in the appropriate fields and attachments have been uploaded, simply click "Save and Continue," then click "Submit" and the request will move along the approval workflow chain.

- Group Studies Request (X194):
  Group Studies Requests are intended to pilot a course or offer a single course for a special purpose (such as a visiting scholar). A One-Time Course Request Form (with "Group Studies" checked off) is required to request a new or previously offered group studies course and should be accompanied by a syllabus. Care should be taken to ensure that a group studies course does not encroach upon material being taught in established courses. Concurrences should be sought for such requests if appropriate. Regular course numbers should be sought for group studies courses taught **three** times with success. For each X194 topic an academic unit wishes to offer in any given semester, a One-Time Request form must be submitted. If a unit does not already have the appropriate Group Studies level shell course as a listing, a New Course Request must be submitted to create the permanent number for the department/unit. Thereafter, Group Studies requests may be submitted using a Group Studies Form, which must complete the approval process before a call number can be released by the Scheduling Office. Group Studies Request numbers include 1194, 2194, 3194, 4194, 5194, 6194, 7194, and 8194. In the event that a Group Studies proposal also requests GE status, such a proposal will be reviewed by the appropriate ASCC Panel.

- Flexibly Scheduled Course:
  A One-Time Course Request Form (with "Flexibly Scheduled" checked off) should be used to request a course for a concentrated period of time (less than one semester or term in duration) and should be accompanied by a syllabus. Concurrences should be sought for such requests if appropriate.

- Workshop/Study Tour/Off Campus Courses:
  A One-Time Course Request Form (with "Workshop," "Study Tour," or "Off Campus" checked off) should be used to request such courses and should be accompanied by a syllabus and any additional rationale or details deemed appropriate by the proposer. Concurrences should be sought if appropriate.

VI.C.7. Honors Course

The ASC Honors Committee has established the following criteria (all of which should be addressed either in the proposal form or within the accompanying materials) for an honors course or honors version of an existing course:

a) Limited enrollment to ensure the opportunity for student participation and for faculty/student interchange. The recommended limits are 25 for standard honors courses.

b) Structure and instruction which is different from a lecture, a laboratory, and discussion meetings and materials for a non-honors course covering the same or similar subject matter.

c) Instruction by regular faculty members to ensure expertise with subject matter, experience with teaching and research, a role model of the professional in the discipline, and personal consultation. Non-regular faculty will need submit to submit the following to the ASC Honors Committee for their review: statement of support from the department, a curriculum vitae, and teaching evaluations (if available).

d) High expectations for student performance in writing, problem-solving, logical thought, analysis, synthesis, and oral presentation.

e) Content that transcends the textbook and introduces appropriate concepts, uses appropriate sources for intensive study of the topic, relates the discipline to other disciplines, and prepares the student for subsequent courses.

f) Methodology that fosters the growth of intellectual attitudes and skills through individual exploration of the topic, introduction to research methods, and seminar participation.

g) Syllabus that clearly presents goals and objectives, assignments, expectations of performance, timetables and deadlines, and basis for grading.

h) Grading that neither penalizes nor rewards the student because of his or her honors status. The grades in an honors course are not curved, because the class is not a normal population.

i) Work load and pace which both maintain the interest and challenge the ability of honors students.

j) Communication of the enthusiasm and satisfaction which a scholar brings to his or her discipline.

Once approved by the department, a proposal for a new honors course or an honors version of an existing course may first need to go to the appropriate ASCC Panel for their approval (depending on what is involved in the request). It will then go to the ASC Honors Committee for their approval. The proposal will also need to be reviewed by the University Honors & Scholars Center. Copies of any proposal involving the honors designation (H suffix for course number) should be submitted through curriculum.osu.edu.

Forms:

a) Whether an academic unit is proposing an honors version of an existing course or a brand-new honors course, the unit should provide documentation as requested below and complete a New Course form in curriculum.osu.edu.

b) In the event that an academic unit wishes to replace an existing non-honors course with an honors version, the unit should provide documentation as requested below and complete a Course Change form in curriculum.osu.edu.

c) Since X194 courses require approval each time they are offered, the academic unit should provide documentation as requested below and complete:
   - a Group Studies Request form in curriculum.osu.edu if the unit has prior approval for the X194H designation;

- if the unit does not have prior approval for the X194H designation, it will also have to fill out a New Course Request form to that effect in curriculum.osu.edu.

Please attach the following documents in curriculum.osu.edu:

a) Explanation of Intended Audience for Honors Course
(Freshman, sophomore, specific area of study, open to students in any field of study, etc.)

b) Syllabus for the Proposed Honors Course
In addition to covering the substance of the course, the syllabus should contain a statement that addresses the specific goals and expectations of the course. It also should include information about assignments, tests, references, and a grading scale which indicates how assignments will be weighed. With respect to reading assignments, the syllabus should indicate the number of pages included in the reading(s) required for each class meeting and, in cases where there is a non-honors version of the course, also indicate which readings are different from or additional to those required in the non-honors version.

c) Syllabus of Existing Non-Honors Course
For comparative purposes, the ASC Honors Committee requires a copy of a syllabus for the already existing non-honors course which will parallel the proposed honors version. If the proposal is for a brand-new honors course, there obviously will be no syllabus for an already existing non-honors course available. In such cases, the proposer should include the syllabus from a non-honors course at a level comparable to the proposed course so that the Committee has some standard within the department for comparative purposes.

d) Statement of Qualitative Difference
The ASC Honors Committee expects that honors courses will differ from non-honors courses in a variety of ways and so requires that the proposer include a statement that addresses the following items (with particular attention to the differences between the two versions of the course, if a non-honors version exists):

1. How the specific goals of the course will be achieved.
2. The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included.
3. The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field.
4. Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work.
5. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and students, and how such engagement will be achieved.
6. How an environment will be fostered that facilitates intellectual exchange among students (if applicable).
7. Ways that creative thinking will be an essential aspect of the course requirements.
8. How the course will embrace, as appropriate, interdisciplinary work and study.
9. Evidence of a pedagogical process that will demand a high level of intellectual output.

e) Curriculum map
If the new honors course can count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet.

VI.C.8. Honors Embedded Course

The university recognizes that in some colleges, stand-alone honors courses will never be possible in upper-level courses, nor in some lower-level courses due to normally low enrollments. Therefore, in order to facilitate the offering of more honors experiences to honors students in selected non-honors courses, the following guidelines will apply to the creation and monitoring of honors experiences embedded within current non-honors courses.

This process is not intended to be a replacement for offering honors courses, but rather, an option that faculty may voluntarily offer to students once an honors embedded (E) course is approved. E courses are not considered to be the equivalent of regular honors courses, and therefore should not be considered an automatic entry to the next course in an honors course sequence. Permission of instructor is required for entry to the next honors course in a sequence if an honors embedded course is taken.

a) The honors embedded experience will be limited to no more than 12 honors students enrolled within a non-honors course. In cases where the demand for an honors embedded experience is greater than 12 honors students, departments are encouraged to offer a regular honors section. Additionally, embedded honors experiences cannot be offered in courses where honors sections already exist, except on the regional campuses. Individual colleges and faculty may decide to set further limits on the E option.

b) In general, the E component will be taught by tenure-track or tenured faculty. Non-regular faculty will need submit to submit the following to the ASC Honors Committee for their review: statement of support from the department, a curriculum vitae, and teaching evaluations (if available).

c) Approval of a course for honors embedded experience does not obligate faculty to offer such an experience each time the course is offered.

d) Faculty who teach honors embedded courses may request Pressey Enrichment funds from the University Honors & Scholars Center to cover costs of honors enrichment activities (e.g., field trips).

e) The colleges and the University Honors & Scholars Center will maintain a list of courses approved for embedded experiences in a manner accessible to both students and faculty, e.g., college and H&S websites, honors handbooks.

f) Note that substantial changes to the approved E syllabus will require the approval process again.

g) College honors committees and the University Honors Faculty Advisory Committee will review these guidelines periodically.

h) When requested by the Council on Academic Affairs, the University Honors & Scholars Center will report to the Council on honors embedded courses approved and offered, including number, enrollments, and student and faculty feedback.

Students and Registration:

a) Students should carry an honors designation to qualify for enrollment in the embedded honors option, but non-honors students have the option of obtaining special permission to enroll.

b) Honors embedded courses will have a separate call number from the regular course. A code to designate "Enrollment by permission only" will be listed for these sections as well so that students cannot add the course without instructor approval.

c) Once approval for the E course is obtained, E will be listed as an option for the course in the online University Course Bulletin and eventually the printed Course Bulletin (deadline for revisions typically in February).

d) Students will register for the honors embedded course at the time of registration. If they wish to drop the honors embedded part of the course (and transfer to the regular course), they will need to do so by the fourth Friday of a full semester.

Once approved by the department, a proposal for a new honors embedded course or an honors embedded version of an existing course may first need to go to the appropriate ASCC Panel for their approval (depending on what is involved in the request). It will then go to the ASC Honors Committee for their approval. The proposal will also need to be reviewed by the University Honors & Scholars Center. Copies of any proposal involving the honors embedded designation (E suffix for course number) should be submitted through curriculum.osu.edu.

Proposal Components:

a) A new course request form in curriculum.osu.edu.

b) A cover letter with a rationale for offering the honors embedded course.

c) A description of how the course will offer honors students enhanced student/faculty interaction, including an estimate of such frequency.

d) A description of the enhanced expectations and experiences, which need to be more rigorous and enriching in ways that constitute honors content and not simply additional work. Proposals should give the approximate amount of additional hours of work expected of the student per week.

   Additional honors experiences may involve, but are not be limited to:

   - A related research project.
   - A special in-class presentation.
   - Presenting at an out-of-class activity related to the course.
   - Developing a teaching tool related to the course or assisting a faculty member in course improvement/development.
   - Enhanced laboratory experience.
   - Differential assignments/learning experiences based on the honor student's honors program.
   - Interaction with other students pursuing the E option.

- College-wide enrichment experiences, such as an open-forum debate on a topic related to curricula in the College, a field trip to a research facility or industry location, or a prominently known guest speaker sharing research.
- Delving more deeply into the methodology, structure, and/or theory; addressing more sophisticated questions; and satisfying more rigorous standards than are generally expected.

e) A description of the grading. The student's grade should reflect all of the student's work in the course, including work done in common with other students, as well as work done for the honors element. An agreement on grading procedures needs to be established in advance of the beginning of the course.

f) The syllabus for the regular course and the honors embedded addendum. Note that the syllabus objectives should also reflect the honors embedded experience.

g) If the new honors embedded course can count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet.

For regional campuses, please make sure to work in coordination with the Regional Honors Director/Associate Dean.

VI.C.9. Service-Learning Course (Non-GE)

Service-Learning courses are designed to enrich students' understanding of course content, broaden their appreciation of the discipline, and enhance development of civic responsibility. A service-learning course uses experiential strategies characterized by student participation in an organized service activity, is connected to specific learning outcomes, meets identified community needs, and provides structured time for students to analyze and connect the service experience to learning. The successful completion of such a course will be noted on a student's transcript using the letter "S."

There are two types of Service-Learning courses: Non-GE Service-Learning courses and GE Service-Learning courses.

For instructions on how to submit non-GE Service-Learning courses, please consult with the Office of Service-Learning (http://u.osu.edu/servicelearning/). The Office of Service-Learning offers assistance for faculty interested in service learning, including course design and development, technical assistance, grants, and detailed descriptions of the approval process. Please make sure to select the form "S-Designation Request Form" (*not* "S+GE Request Form and Rubric") available at http://u.osu.edu/servicelearning/faculty/request-the-s-designation/ . Once a course receives the "S" designation, the course will need to be taught with the service-learning component. (If an instructor wishes to offer an additional version of the course without service-learning content, he or she will need to create a separate non S-designated course in addition to the S-designated one.) Please note the following additional *ASC* requirement: If the new course can count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet.

For instructions on how to submit *GE* Service-Learning courses, please see Section VII.B. of this manual.

VI.C.10. First-Year Seminar

First-Year Seminars are designed to provide first-year students opportunities for contact with faculty in small group-discussion settings. They should offer an introduction to frontier areas of scholarly pursuit, allowing first-year students a glimpse of current topics of research and study, introduce students to unfamiliar academic areas, and provide insight into how faculty conduct scholarship in their disciplines. First-Year Seminars are only taught on the Columbus campus.

Instructional issues:

a) Course Format: The course is intended to be taught in a seminar format and to involve significant student participation. The seminars are offered for one credit hour. Seminars meet once a week for 55 minutes (full semester) or twice a week for a total of 110 minutes per week (7-week session). Syllabi should reflect an appropriate amount of coursework outside class for a one credit hour course, that is, approximately two hours of academic work outside of the classroom per week per credit hour. Seminars may receive the "S" (service learning) designation by completing the appropriate proposal as outlined on the Office of Service-Learning website: http://u.osu.edu/servicelearning/faculty/request-the-s-designation/ Please make sure to select the form "S-Designation Request Form" (*not* "S+GE Request Form and Rubric").

b) Staffing: First-Year Seminars are taught by tenure-track or tenured faculty. Models for staffing the courses are flexible and might include a single faculty member or two faculty members, for instance team-teaching an interdisciplinary course. It is expected that there will typically be no more than two faculty teaching any individual seminar. With more instructors, students might not benefit from a sufficiently intense relationship with any individual faculty. Interdisciplinary offerings broaden student perspectives and we encourage such seminars.

c) Grading: Courses may be graded using letter grades or Satisfactory/Unsatisfactory. Courses using letter grades are offered under a decimalized section of ASC 1137, whereas S/U courses are under ASC 1138.

d) Content Focus: Seminars should introduce first-year students to areas of research, scholarship, and study within a specific discipline or across disciplines.

e) Enrollment: Seminars are open to all first-year students, and each student may enroll in only one seminar per semester. Enrollment is capped at 18; we typically expect a minimum enrollment of 12 to run a seminar.

Course Approval Process:

a) Proposals should include the following:
   - A sample syllabus that includes the course goals, a brief description of the content, the distribution of meeting times, a weekly topical outline, a listing of assignments, grade assessment information (including whether the course will be graded by letter grades or Satisfactory/Unsatisfactory), the required textbooks and/or reading list, and the academic misconduct and disability services statements. (Please refer to the ASC Syllabus Template in Section VI.A.)
   - A brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s).

   Full instructions on how to propose a seminar, including the proposal form and sample syllabi can be found at firstyearseminars.osu.edu/how-propose-seminar . Please do note that First-Year Seminar proposals *cannot* be submitted via curriculum.osu.edu but should be e-mailed to Todd

Bitters at bitters.4@osu.edu or mailed to Ohio State First-Year Seminar Program, 100 Denney Hall, 164 Annie & John Glenn Avenue. The program's website (firstyearseminars.osu.edu) also contains other useful information for students and faculty (for example, a complete roster of seminars offered each term).

b) Proposals will be reviewed by a panel of the College of the Arts and Sciences Curriculum Committee. The membership of this panel reflects both the College of Arts and Sciences and the professional colleges.

c) Courses are approved with the understanding that approval is attached to the individual faculty member(s) submitting the proposal. If the course is offered in future semesters with a different instructor, it will need to be resubmitted.

d) Once approved, faculty may offer their seminar in subsequent academic years, as long as there is a demand. A current syllabus must be resubmitted to the panel after a period of five years.

Compensation:

a) Faculty are provided a $3,000 stipend.

b) The stipend will be divided between faculty who choose to team-teach.

c) The stipend is paid as supplemental compensation. Funds will be added monthly

VI.C.11. Education Abroad Course (Non-GE)

New courses that contain an Education Abroad component should, if at all possible, be created as versions of x797 or x798 (if necessary, decimalized). As indicated in Appendix 6, those numbers have been set aside by OAA for studies at foreign institutions and study tours respectively.

For permanent courses that are requesting their own unique number in the course catalog (and are, therefore, submitted via curriculum.osu.edu): if a new course can count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet.

New Education Abroad course proposals that will be offered under a unit's generic x797 or x798 numbers (i.e., will not need their own unique number and thus will not be submitted via curriculum.osu.edu) do need to be reviewed by ASCC (in addition to being approved by the Office of International Affairs for feasibility). Please submit your proposal and course syllabus to the ASC Curriculum and Assessment Services via e-mail (asccurrofc@osu.edu) for curricular review.

For all new education abroad courses, also submit a detailed rationale for the number of credit hours. Please consult the "Credit Allocation Guidelines for Education Abroad Programs" document in Appendix 7.

VI.C.12. Distance Learning Course

Proposals for both new courses and existing courses that wish to include distance learning options must be submitted via curriculum.osu.edu.

When filling out the course submission form (in curriculum.osu.edu) the submitter should choose "yes" for "Does any section of this course have a distance education component?" Three additional options will then appear on the screen:

1. 100% at a distance
2. Greater or equal to 50% at a distance
3. Less than 50% at a distance

The submitter should select all the categories that apply for the course.[2]

Course requests for which either the "100% at a distance" box and/or the "Greater or equal to 50% at a distance" box are selected will be reviewed by the appropriate Arts and Sciences faculty curricular panel. In addition, in that case, before submitting the request, the unit should contact the Arts and Sciences Technology Services (ASCTech) for tech review. (Units in other colleges should contact ODEE or their own support team.) Specifically, ASC units should set up a meeting with Mike Kaylor (kaylor.1@osu.edu; Director of Academic Technology) to discuss the new or converted distance learning course. Mike Kaylor will guide the unit in the development of the course and walk the submitter through a detailed list of distance-specific syllabus elements, do's and don'ts, and tips. A copy of the Distance Learning Course Component Technical Review Checklist that Mike Kaylor will fill out can be consulted in Appendix 9. Additional information can be found on the ASCTech webpage about teaching online at http://asctech.osu.edu/elearning/instructor-elearning-resources and https://osuasc.teamdynamix.com/TDClient/KB/ArticleDet?ID=16537 .

Once the work with ASCTech (or ODEE/equivalent college support team for non-ASC units) is completed, the course request should be submitted via curriculum.osu.edu with the following attachments

(1) a complete syllabus for the distance learning course,
(2) a syllabus for the class version of the course (if applicable)
(3) the completed Distance Learning Course Component Technical Review Checklist (or equivalent documentation for non-ASC units),
(4) for existing GE courses that are being converted to a distance learning format: an updated GE assessment plan that is specific to the distance learning format.

When the proposal reaches the ASC Curriculum and Assessment Services, it will be routed to the appropriate faculty panel for curricular review.

Important note: The Distance Learning Course Component Technical Review Checklist (Appendix 9) that Mike Kaylor will complete during his consultation with the submitter comprises the last three sections of the complete Quality Matters (QM) Rubric: Course technology, Learner support, Accessibility and usability.[3] For informational purposes we provide the full QM Rubric in Appendix 10. We strongly encourage faculty to follow the Quality Matters Rubric when putting together a distance learning course. Following these best practices will help faculty develop a strong course proposal. Annotations to the complete Quality Matters Rubric can be obtained by contacting Timothy Lombardo (lombardo.89@osu.edu; University Quality Matters Coordinator).

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[2]. Examples of common Distance Learning course formats in categories 1) and 2) include:

- Distance Courses where 75%-100% of the course materials, exams and regular interactions occur online
- Hybrid/blended/flipped courses where 50%-75% of the course materials, exams and regular interactions occur online.

[3] Quality Matters (QM) is an inter-institutional organization that sets baseline research-supported standards to ensure quality design for online and hybrid courses. The QM Rubric is supported on national standards and best practices, research literature, and instructional design principles. The rubric has a set of eight general standards, with specific criteria under each.

VII. General Education

VII.A. GE Goals and Expected Learning Outcomes (to be included in GE course syllabi)

In the Program of General Education, students will take coursework in several areas of study to achieve the necessary skills, broad knowledge, and competencies expected of a College of Arts and Sciences graduate. The learning outcomes that students should achieve through coursework in various categories of the General Education (GE) are listed below. (This revised language was approved by ASCC on 6/8/12.)

All GE course syllabi must include the GE category (or categories) the course has been approved to fulfill and the associated Goals and Expected Learning Outcomes numbered below, as well as a brief statement as to how the course attempts to satisfy the Expected Learning Outcomes. Outcome statements can be contextualized by specific course content but must be identified as those meeting general education outcomes.

Writing and Communication

Goals:
Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

Level One (1110)

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

Level Two (2367)

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Foreign Language

Goals:
Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

Literature

Goals:
Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:
1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Visual and Performing Arts

Goals:
Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:
1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Cultures and Ideas

Goals:
Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:
1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Historical Study

Goals:
Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:
1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Quantitative Reasoning

Goals:
Students develop skills in quantitative literacy and logical reasoning, including the ability to identify valid arguments, and use mathematical models.

Expected Learning Outcomes:

Basic Computation
1. Students demonstrate computational skills and familiarity with algebra and geometry.
2. Students apply these skills to practical problems.

Mathematical or Logical Analysis
1. Students comprehend mathematical concepts and methods adequate to construct valid arguments.
2. Students comprehend mathematical concepts and methods adequate to understand inductive and deductive reasoning.
3. Students comprehend mathematical concepts and methods adequate to increase their general problem solving skills.

Data Analysis

Goals:
Students develop skills in drawing conclusions and critically evaluating results based on data.

Expected Learning Outcomes:
1. Students understand basic concepts of statistics and probability.
2. Students comprehend methods needed to analyze and critically evaluate statistical arguments.
3. Students recognize the importance of statistical ideas.

Natural Science

Goals:
Students understand the principles, theories, and methods of modern science, the relationship between science and technology, the implications of scientific discoveries and the potential of science and technology to address problems of the contemporary world.

Expected Learning Outcomes:

Biological Science
1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Physical Science
1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.

3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Social Science

Goals:
Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

Individuals and Groups

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Organizations and Polities

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

Human, Natural, and Economic Resources

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Cross-Disciplinary Seminar

Goals:

Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Expected Learning Outcomes:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Service-Learning

Goals:

Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

Education Abroad

Goals:

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

VII.B. GE Submission Guidelines

The following guidelines were originally approved by the ASC Committee on Curriculum and Instructions (CCI) in 2008, with revisions and additions made by the ASCC in 2012, 2014, and 2017.

VII.B.1. Writing and Communication

Goals:
Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

Level One (1110)
1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

Level Two (2367)
1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:
1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that discusses how *each individual GE expected learning outcome* will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components. For (d) written assignments, specifically explain (1) how the students gain significant writing experiences and other related skills involving effective written and oral communication, (2) how the syllabus includes opportunities for feedback on writing and revision, and (3) how students are encouraged to develop information literacy.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

For Writing and Communication Level One, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students communicate using the conventions of academic discourse.			
ELO 2 Students can read critically and analytically.			

For Writing and Communication Level Two, complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively			
ELO 2 Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.			
ELO 3 Students access and use information critically and analytically			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Level One
This is a freshman level course housed in the English Department and prerequisite to Level Two courses.

Level One course proposals *should also show* how the course will help students write grammatical, well-organized, and well-supported essays in a style appropriate to their purpose and audience.

The course must be kept to a size appropriate to the realization of the goals of college composition courses.

Level Two
The Second Writing Course is offered by departments from across the university, should be accessible to non-majors, and is expected to include content and writing pertaining to the United States. Completion of English 1110 (or equivalent) and sophomore standing (or above) are necessary prerequisites. Credit for the second writing course is not allowed to count for both the major and the GE requirement.

Proposals for **Level Two Courses** *should also address the following questions*:

- Does the course build on the fundamentals of the First Writing Course?
- How does the course incorporate topics and writings related to the United States?
- Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course?
- In what ways does this course give students the opportunity to receive feedback on their writing and oral communication and revise their communications in light of this feedback?

VII.B.2. Foreign Language

Goals:
Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:

1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that discusses how *each individual GE expected learning outcome* will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

Complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.			
ELO 2 Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.			
ELO 3 Students compare and contrast the cultures and communities of the language that they are studying with their own.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Students must complete course work or achieve proficiency through the 1103 level in a foreign language.

VII.B.3. Literature

Goals:
Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:
1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:
1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that discusses how *each individual GE expected learning outcome* will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

Complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students analyze, interpret, and critique significant literary works.			
ELO 2 Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please

include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Students must choose one course approved for GE Literature.

VII.B.4. Visual and Performing Arts

Goals:
Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:
1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:
1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

Complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students analyze, appreciate, and interpret significant works of art.			
ELO 2 Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course,

indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Students must choose one course approved for GE Visual and Performing Arts.

VII.B.5. Cultures and Ideas

Goals:
Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:
1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:
1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

Complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students analyze and interpret major forms of human thought, culture, and expression.			
ELO 2 Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course,

indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Students have the choice of taking one course approved for GE Cultures and Ideas or a second GE Historical Study course (see below).

VII.B.6. Historical Study

Goals:
Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:
1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:
1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A concurrence should be solicited from the Department of History specifically addressing the requested GE Historical Study status.

4. A GE rationale that discusses how each individual GE expected learning outcome will be met in the course. In particular, the reviewing faculty panel will consider that each GE ELO is addressed if the following specifics are achieved in the course:

    a) For ELO 1: Students construct an integrated perspective on history and the factors that shape human activity.
        - Students explain the cause, effect, and relevance of specific historical events and/or periods within the broader historical context.
        - Students clearly demonstrate the ability to understand and apply basic historical concepts, methodologies, and approaches.

    b) For ELO 2: Students describe and analyze the origins and nature of contemporary issues.
        - History should be understood as the study of change over time. Students learn that these changes were never inevitable: in different circumstances, history could have followed alternative paths.

    c) For ELO 3: Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.
        - Students apply critical thinking through analyzing primary and secondary sources.
        - Students understand and articulate diverse historical interpretations.
        - Students articulate historical arguments in a variety of forms of communication.

In the GE rationale, explain how these bulleted items are met in the course (the course objectives, readings, topics, assignments, or other course components).

5. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented)

Complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students construct an integrated perspective on history and the factors that shape human activity.			
ELO 2 Students describe and analyze the origins and nature of contemporary issues.			
ELO 3 Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

6. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Students must choose one course approved for GE Historical Study and have the choice of taking a second GE Historical Study course (or take a course approved for GE Cultures and Ideas).

VII.B.7. Quantitative Reasoning

Goals:
Students develop skills in quantitative literacy and logical reasoning, including the ability to identify valid arguments, and use mathematical models.

Expected Learning Outcomes:

Basic Computation
1. Students demonstrate computational skills and familiarity with algebra and geometry.
2. Students apply these skills to practical problems.

Mathematical or Logical Analysis
1. Students comprehend mathematical concepts and methods adequate to construct valid arguments.
2. Students comprehend mathematical concepts and methods adequate to understand inductive and deductive reasoning.
3. Students comprehend mathematical concepts and methods adequate to increase their general problem solving skills.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:
1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

For Basic Computation, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students demonstrate computational skills and familiarity with algebra and geometry.			
ELO 2 Students apply these skills to practical problems.			

For Mathematical or Logical Analysis, complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students comprehend mathematical concepts and methods adequate to construct valid arguments.			
ELO 2 Students comprehend mathematical concepts and methods adequate to understand inductive and deductive reasoning.			
ELO 3 Students comprehend mathematical concepts and methods adequate to increase their general problem solving skills.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Required Coursework for Students:

Basic Computational Skills

The requirement is usually met by mathematics placement level "R" or above, or successful completion of Mathematics 1060 or 1075. The performance level is roughly equivalent to a good working knowledge of a high school "Algebra II" course. The expected outcomes of courses approved for this category should address this level of competence. Note: if a student earned an ACT Mathematics Subscore of 22 or higher; an SAT Mathematics score of 520 or higher; a score of 108EA (Elementary Algebra) or 69 CLM (College Level Math) on the College Board's Accuplacer tests; or an Algebra Scale Score of 52 on the ACT's Compass math placement test, by State of Ohio law he/she is not required to take remedial math (courses numbered 1075 and below) regardless of his/her score on the Mathematics Skills Assessment. However, the student would be strongly encouraged to take the math course he/she tested into, especially if the student is going to continue taking a sequence of math courses.

Mathematical or Logical Analysis

The intent of this category is to focus on argument in a context that emphasizes natural language, mathematics, computer science, or quantitative applications not primarily involving data. In addition to mathematics and computer science courses, courses which emphasize the nature of correct argumentation either in natural languages or in symbolic form are appropriate. Courses should emphasize the logical processes involved in mathematics, inductive or deductive reasoning, or computing, as well as the theory of algorithms. Courses in logic and argumentation are also appropriate. Bachelor of Science (B.S.) students satisfy this requirement by completing Math 1151 or the equivalent.

VII.B.8. Data Analysis

Goals:
Students develop skills in drawing conclusions and critically evaluating results based on data.

Expected Learning Outcomes:
1. Students understand basic concepts of statistics and probability.
2. Students comprehend methods needed to analyze and critically evaluate statistical arguments.
3. Students recognize the importance of statistical ideas.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:
1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A concurrence should be solicited from the Department of Statistics specifically addressing the requested GE Data Analysis status.

4. A GE rationale that addresses how the course will meet the required coursework outlined below (pp. 59-60).

5. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

Complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students understand basic concepts of statistics and probability.			
ELO 2 Students comprehend methods needed to analyze and critically evaluate statistical arguments.			
ELO 3 Students recognize the importance of statistical ideas.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

7. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Required Coursework for Students:

The intent of this General Education category is to enable students to deal with the gathering, presentation, and interpretation of data. Students should develop an understanding of problems of measurement, be able to deal critically with numerical and graphical arguments, and recognize the uses and misuses of statistics and related quantitative arguments. Courses should include exposure to fundamental ideas of probability, involve the use of computational technology in problems of data analysis, and include opportunities to present data using summary measures and graphical techniques. Specialized courses within the B. S. major may also be proposed to satisfy this requirement.

The ASCC Natural and Mathematical Sciences Panel and the full ASCC will use these guidelines (approved by the ASCC on April 11, 2014) as the basis for evaluation of data analysis courses. The fulfillment of the following criteria would make the course eligible to be considered for GE Data Analysis status with the final decision based on the overall rigor and sophistication of the course. Prerequisite courses can count in the requirement (for example Statistics 4202 meets the requirement because Statistics 4201 is a prerequisite).

Core requirements (at least 4 instructional hours spent on each bullet):

- Notions of probability. The axioms of probability, and basic probability calculations. Random variables, and probability calculations using random variables. Expected values.
- Basics of statistical inference. Moving from a sample to a population. Bias and variance. Understanding the margin of error and confidence. The logic of statistical testing. The misuse of statistics.

Additional requirements (At least two out of four, with at least 3 instructional hours spent on each numbered item):

1. Understanding where data come from. Data sources. Discriminating between observational and experimental studies. (Random) sampling.
2. Summarizing data graphically and numerically. Discriminating between good and bad summaries. Understanding the advantages and disadvantages of a given summary.
3. Methods of statistical inference. Statistical testing. Constructing confidence intervals. Making quantitative statistical arguments using data. Understanding and verifying assumptions underlying a given inference.

4. Statistical modeling (e.g., regression models, analysis of variance). Interpreting the parameters underlying statistical models. Model assessment.

Thus, in a three-semester-hour course, for example, at least one third of the class should be spent teaching topics in probability and statistics.

Possible software: The R Project for Statistical Computing (www.r-project.org) is an open source statistical software package. Commercial packages for which the university has a license include MATLAB, Mathematica, Minitab, JMP, SAS, SPSS, and Stata.

Useful reference: "Statistics: Concepts and Controversies, 8th ed." by Moore and Notz (The Statistics 1350 text).

VII.B.9. Natural Science

Goals:
Students understand the principles, theories, and methods of modern science, the relationship between science and technology, the implications of scientific discoveries and the potential of science and technology to address problems of the contemporary world.

Expected Learning Outcomes:

Biological Science

1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Physical Science

1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students understand key events in the development of science and recognize that science is an evolving body of knowledge.
3. Students describe the inter-dependence of scientific and technological developments.
4. Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:

1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that discusses how *each individual GE expected learning outcome* will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course. In addition, please address the following two points as appropriate:

   a) How do the prerequisites provide an appropriate level of preparation for the proposed course? If there are no prerequisites, please indicate how this is consistent with the proposed level of the course.
   b) If the course is being proposed to fulfill the requirement for a course with a laboratory, please answer the following question: What type(s) of experiences will students have in the laboratory component of the course?

(Note: The ASC Model Curriculum (1988) states that "laboratory experiences may range from familiar experimental work to field trips, astronomical observations, or the like." The document also states that the purpose of the laboratory is to, "provide concrete experiences of the principles being presented and of the problems of observation, measurement, and proof in the natural sciences.")

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

For either Biological Science or Physical Science, complete the following table to show how the faculty will assess the four expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students understand the basic facts, principles, theories and methods of modern science.			
ELO 2 Students understand key events in the development of science and recognize that science is an evolving body of knowledge.			
ELO 3 Students describe the inter-dependence of scientific and technological developments.			
ELO 4 Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Notice that in ASC, some GE Natural Science courses are for both BA and BS students and some courses are for BA-students only. *BA/BS Natural Science GE courses* are distinguished from BA-only courses by fulfilling several or all of the following criteria. The ASCC Natural and Mathematical Sciences Panel and the full ASCC will use these guidelines (approved by ASCC on April 20, 2012) as the basis for evaluation of BA/BS or BA-only status. Fulfillment of one or more of these criteria would make the course eligible to be considered for both BA and BS students, with the final decision based on the overall rigor and sophistication of the course.

- Advanced math requirements of the course (specifically, pre-Calculus for BA or Calculus for BS);
- Sophisticated scientific knowledge and reliance on other scientific knowledge from other disciplines;
- More intensive use of data collection and analysis;
- Course could potentially serve as an immediate prerequisite for a major course in the sciences;
- Whether the course is intended for majors in that discipline;
- Lab inclusion would not be mandatory but if included might need to have particular rigor for data analysis and also for some number of formal lab reports;
- Course would need to be consistent with level of currently approved BA/BS Natural Science GE courses.

Bachelor of Arts students must take 10 hours, usually three courses. At least one course must be in the biological sciences and one course must be in the physical sciences. At least one course must have a laboratory.

Bachelor of Science students must take 10 hours, usually three courses. At least one course must be in the biological sciences with a laboratory and one course must be in the physical sciences with a laboratory.

VII.B.10. Social Science

Goals:
Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes:

Individuals and Groups

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Organizations and Polities

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

Human, Natural, and Economic Resources

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:

1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

For Individuals and Groups, complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.			
ELO 2 Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.			
ELO 3 Students comprehend and assess individual and group values and their importance in social problem solving and policy making.			

For Organizations and Polities, complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and polities.			
ELO 2 Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.			
ELO 3 Students comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.			

For Human, Natural, and Economic Resources, complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.			
ELO 2 Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.			
ELO 3 Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

Indirect Methods *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Students must take two courses from two of the three Social Science subcategories to fulfill the Social Science requirement.

VII.B.11. Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:

1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

For Social Diversity in the United States, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.			
ELO 2 Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.			

For Global Studies, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.			
ELO 2 Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Students must take one GE Social Diversity in the U.S. course and two GE Global Studies courses. All three courses can overlap with another GE category or the major. If students do not choose overlapping courses, the social diversity in the U.S. and the global studies requirements must still be met.

VII.B.12. Cross-Disciplinary Seminar

Goals:
Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Expected Learning Outcomes:
1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:
1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15). As indicated in Appendix 6, the numbers 2596, 3596, 4596, 3597, and 4597.have been set aside by OAA for GE Cross-Disciplinary seminars.

3. A GE rationale that discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

   The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

Complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	**Methods of Assessment** **Direct methods are required. Additional indirect methods are encouraged.*	**Level of student achievement expected for the GE ELO.** *(for example, define percentage of students achieving a specified level on a scoring rubric)*	**What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?**
ELO 1 Students understand the benefits and limitations of different disciplinary perspectives.			
ELO 2 Students understand the benefits of synthesizing multiple disciplinary perspectives.			
ELO 3 Students synthesize and apply knowledge from diverse disciplines to a topic of interest.			

***Direct Methods** *assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

***Indirect Methods** *assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

GE Cross-disciplinary seminars may count in the Open Options.

VII.B.13. Service-Learning

I. Generic Service-Learning Questions

Please upload attachments to the appropriate Course Request Form in curriculum.osu.edu.

1. Has this class previously received an S-Designation? **Yes** **No**

2. Is this class always taught with a service-learning component? **Yes** **No**
(If no, please provide details)

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

Course Content/Planning:
3. Please describe the planned service activities to be performed by students in this course.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).

5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.
Please describe goals/expectations/responsibilities for:

a) Faculty
b) Students
c) The community partner(s)

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

Course Goals:
7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

II. Service-Learning GE-Specific Questions

Goals:
Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.

2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

Courses proposed for the Service-Learning component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:

1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15).

3. A GE rationale that specifically answers the following questions:

    a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?
    b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?
    c) How does the course promote reflection on and evaluation of the impacts of the service-learning activity?

4. A GE assessment plan
    As a direct measure of assessing how effectively students are meeting the Service-Learning ELOs, instructors are **required** to give students an **end-of-course assignment** that should be scored using the Scoring Rubric provided below. The end-of-course assignment can take different forms, including--but not limited to--a student reflection paper or a student video presentation. (See below for further details.) This assignment is required for assessment purposes; the instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.

    In your proposal, please explain the end-of-course assignment for your course. Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

    The Scoring Rubric for this end-of-course assignment, developed by the ASCC Assessment Panel in collaboration with the Office of Service-Learning, is included below.

    After the second offering of the course, please submit a summary of rubric scores using the blank table provided in Appendix 12, one paragraph of instructor reflection (which may include instructor's explanation of student scores, qualitative analysis of student growth and development, changes to be made in the course, *etc.*), three sample assignments (one low score, one average score, and one high score) together with the course syllabus, the GE assessment plan, and any other appropriate supporting information to the ASC Curriculum and Assessment Services electronically. (Keep copies for your own and your department's records.)

5. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please

include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

GE Service-Learning courses may count in the Open Options.

Further details about end-of-course assignment:
All instructors of GE Service-Learning courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Service-Learning courses is to help university committees evaluate the effectiveness of the GE Service-Learning Category as a whole. The assignment should assess *all three* of the Service-Learning ELOs. Here is an example of a prompt for an end-of-course student reflection paper:

Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Service-Learning experience:

1. How are the concepts and skills that you have learned in an academic setting connected to your community-based work?
2. Demonstrate your understanding of the issues, resources, assets, and cultures of the community in which you worked.
3. Evaluate the impacts of the service-learning activity. Use concrete examples.

Scoring Rubric:

Assessment of Service-Learning GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1) Students make connections between concepts and skills learned in an academic setting and community-based work	Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to service-learning activity.	Connects and analyzes knowledge (facts, theories, etc.) from course content to service-learning activity.	Begins to connect knowledge (facts, theories, etc.) from course content to service-learning activity.	Expresses a limited, unclear connection of course content to service-learning activity.
(ELO2) Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.	Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which he/she is working.	Identifies and clearly understands the issues, resources, assets, and cultures of the community in which he/she is working.	Identifies the issues, resources, assets, and cultures of the community in which he/she is working.	Shows minimal awareness of the issues, resources, assets and cultures of the community in which he/she is working.
(ELO3) Students evaluate the impacts of the service-learning activity.	Thoroughly evaluates the impacts of the service-learning experience on himself /herself, the organization, and also considers the long term impact of the work on the community.	Evaluates the impacts of the service-learning experience on himself /herself and the contributions that he/she made to the goals and aims of the organization.	Evaluates the impacts of the service-learning experience on himself /herself.	Minimally evaluates the impacts of the service-learning experience.

VII.B.14. Education Abroad

Goals:
By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:
1. Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.
2. Students function effectively within their host country/countries.
3. Students articulate how their time abroad has enriched their academic experience.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:
1. The appropriate Course Request Form via curriculum.osu.edu

2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-15). Departments are strongly encouraged to use versions of x797 or x798 (if necessary, decimalized). As indicated in Appendix 6, those numbers have been set aside by OAA for studies at foreign institutions and study tours respectively.

3. A detailed rationale for the number of credit hours. Please consult the "Credit Allocation Guidelines for Education Abroad Programs" document in Appendix 7.

4. A GE rationale that specifically answers the following questions:

    a) How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?
    b) What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?
    c) In what ways will the students' time abroad enrich their academic experience?

5. A GE assessment plan
    As a direct measure of assessing how effectively students are meeting the Education Abroad ELOs, instructors are **required** to give students an **end-of-course assignment** that should be scored using the Scoring Rubric provided below. The end-of-course assignment can take different forms, including--but not limited to--a student reflection paper or a student video presentation. (See below for further details.) This assignment is required for assessment purposes; the instructor may choose to include this assignment as one of the assignments a student completes for his/her final grade.

    In your proposal, please explain the end-of-course assignment for your course. Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

The Scoring Rubric for this end-of-course assignment, developed by the ASCC Assessment Panel and the Office of International Affairs, is included below.

After the second offering of the course, please submit a summary of rubric scores using the blank table provided in Appendix 13, one paragraph of instructor reflection (which may include instructor's explanation of student scores, qualitative analysis of student growth and development, changes to be made in the course, *etc.*), three sample assignments (one low score, one average score, and one high score) together with the course syllabus, the GE assessment plan, and any other appropriate supporting information to the ASC Curriculum and Assessment Services electronically. (Keep copies for your own and your department's records).

6. *For ASC units only*: If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

   GE Education Abroad courses may count in the Open Options.

   Further details about end-of-course assignment:
   All instructors of GE Education Abroad courses are required to give an end-of-course assignment that measures how well students are achieving the Expected Learning Outcomes. The point of requiring such an assignment for all GE Education Abroad courses is to help university committees evaluate the effectiveness of the Education Abroad Category as a whole. The assignment should assess *all three* of the Education Abroad ELOs. Here is an example of a prompt for an end-of-course student reflection paper:

   Please write a thoughtful four-page (double-spaced, typed) reflection paper that considers the following aspects of your Education Abroad experience:
   1. What are the most striking similarities, differences, and interconnections you have encountered between your host country/countries and the U.S.?
   2. How have you developed an ability to function effectively within your host country/countries? (Think of the ways you communicated verbally and non-verbally in your host country and how you overcame challenges.)
   3. Overall, how has your Education Abroad experience enriched your academic experience? Use concrete examples.

Scoring rubric:

Assessment of Education Abroad GE Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in end-of-course reflection assignments. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1) Knowledge of host country and US: Culture and worldview frameworks	Articulates sophisticated understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Demonstrates deeper understanding of differences, similarities, and interconnections between cultural rules and practices of host country and US.	Describes similarities and differences and recognizes interconnections between cultural rules and practices of host country and US.	Recognizes similarities and differences in cultural rules and practices between host country and US.
(ELO2) Skills for effective functioning:				
(a) Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication between host country and US. Is able to skillfully negotiate a shared understanding based on those differences.	Shows higher level understanding of cultural differences in verbal and nonverbal communication between host country and US. Begins to negotiate a shared understanding based on those differences.	Shows basic level understanding of cultural differences in verbal and nonverbal communication between host country and US. Shows awareness that misunderstandings across cultures can occur.	Shows minimal level understanding of cultural differences in verbal and nonverbal communication between host country and US.
(b) Problem solving	Navigates host country and overcomes obstacles with confidence and ingenuity.	Navigates host country and overcomes obstacles comfortably.	Navigates host country and overcomes obstacles at basic level.	Struggles to navigate host country at basic level and to overcome obstacles.

(ELO3) Enrichment of academic experience:				
(a) Knowledge	Articulates how knowledge gained in host country has transformed pre-existing ideas into entirely new whole.	Synthesizes knowledge gained in host country with pre-existing ideas into coherent new whole.	Connects knowledge gained in host country with pre-existing ideas.	Recognizes connections between knowledge gained in host country and pre-existing ideas.
(b) Skills	Initiates and develops engagement with people and ideas in host country.	Actively engages with people and ideas in host country.	Makes effort to engage with people and ideas in host country.	Makes minimum effort to engage with people and ideas in host country.
(c) Attitudes/ perspectives	Interprets intercultural experience from the perspective of own and others' worldviews; demonstrates ability to act in supportive manner that recognizes values and feelings of another cultural group. Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Recognizes intellectual and emotional dimensions of more than one world view and the relative status of one's own. Asks deeper questions about other cultures and seeks out answers to these questions.	Identifies different perspectives of non-US others, but responds in all situations with own worldview. Asks simple or surface questions about other cultures.	Recognizes the experience of non-US others as different, but only through own worldview. States minimal interest in learning more about other cultures.

VIII. Program Proposals

Guidelines for the creation and submission of undergraduate program proposals (i.e., new or revised major, new or revised minor) are based on the guidelines contained in the Office of Academic Affairs Academic Organization, Curriculum, and Assessment Handbook (http://oaa.osu.edu/assets/files/curriculum-manual/CompleteOAAHandbook.pdf). Guidelines and information specific to the College of Arts and Sciences are also included in this section. **Guidelines for graduate programs can be found on the website of the Graduate School**: https://gradsch.osu.edu/faculty-staff-resources/proposing-new-programs-degrees-and-specializations . For both undergraduate and graduate program proposals, please consult and work with your curricular assistant dean.

For a current list of ASC and ASC-approved majors, minors, and graduate programs, please see http://artsandsciences.osu.edu/academics/programs

VIII.A. Undergraduate Major Program Proposals

General Information: Optional Prospectus

Please consult the Faculty Rules Governing Undergraduate Degrees in Appendix 1. Also make sure to discuss your proposal for establishing or revising an existing undergraduate major with your curricular assistant dean before submitting the actual proposal. *It may be useful (though not necessary) to draft a prospectus.* The prospectus would ideally address the following points:

1. State the title of the proposed major and indicate whether it is new or a modification of an existing major.
2. State the rationale for initiating the proposal. Briefly explain how assessment data has served as an impetus for the proposal (i.e., program review, reaccreditation data, majors, or student data gathered).
3. Provide information regarding the relationship of the proposed major to the mission of the department/college. Describe the relationship of the proposed major to other majors in the department and college.
4. Indicate the proposed implementation date for the new major.
5. Indicate what departments or other units are responsible for the major and what departments or other units will play supportive roles for the major.
6. Describe the major in catalog style, including each concentration or option.
7. Provide details regarding the source of students for the new major. Provide estimates of the numbers of students (FTE) expected to enroll in this major over the next four-year period.
8. Indicate the availability of such a major at other leading universities.
9. Describe the impact the new major will have on facilities, faculty, and support services.
10. Estimate total costs, over and above current levels of operation, associated with the new major during the next four years. Explain how the department plans to meet these costs.
11. Indicate what faculty would participate in offering the major and what each one's area of specialization is relative to the major as currently conceived.

If you are making modest revisions to an existing major, focus only on points 1, 2, 4, and 6. Add additional information if appropriate.

Timeline and Process

Establishing a new major or revising an existing major (from the drafting of a proposal to its final approval) often takes a substantial amount of time. This is determined to some extent by how quickly a proposal moves through the appropriate curricular channels. Timelines at the university level are determined by a number of factors, including the nature of a proposal's content, whether or not the proposal includes all necessary sections and documentation, and workload of each of the university-wide committees and offices that it must pass through. The most successful proposals are well thought through and include all the required documents. Occasionally, questions are raised and additional documents are requested. A speedy reply to questions and requests will enhance the ability of committees to make a recommendation.

Proposal Submission Guidelines for Establishing a New Undergraduate Major or Revising an Existing Undergraduate Major

Please submit *new* majors in curriculum.osu.edu. As for *changes* to programs, these cannot be submitted via the electronic system. Program changes should be submitted to your assistant curricular dean and the ASC Curriculum and Assessment Services via e-mail. They will make sure that the revised program is duly reviewed by the appropriate ASCC panel and the whole ASCC. Once approved at the college level, the proposal will move on to OAA, where it will be reviewed by CAA. (Please be aware that new majors and new degrees need to be reviewed by the Ohio Department of Higher Education and that office will likely ask for additional information from the submitting department.)

A proposal for a *new* undergraduate major must be accompanied by a letter from ASC Executive Dean (and, if applicable, the deans of any co-administering colleges) that describes resources committed to the program and the relationship of the new major to other priorities of the college.

If you are making ***revisions*** to an existing major, focus only on those points relevant to the revision, paying particular attention to the required information, rationale, assessment plan, and tabular comparison data as appropriate.

1. General Information
    - Name of proposed major
    - Degree students completing the major will receive
    - Proposed implementation date
    - Academic units (e.g., department, college) responsible for administrating the major program

2. Rationale
    - Describe the rationale/purpose of the major; it is important to justify any credit increases to an existing major.
    - Describe how assessment data has served as an impetus for the proposal (i.e., program review, reaccreditation data, majors, or student data gathered).
    - Identify any unique characteristics or resources that make it particularly appropriate for Ohio State to offer the proposed major.
    - Cite the benefits for students, the institution, and the region or state.
    - Describe career opportunities and/or opportunities for graduate or professional study available to persons who complete the major.
    - Describe any licensure or certification for which this major will prepare students.

3. Goals/Objectives and Evaluation of Program

- Provide a learning outcomes assessment plan for the major program:
    - State the learning goals of the major (and associated learning objectives, if applicable): *What knowledge, skills, and/or values should students attain who graduate with this major?* Goals should be broad goals, not detailed ones; a list of 3 to 11 goals is recommended. If the program has multiple Specializations / Sub-plans, multiple lists of goals may be presented if Specialization / Sub-Plan learning goals are different from, or in addition to, program learning goals. (Learning goals for current majors are posted here https://oaa.osu.edu/sites/default/files/uploads/irp/assessment/2017/2017_UndergraduateLearningOutcomes.pdf)
    - Indicate the methods that will be used to assess whether the learning goals (and learning objectives) are being met: *How will you determine whether or not students are attaining the knowledge and skills being taught?* (See Appendix 14 for examples of direct and indirect assessment measures for programs.)
    - Align an evaluation method with each learning goal (and learning objective) students should achieve: *Which methods match up with which goals? A method may match up with multiple goals.*
    - Specify the criteria that will be used to evaluate successful student learning: *What are the measurements for success (e.g., 95% graduation rate, 80% placement rate within field in 5 years, 90% licensure rate)?*
    - Provide a timeline over which the assessment plan will be implemented.
      One of the most common pitfalls of assessment is making the process too complicated (Walvoord, *Assessment Clear and Simple*, 2nd ed, 2010). A four-year plan can be both reasonable and yield meaningful results.
    - Describe how outcomes information will be used to improve student learning and program effectiveness: *How could the data you propose to collect (or have collected) over time be useful for improving the program in the future? Who will examine the data, when, and how will decisions be made based on the data collected?*
    - For help and resources in developing or refining your plan, contact the ASC Curriculum and Assessment Services and visit asccas.osu.edu/assessment/majors-program-assessment. Also please consult IX.A.2 Excerpts from the 2009 Reporting Guide for Assessment (OAA) on pp. 95-97 below.

4. Relationship to Other Programs / Benchmarking

- Describe current major and minor programs in the department(s) and how they relate to the proposed major.
- Identify any overlaps with other programs or departments within the university. Append letters of concurrence or objection from related units.
- Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this major.
- Specify any articulation arrangements (direct transfer opportunities) with other institutions that will be in effect for the major.
- Provide information on the use of consultants or advisory committees in the development of the major. Describe any continuing consultation.
- Indicate whether this major or a similar major was submitted for approval previously. Explain at what stage and why that proposal was not approved or was withdrawn.
- Indicate where students will be drawn from, e.g., existing academic programs, outside of the university. Estimate the mix of students entering the major internally and externally.

5. Student Enrollment

- Indicate the number of students you anticipate will be admitted to the major each year for the first four years of the program (full- and part-time if appropriate). Indicate any estimated summer enrollments if appropriate.

6. Curricular Requirements

- Provide curriculum advising sheet formatted to meet the unit's standards. (If the program has multiple specializations / sub-plans, multiple advising sheets may be attached.)
- List the courses (department, title, credit hours, description) which constitute the requirements and other components of the major. If any courses have prerequisites, please indicate so. Indicate which courses are currently offered and which ones will be new, which ones will be changed, and which ones may need to be withdrawn. When new courses, course changes, and course withdrawals are submitted through curriculum.osu.edu, indicate that those course requests are being submitted as part of a larger programmatic proposal. As much as possible, the curriculum committees will review the course requests in conjunction with the major proposal.
- Include a curriculum map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended. *(Note: If the program has multiple specializations / sub-plans, multiple maps may be attached.)* (See Appendix 15)
- If the program has an associated pre-major or area of interest, describe proposed pre-major requirements, which may include prerequisite courses and any minimum grade point or specialized grade point hour requirements.
- State the minimum number of credits required for completion of the major.
- State the average number of credits expected for a student at completion of the major.
- Submit a sample four-year student plan which gives the average number of credits taken per semester by a typical student.
- Give the number of credits students are <u>required</u> to take in other departments; list the departments, number of credits, and level (lower-division undergraduate, upper-division undergraduate, or dual career undergraduate/graduate).
- Give the number of credits a typical student <u>might</u> take as electives in other departments; list the departments, number of credits, and level (lower-division undergraduate, upper-division undergraduate, or dual career undergraduate/graduate).
- Describe other major requirements in addition to course requirements: e.g., examinations, internships, final projects.
- Identify the specialized professional association(s) from which accreditation will be sought. List any additional resources that will be necessary to gain such accreditation.
- If applicable, describe existing facilities, equipment, and off-campus field experience and clinical sites to be used. Indicate how the use of these facilities, equipment, etc., will impact other existing programs.
- For interdisciplinary majors, describe the way in which advising and other student support will be provided.
- If applicable, describe additional university resources (including advisors and libraries) that will be required for the new major**.**

VIII.B. Undergraduate Minor Program Proposals

Revision versus Update of a Minor

Changes to the core requirements of a minor and large changes to the overall content or requirements of the minor that alter the original intent of the minor and/or would have a significant impact on students require a revision proposal.

Modest changes to a minor such as contact or description information, the addition or deletion of elective courses on a small scale, or the changing of a course number with a new equivalent may not require a revision proposal. The ASC Curriculum and Assessment Services solicit updates of minors on a regular basis. If requested updates warrant an official revision proposal, the unit offering the minor will be invited to submit a proposal. A unit may request updates or revisions at any time by contacting asccurrofc@osu.edu with changes. If you would like a Word document version of your current minor advising sheet (see Appendix 4 for sample minor sheet) on which to make changes, please request one from the above e-mail address and use the "track changes" function to show proposed changes.

Timeline and Process

Establishing a new minor or revising an existing minor (from the drafting of a proposal to its final approval) often takes a substantial amount of time. This is determined to some extent by how quickly a proposal moves through the appropriate department and college channels. Timelines at the university level are determined by a number of factors, including the nature of a proposal's content, whether or not the proposal includes all necessary sections and documentation, and workload of each of the university-wide committees and offices that it must pass through. The most successful proposals are well thought through and include all the required documents. Occasionally questions are raised and additional documents are requested. A speedy reply to questions and requests will enhance the ability of committees to make a recommendation.

Characteristics Governing ASC Minors

1. A minor consists of a minimum of **12** and a maximum of **18** semester credit hours at the **2000** level and above, with **at least 6** of the semester hours at the **upper-division** level. Upper-division courses are defined as all ASC courses at the 3000 level or above, Philosophy 2500, all courses taught by departments in mathematical and physical sciences at the 2000 level and above (except for courses numbered 2194), and any foreign language course taught in the language at the 2000 level and above.

2. 1000-level courses cannot be counted toward the hours in the minor.

3. No more than three semester credit hours of coursework graded Satisfactory/Unsatisfactory may count toward the minor. Also, no more than three semester credit hours of X193 (individual studies) coursework may be included in the minor. A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

4. Prerequisites should be none or few. Any necessary prerequisites should be clearly spelled-out in the curricular proposal and on the advising sheets.

5. No grade below a C- will be permitted in courses constituting the minor. The minimum overall cumulative point-hour ratio of the minor shall be 2.00. Courses taken on a Pass/Non-Pass (PA/NP) basis may not be applied to the minor.

6. A student may not take a major and a minor in the same subject, unless such combination has been expressly approved by the ASC Curriculum Committee and the ASC Faculty Senate. Each minor completed must contain a minimum of 12 hours distinct from the major and/or additional minors (i.e., if a minor requires more than 12 credit hours, a student is permitted to overlap those hours beyond 12 with the major or with another minor).

7. A student is permitted to overlap up to 6 credit hours between the GE and a minor.

8. Once a student's minor program form is on file in the college office, any changes must be approved by the departmental (minor) advisor or a college/school counselor (depending on the minor).

9. Minors must be declared at least one term prior to a student's intended graduation term, and students are encouraged to file the minor program earlier whenever possible.

Proposal Submission Guidelines for Establishing a New Undergraduate Minor or Revising an Existing Undergraduate Minor

These guidelines are intended to streamline the programmatic development/revision and approval process by making more transparent to departments the vetting guidelines used by the OAA Council on Academic Affairs. Consulting with your curricular assistant dean early in the proposal development process will help ensure a more effective curricular approval process.

Please submit *new* minors in curriculum.osu.edu. As for *changes* to programs, these cannot be submitted via the electronic system. Program changes should be submitted to your assistant curricular dean via e-mail and the ASC Curriculum and Assessment Services at asccurrofc@osu.edu. They will make sure that the revised program is duly reviewed by the appropriate ASCC panel and the whole ASCC. Once approved at the college level, the proposal will move on to OAA, where it will be reviewed by CAA.

When proposing a new or revised minor, please submit the following information. If the revisions are modest, respond to what is relevant to the proposed changes. **When proposing revisions, please include a current ASC minor sheet and a proposed ASC minor sheet which highlights the proposed changes.**

1. Required Information
   - Name of proposed minor
   - Proposed implementation date
   - Academic units (e.g., department, college) responsible for administrating the minor program

2. Rationale
   - Describe the rationale/purpose of the minor.
   - Describe how assessment data has served as an impetus for the proposal (i.e., program review, reaccreditation data, or student data gathered).
   - Identify any unique characteristics or resources that make it particularly appropriate for Ohio State to offer the proposed minor.
   - Cite the benefits for students, the institution, and the region or state.

3. Relationship to Other Programs / Benchmarking
   - Describe current major and minor programs in the department(s) and how they relate to the proposed minor.
   - Identify any overlaps with other programs or departments within the university. Append letters of concurrence or objection from related units.
   - Indicate whether this minor or a similar minor was submitted for approval previously. Explain at what stage and why that proposal was not approved or was withdrawn.

4. Student Enrollment
   - Indicate the number of students you anticipate will take this minor and what programs they may come from.

5. Curricular Requirements
   - Provide ASC minor advising sheet (see Appendix 4).
   - List the courses (department, title, credit hours, description) which constitute the requirements and other components of the minor. If any courses have prerequisites, please indicate so. Indicate which courses are currently offered and which will be new, which ones will be changed, and which ones may need to be withdrawn. When new courses, course changes, and course withdrawals are submitted through curriculum.osu.edu, indicate that those course requests are being submitted as part of a larger programmatic proposal. As much as possible, the curriculum committees will review the course requests in conjunction with the minor proposal.
   - State the minimum number of credits required for completion of the minor.
   - If applicable, describe existing facilities, equipment, and off-campus field experience and clinical sites to be used. Indicate how the use of these facilities, equipment, etc., will impact other existing programs.
   - For interdisciplinary minors, describe how advising will be done.
   - If applicable, describe additional university resources (including advisors and libraries) that will be required for the new minor**.**

VIII.C. Certificate Program Proposals

There are a number of undergraduate and graduate, credit bearing and non-credit bearing certificates at Ohio State. Detailed criteria for the various types of certificates are outlined in Appendix 2. Some of the main characteristics are outlined below.

Characteristics Governing All Certificates

1. A certificate consists of a minimum of **12** semester credit hours. Certificates requiring 21 or more credit hours must be approved by the Ohio Department of Higher Education (ODHE).

2. Embedded certificates are awarded by the college. Stand-alone certificates are awarded by the university.

3. Prerequisites should be none or few. Any necessary prerequisites should be clearly spelled out in the curricular proposal and on the advising sheets.

4. “Arranged” courses and individual study courses cannot be applied to a certificate.

5. Course grades below a C- will not be included among courses applied toward the certificate. The minimum overall cumulative point-hour ratio of the certificate courses must be 2.00 for undergraduate certificates, 3.00 for graduate certificates.

6. A maximum of 50% overlap between a certificate and a degree program is permitted.

7. All courses applied toward the certificate must have been taken at Ohio State.

8. Embedded certificates must be declared at least one term prior to a student's intended graduation term, and students are encouraged to file the certificate program earlier whenever possible.

Proposal Submission Guidelines for Establishing a New Certificate

1. Required Information
   - Name of proposed certificate. Identify certificate type from certificate grid (*e.g.*, Type 2, stand-alone post-bachelor undergraduate certificate).
   - Indicate whether the certificate will be delivered wholly on-line, wholly in-person, a combination, or with all hybrid courses.
   - Proposed implementation date.
   - Academic units (e.g., department, college) responsible for administering the certificate program.

2. Rationale
   - Describe the rationale/purpose of the certificate.
   - Identify a likely source of student demand for the proposed certificate, and provide one or two examples.
   - Provide the following statement: *Upon completion of the academic certificate in* <specify title>*, learners will be better prepared to. . .*" <list a maximum of 3 outcomes>.

3. Relationship to Other Programs / Benchmarking
   - Identify any overlaps with other programs or departments within the university. Append letters of concurrence or objection from related units.
   - Indicate whether this certificate or a similar certificate was submitted for approval previously. Explain at what stage and why that proposal was not approved or was withdrawn.
   - Identify similar programs at other universities in Ohio or in the United States and their levels of success.

4. Student Enrollment
   - Indicate the number of students you anticipate will choose to pursue this certificate.

5. Curricular Requirements
   - Provide ASC certificate advising sheet (see Appendix 5).
   - List the courses (department, title, credit hours, description) which constitute the requirements and other components of the certificate. If any courses have prerequisites, please indicate so. Indicate which courses are currently offered and which will be new. When new course requests are submitted through curriculum.osu.edu, indicate that those course requests are being submitted as part of a new certificate proposal. As much as possible, the curriculum committees will review the course requests in conjunction with the certificate proposal.
   - State the minimum number of credits required for completion of the certificate.
   - Indicate the number of semesters expected to complete the certificate. Confirm that courses are offered frequently enough and have the capacity to meet this expectation.

- If applicable, describe existing facilities, equipment, and off-campus field experience and clinical sites to be used. Indicate how the use of these facilities, equipment, etc., will impact other existing programs.
- For interdisciplinary certificates, describe the way in which advising and other student support will be provided.
- If applicable, describe additional university resources (including advisors and libraries) that will be required for the new certificate.
- Provide ASC completion sheet for certificates.
- Provide semester-by-semester sample program.

Additional Graduate School Guidelines

- Students must be admitted into a graduate certificate program.
- Admitted students must meet the minimum admission requirements of the Graduate School.
- Certificates are administered by a graduate studies chair and committee that are responsible for admission decisions.
- Proposals originate in a TIU following the TIU's curricular approval process. Once submitted in curriculum.osu.edu and approval by the college, proposals will be routed automatically to the Graduate School for review. Once approved by the Graduate School, proposals are review by the Council on Academic Affairs (CAA).
- A letter of support from the college dean or associate executive dean must accompany the proposal.
- If a graduate non-degree student is admitted to a graduate certificate program, no more than four hours of semester graduate credit accumulated while in this non-degree classification may be counted toward the certificate.

IX. Assessment

The work of assessment is the shared responsibility of all involved in teaching and learning. As a strategy to improve learning, assessment is to ensure that students at Ohio State are succeeding and learning what is intended. Assessment should be viewed as dynamic and should continuously be implemented in a manner that makes assessment a routine practice.

The Arts and Sciences Curriculum Committee (ASCC) has formal oversight responsibility for assessment across all academic programs within the College of Arts and Sciences. The goals of the ASCC are to ensure that assessment is practiced with integrity throughout the College of Arts and Sciences and to facilitate improvement in the quality of the curricula and instruction based on information about student learning.

Through evaluation of outcomes in General Education and major programs of study, the ASC Curriculum and Assessment Services support assessment practices to improve student learning. Please consult the sections below. For additional information, resources and assistance with major and general education assessment initiatives, please visit asccas.osu.edu/assessment

IX. A. Major Program Assessment

IX.A.1. Overview

All ASC major programs of study have articulated learning goals (and sometimes objectives) for students. These goals are available here: https://oaa.osu.edu/sites/default/files/uploads/irp/assessment/2017/2017_UndergraduateLearningOutcomes.pdf . Every major program is expected to submit assessment reports annually through the College to OAA. Assessment reports are submitted via Nuventive.Improve (login https://osu.tracdat.com) The User's Manual can be accessed here: https://oaa.osu.edu/sites/default/files/uploads/Assessment/Tracdat%20Manual%20Merge_VerA_20170202_copy.pdf . Departments are encouraged to work closely with their divisional assistant deans. (Graduate program goals are available here: https://oaa.osu.edu/sites/default/files/uploads/irp/assessment/2017/2017_GraduateLearningOutcomes.pdf . Information about graduate program learning goals assessment can be accessed here: https://gradsch.osu.edu/faculty-staff-resources/learning-goals-assessment)

IX.A.2. Excerpts from the 2009 Reporting Guide for Assessment (OAA)

Assessment is a strategy to improve student learning
in which three key questions should be asked and addressed at the program level:

1. What do you want students to know, be able to do, and what perspectives should they acquire as a result of a particular program of study?
   - ✓ This is answered by having clearly articulated learning goals for each program of study. (Goals/objectives)
2. How do you know students achieved the intended/expected goals for learning?
   - ✓ This is answered by collecting/summarizing/evaluating evidence about student learning systematically using a planned means/method. (Methods/means/measures)
3. How do you use the collected evidence to enhance student learning/outcomes in an ongoing continuous improvement cycle?

- ✓ This is answered by evaluating and communicating the collected evidence with relevant members of the program regularly, using the evidence to help guide decisions and actions to improve the program and student learning, and then continuing in the iterative assessment cycle. (Use of evidence)

Answering the above questions is accomplished more formally by developing and having a plan for assessment, and using and reporting the findings/evidence about student learning regularly and systematically.

An **assessment plan** is a blueprint for how a program will assess or evaluate over time, such as a five year interval, whether students are achieving the program's expected learning goals for them.

Assessment plans have the following key components:
- Goals and objectives
- Methods for assessing goals and objectives
  - Means or measures for evaluating learning
  - Criteria
- Use of information
- Implementation schedule

An **assessment report** is a summary of the assessment findings and activities that were actually conducted over a period of time, typically a one-year period.

Assessment reports have the following components in addition to those for the assessment plan:
- Evidence: Observations, findings, and results
  - An indication of whether criteria (minimum and those for excellence) were met
- Use of evidence: Review and communication of findings
- Use of evidence: Changes made as a result of the findings
- Next steps or actions planned

At a minimum, reports and plans should include the above basic requirements. To exceed minimum requirements, plans and reports should incorporate best practices to make the assessment strategy most useful in improving student learning.

What goes in each component of the plan/report
(and is entered into the reporting template)?

Goals for Student Learning
The broad learning goals for the program should be stated separately. Each goal might also have associated objectives that are more specific and easier to measure, and which together help assess the broader goal. Some programs may use different terminology to describe learning goals such as educational objectives, competencies and skills, and expected outcomes.

Methods: Means/Measures
Methods are the procedures/means and measures which will be used to determine the quality of student learning for each goal and associated objective. The same method, such as a survey or review of papers in a capstone course, could be used to assess multiple goals. If so, the same method should be aligned with each goal or objective it is used to assess.

Multiple measures may be used to assess a single goal or objective. If so, all of the methods used to assess that goal or objective should be aligned with the means/measures for that goal or objective.

Sometimes all of the measures for several objectives together can provide a means for assessing a broader goal.

Methods: Criteria
The criteria are the standards which will be used to determine if students in the program achieved the expected learning goals and objectives. Criteria should be established for each goal and objective, and ideally would include both minimum and aspirational levels.

Planned Use
How information and evidence gathered about student learning will be: evaluated; shared regularly and with whom; and employed systematically to improve learning outcomes, should be planned. The 'use' plan is often the same for evidence collected about all goals and objectives, but could vary for selected goals and data.

Implementation Schedule
The implementation schedule indicates the expected time frame during which assessment of a goal or objective will be initiated and continued, as well as the frequency of assessment. Not every goal and objective will necessarily be assessed every year. However, it is expected that all goals and objectives will be evaluated over a three-five year interval, and time is given to reflect about student learning with respect to all goals in a program.

Evidence: Observations/Findings/Results
The evidence is a summary of the findings collected to evaluate the quality of learning for the relevant goal and/or associated objective. Evidence will be aggregated across individual students for program-level assessment. Both qualitative and quantitative information can be used. For each goal and objective, it is necessary to indicate the extent to which the minimum criteria, and/or the criteria for excellence if established, are met.

Use: Review and Communication of Findings
This use of evidence about student learning refers to how the information was actually evaluated, reviewed, and shared routinely according to a plan. Assessment information can also be used in other review and planning activities beyond the formal plan, such as unit program review and strategic planning. Such information could be included in a report.

Use: Changes Made
This use of evidence about student learning refers to any actions taken or changes that were made as a result of the assessment review. If actions were taken or changes were made, the means by which the changes themselves will be assessed should be considered. Additional use of assessment information could also be indicated in a report.

Next Steps
Next steps represent a short-term plan to continue assessment activities to improve the program and student learning, and to continue the iterative assessment cycle. Steps might include specific action plans that result from collected evidence about student learning, continued implementation or refinement of the larger plan, or other relevant expected activities.

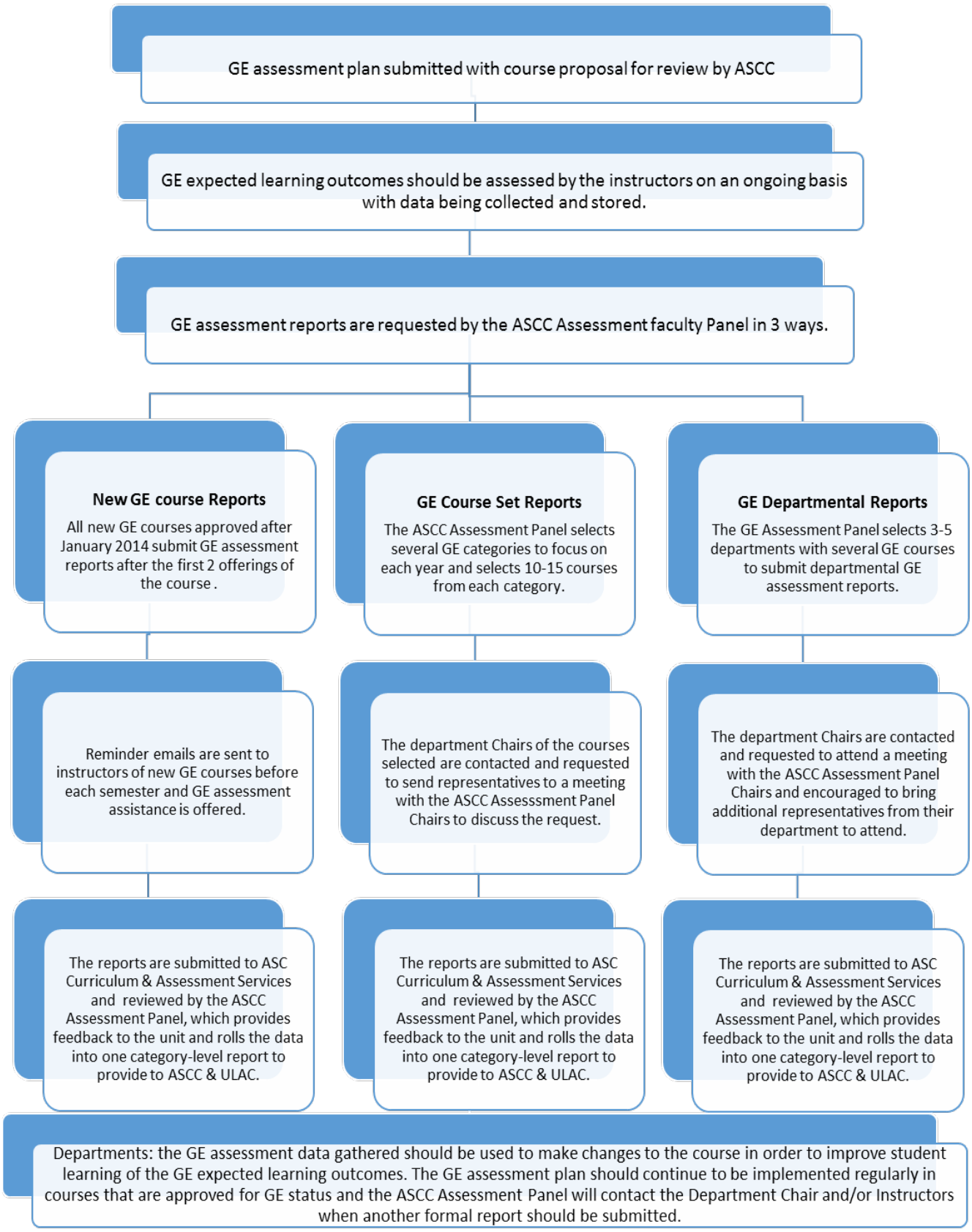
IX. B. General Education Assessment

IX.B.1. Overview

The ASC Curriculum and Assessment Services coordinate the assessment of individual GE courses and GE categories on a regular basis. The GE Assessment Report Requirements can be consulted in Appendix 11. Departments which offer GE courses have the responsibility for ensuring ongoing assessment based on the General Education expected learning outcomes. The ASCC Assessment Panel is implementing the six-year General Education assessment plan (2013-19) with a focus on category-level assessment (see IX. B.3).

IX.B.2. General Education Assessment Process

The ASCC Assessment Panel requests three types of GE reports: new course reports, course set reports, and departmental reports.


GE assessment plan submitted with course proposal for review by ASCC
GE expected learning outcomes should be assessed by the instructors on an ongoing basis with data being collected and stored.
GE assessment reports are requested by the ASCC Assessment faculty Panel in 3 ways.
New GE course Reports
All new GE courses approved after January 2014 submit GE assessment reports after the first 2 offerings of the course .
GE Course Set Reports
The ASCC Assessment Panel selects several GE categories to focus on each year and selects 10-15 courses from each category.
GE Departmental Reports
The GE Assessment Panel selects 3-5 departments with several GE courses to submit departmental GE assessment reports.
Reminder emails are sent to instructors of new GE courses before each semester and GE assessment assistance is offered.
The department Chairs of the courses selected are contacted and requested to send representatives to a meeting with the ASCC Assesssment Panel Chairs to discuss the request.
The department Chairs are contacted and requested to attend a meeting with the ASCC Assessment Panel Chairs and encouraged to bring additional representatives from their department to attend.
The reports are submitted to ASC Curriculum & Assessment Services and reviewed by the ASCC Assessment Panel, which provides feedback to the unit and rolls the data into one category-level report to provide to ASCC & ULAC.
The reports are submitted to ASC Curriculum & Assessment Services and reviewed by the ASCC Assessment Panel, which provides feedback to the unit and rolls the data into one category-level report to provide to ASCC & ULAC.
The reports are submitted to ASC Curriculum & Assessment Services and reviewed by the ASCC Assessment Panel, which provides feedback to the unit and rolls the data into one category-level report to provide to ASCC & ULAC.
Departments: the GE assessment data gathered should be used to make changes to the course in order to improve student learning of the GE expected learning outcomes. The GE assessment plan should continue to be implemented regularly in courses that are approved for GE status and the ASCC Assessment Panel will contact the Department Chair and/or Instructors when another formal report should be submitted.

IX.B.3. Assessment Plan for General Education (updated excerpts from the 2013 plan)

Background and Recent Activities

2004-2010
Every student participates in a General Education (GE) program as part of his/her undergraduate education. The Ohio State University (OSU) adopted a General Education Curriculum (GEC) distribution model in the early 1990s in which students were required to take course work in select categories. The model was initially articulated by the College of Arts and Sciences (ASC), which has oversight for courses approved for GE status, and adapted for use in each of the university's other colleges with some college-specific modifications. Specific expected learning outcomes (ELOs) were associated with each category. A GEC assessment plan, based primarily on course-level assessments in large enrollment courses in each category, was adopted in 2005 and scheduled to be reviewed in 2010. The plan was carried-out for five years during which more than 50 large-enrolled-in courses, with Columbus and regional campus contributions, provided outcomes based assessment reports. An ASC Assessment Panel reviewed reports and provided feedback for any needed actions. Findings from these reports, along with other assessments, were shared with the Arts and Sciences Curriculum Committee (ASCC) and University-level Advisory Committee on General Education (ULAC-GE).

2009-2012
The GE program was revised during the institution's transition from a quarter- to semester-based academic calendar in 2009-2011, informed by prior assessments and data from the National Survey of Student Engagement (NSSE), and first delivered in summer 2012. The semester-based GE maintains the prior category distribution approach but provides new topical areas and options as well as greater flexibility in how students can complete their requirements. The current categories and topics are: Writing and Communication: Level One and Level Two; Foreign Language; Literature; Visual and Performing Arts; Cultures and Ideas; Historical Study; Quantitative Reasoning: Basic Computation and Mathematical or Logical Analysis; Data Analysis; Natural Science: Biological Science and Physical Science; Social Science: Individual and Groups, Organizations and Polities, and Human, Natural and Economic Resources; Diversity: Social Diversity in the US and Global Studies, and new options for Cross-Disciplinary Seminar, Service-Learning, and Education Abroad course work.

In anticipation of delivery of the new model, the Office of Academic Affairs (OAA), in collaboration with the College of Arts and Sciences (ASC) and endorsed by both the ASCC and ULAC-GE, submitted a proposal to the Association of American Colleges and Universities (AAC&U) to attend their national 2011 Institute on General Education and Assessment (IGEA). A six-member campus team, including faculty representatives from the ASCC Assessment Panel, ULAC-GE, and the Council on Academic Affairs (CAA), attended the Institute with several aims in mind. Among them were to: (1) consider alignment of curricular goals with category-level ELOs of the new delivery model, (2) determine options for an overarching assessment plan for the revised GE program, and (3) consider particular methods and evaluation designs for new experiential learning options in Education Abroad and Service-Learning.

Much conversation at the IGEA focused on AAC&U's recent undertaking to create scoring guides or rubrics to assist faculty in assessing the kinds of learning expected of college graduates, such as communication, critical thinking, and analytical reasoning. Faculty panels nation-wide had created a set of agreed upon scoring guides, referred to as Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics (aacu.org), that utilized a 0-4 point scale and seemed especially useful in evaluating GE-type learning goals. The team discovered increasing numbers of institutions were implementing rubric-based assessment methods and adapting the VALUE scoring guides for their own uses. The team also determined that the application of a common rubric for OSU's category-level ELOs could be especially useful in assessing them across different courses.

Based on IGEA work, the team shared the following recommendations:

- Continue the 2005 Assessment Plan for GE overall with some modifications. Assessment efforts should continue to be focused, although not exclusively, on the courses most students take to complete their GE requirements (i.e., large-enrollment courses).
- Focus assessment on category-level ELOs which should be aligned with broader curricular goals and thus used to assess them in turn.
- Use common rubric-based means to assess ELOs for all courses in the new Education Abroad and Service-Learning options. Courses approved for GE status in these new options should include appropriate assignments which could be used to assess GE ELOs, and a common faculty-developed rubric for each option should be applied to all such assignments.
- Based on the experiences of using a common assessment measure in the new options categories, roll out a similar approach to other categories so evaluation of category-level ELOs is simplified and consistent.
- Modify the long-term staging of annual assessments such that 2-3 categories can be reviewed each year in depth rather than having every category represented every year with a limited number of courses.

During the 2011-2012 academic year, the ASCC faculty Assessment Panel revised category/topic-specific ELOs to align with curricular goals of the new semester-based delivery system, adopted the OSU Institute's team recommendations for the new Education Abroad and Service-Learning topical areas, and shared work and planning with the ASCC.

2012-2013
During the 2012-2013 academic year, the ASCC faculty Assessment Panel created scoring rubrics for Education Abroad and Service-Learning GE ELOs in consultation with the Office of International Affairs and the Office of Service-Learning respectively, and worked with the Education Abroad GE instructors to pilot the new scoring tool.

The panel also reviewed the 2004-2005 Assessment Plan and considered additional recommendations from the AAC&U IGEA team. The result was an updated 2013 *Assessment Plan for GE* to be implemented in 2014. The revised plan:

- Maintains the principles and assumptions of the previous plan, including an emphasis on outcomes-based course reports as the primary method to collect evidence.
- Incorporates potential departmental-level reporting to achieve greater reporting efficiencies for departments which offer large numbers of GE courses in specific areas, and also on regional campuses.
- Incorporates a common scoring rubric to assess category-level ELOs and to help determine modifications for the category as a whole.

Operating Principles

Goals and expected learning outcomes of the GE are consistent with the broader University mission of providing a quality learning experience for students. Part of the evaluation of the effectiveness of that experience should be based on student learning outcomes using evaluation methods informed by faculty as appropriate. Departments which offer GE courses have the responsibility for ensuring ongoing assessment based on learning outcomes, and for providing regular reports to the faculty oversight committee. The ASCC has the responsibility for determining the GE assessment plan, implementing the assessment plan, and providing summary information to appropriate faculty committees including ULAC-

GE. Further, the ASCC, with advisement from ULAC-GE, has the responsibility of articulating and refining GE goals and expected learning outcomes for assessment and determining evaluation criteria. The ASCC Assessment Panel, a subcommittee of the ASCC, operates on behalf of the full ASCC for these purposes and provides its recommendations and findings to the ASCC as a whole.

The previous operating principles and long term recommendations for the updated plan include the following:

- The plan should be viewed as dynamic.
- Assessment should continue to be implemented in a manner that is manageable so that assessment becomes a routine practice.
- The ASCC should be kept current about assessment practices nationally and locally.
- The ASCC should be kept informed of other local outcome information that would be useful in evaluation of the effectiveness of the GE.
- Instructors should be kept informed of expectations for assessing student learning with respect to GE goals and expected learning outcomes as faculty and graduate instructors change over time. Faculty development opportunities, such as rubric development and use, should be offered.
- Students should be regularly informed through a variety of avenues, including advising, of the purpose of general education and the goals and expected learning outcomes they are expected to achieve.

Key Approaches and Rationale

- Course-level GE reporting implemented with the 2004-2005 Assessment Plan should continue. The course approach was initially emphasized because learning outcomes are easily measured and documented in the context of specific courses, and also because evaluation at the course-level provides a good opportunity for direct and more immediate ongoing improvements in the course curriculum and instructional practices. Also, departments and course instructors in the quarter-based curricula were using an appropriate mix of direct and indirect measures, including some limited usage of rubrics.

- Departmental GE assessment reports should be implemented in departments which offer a large number of GE courses in a category and/or also on regional campuses. Incorporating departmental GE reporting provides an additional opportunity to assess a GE category across several courses at a time, potentially increasing efficiencies in the data collection and reporting process. Furthermore, if a department offers courses at beginning, intermediate, and advanced levels, the department can help assess achievement of learning across levels.

- Use of category-level rubrics, all having a 0-4 scale, should be advanced. As described earlier, a common category rubric provides a means to evaluate ELOs more readily across courses, while a common scale potentially allows comparisons across categories of certain skills such as critical thinking and written communication.

- Since January 2014, new GE courses are expected to submit a GE assessment report after the second offering of the course. This approach is meant to ensure that all GE courses implement assessment plans and view assessment as an ongoing process.

- Additional sources of information which are available and relevant, and promising assessment approaches that emerge, should be incorporated into the committee's ongoing assessment of student learning. Previously committees have reviewed information relevant to the GE program from various

college and institutional sources, including an ASC student exit survey, faculty focus groups, NSSE, and the Collegiate Learning Assessment (CLA), to help evaluate student learning and inform the curriculum. Information on student learning from these and other sources should continue to be considered part of the overarching plan to assess GE.

Overall, the outlined strategy of collecting data using multiple approaches at the course and category level should allow for a better understanding of the effectiveness of the GE categories and their expected learning outcomes. In addition, these approaches should demonstrate how well individual courses are accomplishing these expected learning outcomes, which will enable necessary changes to be made to the program as well as to the courses that are approved for GE status. The combined course-and departmental-level approach, while still permitting course-level modifications to improve student learning, should also facilitate ongoing evaluation of the general education structure as a whole.

Procedures, Means, and Methods

The following procedures are used to implement the GE Assessment Plan. Use of rubrics is encouraged as the primary means of assessment, although additional methods may be used.

- GE Assessment reporting should be consistent across all OSU campus locations and include all modes of delivery. Reporting should be representative of all students.

- The schedule for reporting began spring semester 2014. The intention is to review all GE categories over a six-year period, requesting a mix of course reports and departmental reports each term.

- Departments offering courses currently approved as fulfilling a GE category requirement should be able to provide student learning outcome evidence to demonstrate course effectiveness in meeting the expected learning outcomes of its GE category to maintain GE status.

- The ASCC Assessment Panel is responsible for developing reporting schedules and requirements. Priorities for scheduling include: categories and/or courses for which assessment is well-established to model assessment; large enrolled-in courses that most students take to fulfill requirements; category representation; and/or courses selected for special emphasis based on University-wide priorities.

- Since January 2014, new GE courses are expected to submit a GE assessment report after the second offering of the course. This approach is meant to ensure that all GE courses implement assessment plans and view assessment as an ongoing process.

- Departments are notified of the request for a course or departmental report at least two semesters, including summer, before reports are due. The request provides: a rationale for the review process and course selection; an outline of expectations for the assessment report; a request for syllabi containing category appropriate GE goals; the expectations for outcome evidence that is representative of all students across all OSU campus locations and modes of delivery; and is accompanied by examples when possible. The request letter is copied to the Dean of the College or Division in which the course(s) is/are offered.

- Department Chairs may assign a faculty representative or course coordinator to generate the requested report. Departments submit the report for their GE courses directly to the ASCC Assessment Panel by the requested deadline, copied to the Dean.

- Departments need to demonstrate in the report:
    - how the course(s) meet(s) GE expected learning outcomes, with direct and indirect evidence of learning outcomes, and
    - how the assessment information is shared and used for improvement.

- Departments are also encouraged to include evidence of change as well as end result (summative) outcomes. Outcome information may lead to curricular or instructional changes, such as modification of course objectives for ongoing assessment, re-evaluation of course placement methods based on entering abilities of students, or how the course is delivered.

- Departments determine the appropriate assessment methods for their discipline but are encouraged to incorporate a GE scoring rubric.

- Departments are advised to maintain outcome data or assessment samples in accordance with any current University or Departmental standards.

Time Line

At least through 2019-2020, GE assessment activities are expected to include the following three components:

a) course and/or departmental reviews by GE category;
b) development of an assessment rubric for each GE category, though this has been postponed due to the development of the new GE;
c) overall review of the GE program.

Below you will find a more detailed implementation schedule by year.

Schedule for GE Evaluation (subject to change)

2012-2013

- Review course set 6 reports
- Initiate rubric-based assessment for Education Abroad & Service-Learning categories
- Establish timeline for reporting for the next six years

2013-2014

Autumn 2013

- Request first course set reports under semesters (S1) – due July 1, 2014
- Review Education Abroad assessment reports
- Review use of rubrics for Education Abroad and Service-Learning courses
- Work with the department of History to develop guidelines and expectations for departmental reports

Spring 2014

- Request second departmental reports
    - Department of Spanish and Portuguese (Foreign Language)
    - Center of Life Sciences Education (Natural Science)
    - Department of Psychology (Social Science)

2014-2015

Autumn 2014

- Request course set S2 reports – due July 1, 2015
- Review History departmental report
- Review GE Education Abroad and Service-Learning reports

Spring 2015

- Review course set S1 reports - provide feedback and make recommendations

2015-2016

Autumn 2015

- Review course set S2 reports
- Review new GE course assessment reports
- Request course set S3 reports – due July 1, 2016
- Request third set of departmental reports
    - Department of Mathematics (Quantitative Reasoning)
    - Department of Statistics (Data Analysis)

Spring 2016

- Review second set of departmental reports - provide feedback and make recommendations
- Review Education Abroad and Service Learning reports
- Review new GE course assessment reports

2016-2017

Autumn 2016

- Review course set S3 reports
- Review third set of departmental reports (Mathematics and Statistics)
- Review new GE course assessment reports
- Request course set S4 assessment plans – due July 1, 2017
- Request fourth set of departmental assessment plans
    - English (Writing and Communication Level 1)

Spring 2017

- Review new GE course assessment reports

2017-2018

Autumn 2017

- Review course set S4 assessment plans - provide feedback and make recommendations - assessment reports due July 1, 2018
- Review fourth set of departmental assessment plans - provide feedback and make recommendations - assessment report due July 1, 2018
- Review new GE course assessment reports
- Request course set S5 assessment plans - first draft due January 1, 2018

Spring 2018

- Review new GE course assessment reports
- Review first draft of course set S5 assessment plans – final draft due July 1, 2018
- Request past-due CS S3 and new GE assessment reports – CS S3 assessment plans due May 31, 2018, CS S3 assessment reports due May 31, 2019, new GE assessment reports due May 31, 2019

2018-2019

Autumn 2018

- Review course set S4 assessment reports – provide feedback and make recommendations
- Review fourth set of departmental reports – provide feedback and make recommendations
- Review course set S5 assessment plans – provide feedback and make recommendations – assessment report due July 1, 2019
- Review new GE course assessment reports
- Review CS S3 assessment plans

Spring 2019

- Review course set S4 assessment reports – provide feedback and make recommendations
- Review revised CS S3 assessment plans – provide feedback and make recommendations
- Review new GE course assessment reports
- Draft supporting documents on best practices for GE assessment

2019-2020

Autumn 2019

- Review course set S5 assessment reports – provide feedback and recommendations
- Review new GE course assessment reports
- Review CS S3 assessment reports

Spring 2020

- Review new GE course assessment reports

Courses for Course Set Reports

- **Course set S1** - Visual and Performing Arts and Cultures and Ideas.
    - Art 2100
    - Art 2555
    - ArtEdu 1600
    - ArtEdu 2367.01
    - Compstd 2341
    - Compstd 2367.08
    - Compstd 2370
    - EALL1231
    - English 2263
    - English 3378
    - HistArt 2001
    - HistArt 2002
    - HistArt 2901
    - HistArt 3901
    - LARCH 2367

- Ling 2000
- Music 2252
- Philos 1100
- Philos 1300
- Philos 1332
- Theatre 2100
- Theatre 2811
- WGSST 1110
- WGSST 2230

- **Course set S2** - Historical Study, Writing & Communication Level 2, and Literature
  - AFAMAST 1121
  - AFAMAST 1122
  - AFAMAST 2281
  - Animal Science 2367
  - Classics 1101
  - Classics 2220
  - Comm 2367
  - Compstd 1100
  - CSFRST 2374
  - Econ 2367.02
  - Econ 4130
  - Econ 4140
  - EduPAES 2210
  - EduPAES 2211
  - EduTL 2368
  - EduTL 3356
  - English 2201
  - English 2261
  - English 2290
  - English 2367.01
  - English 2367.02
  - Engineering 2361
  - Engineering 2367
  - HDFS 2367
  - IntStds 3350
  - Soc 2367.02

- **Course set S3** - Natural Science and Social Science
  - Anthro 2200/2200H
  - Anthro 2201/2201H
  - Anthro 2202/2202H
  - Astronomy 1161
  - BUSMHR 2500
  - Chem 1110
  - Chem 1210
  - Comm 1100
  - Comm 1101
  - Earth Science 1100
  - Earth Science 1121
  - Econ 2001.01

- Econ 2001.02
- Econ 2001.03H
- Econ 2002.01
- Econ 2002.02
- Econ 2002.03H
- EEOB 2520
- ENR 2100
- FDSCTE 2200
- Geography 2750
- HDFS 2200
- HDFS 2400
- HMNNTR 2210
- Microbiology 4000
- Physics 1200
- Physics 1250
- Poli Sci 1100
- Rural Soc 1500
- Soc 1101/1101H

- **Course set S4** - Foreign Language and Cross-Disciplinary Seminar
  - AED Econ 4597.01
  - Animal Science 4597
  - Anthro 4597.01
  - Anthro 4597.02
  - Arabic 1103.01
  - ASL 1103
  - Chinese 1103.01
  - Chinese 1103.51
  - Comm 3597.02
  - CRPLAN 4597
  - Econ 4597.01
  - French 1103.01
  - French 1103.51
  - Geography 3597.01
  - German 1103.01
  - German 1103.51
  - Japanese 1103.01
  - Japanese 1103.51
  - Latin 1103
  - Poli Sci 4597.01
  - Poli Sci 4597.02
  - Russian 1103.01
  - Russian 1103.51
  - Soc 3597.01
  - SocWork 3597
  - Theatre 3597

- **Course set S5** - Data Analysis, Diversity: Global Studies, Social Diversity in the US
  - Ag Comm 2367
  - Animal Science 2260
  - Classics 1101/1101H

- Classics 2220/2220H
- City and Regional Planning 3500
- Dance 3401
- English 2220/2220H
- Geography 2200.01
- German 3252
- History 2202
- History 2550
- IntStds 2800/2800H
- Linguistics 2051/2051H
- Medieval and Renaissance Studies 2666
- Music 2250
- Philosophy 1520
- Philosophy 2367
- Poli Sci 2250/2250H
- Russian 2250/2250H
- SocWork 1140
- Soc 3549/3549H
- Statistics 2480

Feedback Process and Information Usage

On behalf of ASCC, the Assessment Panel reviews submitted reports and recommends actions on a case by case basis. The Panel provides feedback to Department Chairs, copied to the Deans, and makes recommendations for continuing GE status as appropriate. Courses not adequately addressing GE expected learning outcomes are provided time for corrective action. The ASC Dean and OAA are consulted regarding Departments that do not participate.

Department Chairs are expected to share feedback with Departmental faculty, instructors, and/or curricular committees as appropriate.

The Assessment Panel provides updates to ASCC regularly.

The overall plan is reviewed every 6 years. The review may lead to recommendations for changes such as modifications in goals and expected learning outcomes, the curriculum, placement practices, or instructional delivery practices based on the outcome information.

IX. C. Graduation Survey

The university Graduation Survey (http://cssl.osu.edu/research-projects/graduation-survey/) is administered each semester to graduating seniors. Many programs use the university Graduation Survey as an indirect measure of student learning. The university Graduation Survey has had an average response rate of over 40%. It includes college questions (e.g., questions pertaining to the major and GE courses) and, in some cases, departmental questions. It is a useful tool to track student learning. The reports are available with login permission at https://ascreports.osu.edu/reports

Appendix 1

Faculty Rules Governing Undergraduate Degrees
The College of Arts and Sciences (ASC)

Summer 2012 and later (semester curriculum)

General College/Degree Rules – Bachelor of Arts and Bachelor of Science degrees

1. The bachelor of arts (BA) and bachelor of science (BS) degrees consist of a minimum of **121** semester hours. (Note: The minimum hours required for professional degrees in the Arts, namely the BFA, BAE, BM, BME, and BSD, may be higher. See materials specific to those programs for details.)

2. A minimum of **111** semester hours of ASC and ASC-approved courses is required. No more than **4** of the **10** semester hours permitted outside ASC can be physical education activity courses, and no more than **8** semester hours of technical credit is permitted.

3. A minimum of **39** semester hours of ASC or ASC-approved upper-division course work is required. Upper-division courses are defined as **all** ASC courses at the **3000** level or above, Philosophy 2500, all courses taught by departments in mathematical and physical sciences at the 2000 level and above (except for courses numbered 2194), and any foreign language course taught in the language at the 2000 level or above.

4. In the case of a student pursuing multiple majors, course work may overlap between the majors, provided that each major department allows such overlap and that each major has at least 18 unique (non-overlapping) semester hours. Similarly, there may be overlap between major course work and the General Education (GE)—again, with departmental permission and at least 18 unique, non-overlapping semester hours in each major.

5. In the case of a student pursuing multiple degrees, at least 30 additional semester hours (beyond the 121 hours required for a single degree) must be earned for each additional degree sought, and at least 18 of the additional 30 hours must be ASC or ASC-approved upper-division course work. The GE requirements for each degree must be fulfilled. (For example, a student earning both BA and BS degrees is required to complete *calculus* and *a second lab science course*, which are not required for the BA, because such course work is required for the BS.) No overlap between majors, or between either major and the GE, is permitted. (Note: slightly different rules apply to students pursuing multiple professional degrees in the Arts, namely the BFA, BAE, BM, BME, and BSD. See materials specific to those programs for details.)

Rules Governing Majors

1. A major program must consist of at least **30** semester hours of credit in courses numbered **2000** or above as prescribed by the major (departmental) advisor. Note that many major programs require more than **30** hours of credit. 1000-level courses cannot be counted toward the hours in the major.

2. Students must earn at least a C- in a course in order for the course to be included on the major. A 2.0 cumulative grade-point average (GPA) is required for all major course work. (Note: some departments require a major GPA higher than 2.0 to meet graduation requirements.) If a student earns a D+, D, or an E in a required major course, the course cannot be counted toward the major. The major (departmental) advisor will decide if the course should be repeated or if another course can be substituted for it.

3. Courses taken on a Pass/Non-Pass (PA/NP) basis cannot be used on the major.

4. No more than one half of the semester credit hours required on the major can be credit hours transferred to Ohio State from another institution and/or credit by examination. (In other words, at least one half of the major hours must be credit from completed OSU coursework.)

5. If a student has only one major, no overlap is permitted with the GE except as expressly allowed by the rules of the GE.

6. The major (departmental) advisor must approve all courses constituting the major, including any additions/deletions/changes to a previously-approved major.

Rules Governing Minors

1. A minor consists of a minimum of **12** and a maximum of **18** semester credit hours at the **2000** level and above, with **at least 6** of the semester hours at the **upper-division** level. Upper-division courses are defined as all ASC courses at the 3000 level or above, Philosophy 2500, all courses taught by departments in mathematical and physical sciences at the 2000 level and above (except for courses numbered 2194), and any foreign language course taught in the language at the 2000 level and above.

2. 1000-level courses cannot be counted toward the hours in the minor.

3. No more than three semester credit hours of coursework graded Satisfactory/Unsatisfactory may count toward the minor. Also, no more than three semester credit hours of X193 (individual studies) coursework may be included in the minor. A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

4. Prerequisites should be none or few. Any necessary prerequisites should be clearly spelled-out in the curricular proposal and on the advising sheets.

5. No grade below a C- will be permitted in courses constituting the minor. The minimum overall cumulative point-hour ratio of the minor shall be 2.00. Courses taken on a Pass/Non-Pass (PA/NP) basis may not be applied to the minor.

6. A student may not take a major and a minor in the same subject, unless such combination has been expressly approved by the ASC Curriculum Committee and the ASC Faculty Senate. Each minor completed must contain a minimum of 12 hours distinct from the major and/or additional minors (i.e., if a minor requires more than 12 credit hours, a student is permitted to overlap those hours beyond 12 with the major or with another minor).

7. A student is permitted to overlap up to 6 credit hours between the GE and a minor.

8. Once a student's minor program form is on file in the college office, any changes must be approved by the departmental (minor) advisor or a college/school counselor (depending on the minor).

9. Minors must be declared at least one term prior to a student's intended graduation term, and students are encouraged to file the minor program earlier whenever possible.

(Approved by the Arts and Sciences Curriculum Committee on January 13, 2012; revised January 18, 2013, October 18, 2013, and September 8, 2014)

Criteria for Certificate Programs

Categories and Criteria for *Academic Certificate* Programs (❶ thru ❸), *Certificate of Completion* Programs (❹), and *Certification* Programs (❺a, ❺b) at OSU

Criteria	❶ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-High School Diploma		❷ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree	❸ Graduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree		❹ Workforce Development *Certificate of Completion* Programs (Non-Credit or <12 Credits)	❺a Technician/Professional *Certification* Programs (Non-Credit or <12 Credits)	❺b Professional *Certification* Programs (Credit)
Type	❶a Stand – Alone Certificate	❶b Embedded Certificate	Stand – Alone Certificate	❸a Stand - Alone Certificate	❸b Embedded Certificate	Non-Credit Stand-Alone Certificate of Completion	Non-Credit Stand-Alone Certification	Stand Alone Certification
Description of Each Category	Designed for post-high school diploma students who want to earn an *Academic Certificate* by completing courses with undergraduate academic credit in a select topic area.		Designed for post-bachelor degree students who want to earn a post-baccalaureate *Academic Certificate* by completing courses with undergraduate academic credit in a select topic area to supplement or complement their undergraduate degree program.	Designed for post-baccalaureate students who want to earn an *Academic Certificate* by completing courses with graduate academic credit in a select topic area. These individuals may not have need, time, interest, resources or patience to pursue a full graduate degree program.		Designed for individuals, including working professionals, who want to earn a workforce development *Certificate of Completion* by completing minimum number of equivalent contact hours of continuing education modules and/or courses, with or without continuing education units (CEUs), in a select topic area. These individuals may not have academic foundation or interest in pursuing programs requiring academic credit.	Designed for individuals who want or need to meet requirements and/or eligibility for licensure or registration exams for *certification* in some particular technical or professional area or skill. Typically involves prescribed education and training culminating in some form of standardized exam to become *certified*.	Designed for individuals who want or need to meet requirements and/or eligibility for licensure or registration exams for *certification* in some particular technical or professional area or skill, such as the Ohio standard teaching license or specialization endorsement. Involves prescribed undergraduate education and training culminating in a standardized exam.
Examples of Programs for Each Category	Turf Management Certificate; Hydraulics Certificate;	Dairy Certificate; Fisher Leadership Certificate	Respiratory Therapy Certificate; Medical Laboratory Science Certificate;	Business Certificate; Geographic Information Systems Certificate; Exposure Science Certificate; Scientific and Technical Writing Certificate;	Medieval Renaissance	Geographic Information System Workshop (8hr) Certificate of Completion; Project Management Course (8hr) Certificate of Completion; Emergency Response Worker Course (24hr) Certificate of Completion);	Emergency Medical Technician (EMT) Certification; Food Safety for Food Handlers Certification;	Orientation and Mobility License; Health Education License: Teacher Leader Endorsement; Reading Endorsement;
Approval	CAA	CAA	CAA	CAA	CAA	OAA (will inform CAA and APAC)	OAA (will inform CAA and APAC)	CAA
ODHE Approval	≥21 credits must be approved	Not required	≥21 credits must be approved	≥21 credits must be approved	Not required	Not required	Not required	May require approval from appropriate state board.

Criteria	❶ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-High School Diploma		❷ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree	❸ Graduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree		❹ Workforce Development *Certificate of Completion* Programs (Non-Credit or <12 Credits)	❺a Technician/Professional *Certification* Programs (Non-Credit or <12 Credits)	❺b Professional *Certification* Programs (Credit)
Type	❶a Stand – Alone Certificate	❶b Embedded Certificate	Stand – Alone Certificate	❸a Stand - Alone Certificate	❸b Embedded Certificate	Non-Credit Stand-Alone Certificate of Completion	Non-Credit Stand-Alone Certification	Stand Alone Certification
Stand-alone Program	Yes, may be pursued independent of a degree program.	No, must be pursued with a degree program.	Yes, may be pursued independent of a degree program.	Yes, may be pursued independent of a degree program.	No, must be pursued with a degree program.	Yes, typically, independent of academic program requirements. However, these programs are not always mutually exclusive from those described in the preceding columns.	Yes, typically, independent of academic program requirements. However, these programs are not always mutually exclusive from those described in the preceding columns.	Yes, may be pursued independent of a degree program. Overlap with degree programs permitted.
Maximum Credit Overlap with degree program	Maximum of 50% overlap of the credits required for the academic certificate.			Maximum of 50% overlap of the credits required for the academic certificate.	Maximum 50% overlap of the credits required for the academic certificate.	N/A	N/A	Maximum of 50% overlap of the credits required for the academic certificate.
Minimum acceptable grade to apply	C- or better			C- or better and 3.0 overall GPA.	C- or better and 3.0 overall GPA.	N/A	N/A	Varies by college and program.
Transfer credit	100% of applied courses must be taken at Ohio State.			100% of applied courses must be taken at Ohio State.		N/A	N/A	100% of applied courses must be taken at Ohio State.
EM Credit	100% of applied courses must be taken at Ohio State. EM credit not applicable.			100% of applied courses must be taken at Ohio State. EM credit not applicable.		N/A	N/A	100% of applied courses must be taken at Ohio State. EM credit not applicable.
Outcomes-based	*Upon completion of the academic certificate in* <specify title>, *learners will be better prepared to. . .*" <List max 3 Outcomes>					*Upon completion of the workforce development course (or program) in* <specify title>, *learners will be better prepared to. . .*" <List max 3 Outcomes>	*Upon completion of the program in* <specify title>, *learners will be better prepared to <specify>. . .and eligible to sit for applicable registration or licensure exam.*	*Upon completion of the program in* <specify title>, *learners will be better prepared to <specify>. . .and eligible for recommendation for license or endorsement.*
Curriculum and Credits	Undergraduate-level courses equivalent to minimum of twelve (12) undergraduate semester credits.			Graduate-level courses equivalent to minimum of twelve (12) graduate semester credits.		Non-credit continuing education modules/courses, including individual *Short Courses* and *Workshops*, or, a required series of non-credit courses. Programs with course credit must be <12 credits.	Depends on the certification program. Content and minimum number of contact hours may be mandated by a registration or licensure agency/board.	Depends on the certification program. Content and minimum number of contact hours may be mandated by a registration or licensure agency/board, such as, the Ohio Department of Higher Education.

Criteria	❶ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-High School Diploma		❷ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree	❸ Graduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree		❹ Workforce Development *Certificate of Completion* Programs (Non-Credit or <12 Credits)	❺a Technician/Professional *Certification* Programs (Non-Credit or <12 Credits)	❺b Professional *Certification* Programs (Credit)
Type	❶a Stand – Alone Certificate	❶b Embedded Certificate	Stand – Alone Certificate	❸a Stand - Alone Certificate	❸b Embedded Certificate	Non-Credit Stand-Alone Certificate of Completion	Non-Credit Stand-Alone Certification	Stand Alone Certification
Admission	Post-high school admission, including high school transcript review by UG Admissions and program. Minimum GPA aligned with OSU undergrad admissions; Official High School Transcripts; Completed Application	Initially admitted to the university as part of an Associates or Bachelors Degree program. An embedded certificate program is "declared" in a similar path to majors. Each college or program may have their own pathway into the program.	Post bachelors admission including college transcript review by UG Admissions and program. Minimum GPA aligned with OSU undergrad admissions; Official College Transcripts; Completed Application	Post-baccalaureate admission via Graduate Admissions. Minimum GPA aligned with Graduate School; Official College Transcripts; Completed Application	Initially admitted to the university as part of a graduate degree program. Secondary admission to certificate program based on criteria established by program. Minimum GPA aligned with Graduate School; Official College Transcripts; Completed Application	Post-high school admission via the specific unit (i.e. college; department; center; . . .) at OSU. Completed Application.	Post-high school admission via the specific unit (i.e. college; department; center; . . .) at OSU. Official High School Transcripts; Completed Application	Depends on program. Post-high school admission via the specific unit (i.e. college; department; center;. . .) or UG or Grad/Prof Admissions. Official High School Transcripts; Completed Application or post-baccalaureate admission via the Graduate School. Student declares the license or endorsement program. Minimum GPA aligned with Graduate School; Official College Transcripts; Completed Application
Arranged/Individual Study Courses	None	None	None	None	None	None	None	None
Minimum Grades and GPA to Complete Program	Minimum GPA 2.0/4.0 . . . units may require higher GPA; Only grades of "A" through "C-" may be counted toward the completion of the academic certificate program.			Minimum GPA 3.0/4.0 . . . units may require higher GPA Only grades of "A" through "C-" may be counted toward the completion of the academic certificate program.		Not Applicable (However, if for academic credit (≥12 credits) , see minimum for academic certificate programs summarized in columns 1, 2 or 3.)	Not Applicable (However, if for academic credit (≥12 credits) , see minimum for academic certificate programs summarized in columns 1, 2 or 3.)	Depends on the program
Recorded in the Student Information System (SIS)	Yes	Yes	Yes	Yes	Yes	No	No	Yes

Criteria	❶ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-High School Diploma		❷ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree	❸ Graduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree		❹ Workforce Development *Certificate of Completion* Programs (Non-Credit or <12 Credits)	❺a Technician/Professional *Certification* Programs (Non-Credit or <12 Credits)	❺b Professional *Certification* Programs (Credit)
Type	❶a Stand – Alone Certificate	❶b Embedded Certificate	Stand – Alone Certificate	❸a Stand - Alone Certificate	❸b Embedded Certificate	Non-Credit Stand-Alone Certificate of Completion	Non-Credit Stand-Alone Certification	Stand Alone Certification
Regular OSU Tuition and Fee Assessment	Yes	Yes, based on primary degree program.	Yes	Yes	Yes, based on primary degree program.	No (if non-credit) Yes (if credit)	No (if non-credit) Yes (if credit)	Yes
Eligibility for Federal Pell Grant and Direct Student Loans	Potentially, must be submitted for approval. See resource provided below.	Financial Aid eligibility based on student's primary degree program.	Potentially, must be submitted for approval. See resource provided below.	Potentially, must be submitted for approval. See resource provided below.	Financial Aid eligibility based on student's primary degree program.	No	No	Potentially, must be submitted for approval. See resource provided below.
Diploma Issued	No	No (diploma only issued for primary degree program).	No	No	No (diploma only issued for primary degree program).	No	No	No
Type of Completion Document Issued	University Level Certificate (OAA Level Signature)	Program Level Certificate (Dean level signature)	University Level Certificate (OAA Level Signature)	University Level Certificate (OAA Level Signature)	Program Level Certificate (Dean level signature)	Certificate of Completion	Certificate of Completion or non-OSU certificate provided by certification agency.	None or Program Level Certificate (Dean level signature).

[1]*Academic Certificate* programs refer to those that require completion of courses with academic credits. Academic certificate programs are "stand-alone" or "independent" programs, which mean they do not need to be completed as part of an academic degree program. This is the primary distinction when compared to minor programs or specialization tracks which only can be completed coinciding with an academic degree.

Contacts/Resources:

Randy Smith	Smith.70@osu.edu	Academic Affairs
Rand McGlaughlin	Mcglaughlin.3@osu.edu	University Registrar
Vicki Miller	Miller.6050@osu.edu	Student Financial Aid
Rich Chappell	Chappell.10@osu.edu	Graduate & Professional Admissions
Jill Hampshire	Hampshire.576@osu.edu	Undergraduate Admissions
Rob Griffiths	Griffiths.44@osu.edu	Distance and Extended Education

Financial Aid Resources: G:\SFA\Compliance\1_GE Disclosure Process\GE Title IV Eligibility Checklist Process\Gainful Employment Title IV Eligibility Checklist.pdf

College of Arts and Sciences GE requirements

College of Arts and Sciences (ASC) General Education (GE) Requirements

and **John Glenn College of Public Affairs (JGC-PA) GE Requirements**

Course Type	# of Courses	Hours/Units	Notes
Writing	2	6	Level 1 (any decimalized version of English 1110) Level 2 (2367 courses)
Literature	1	3	
Arts	1	3	
Mathematics	1	3-5	Successful Mathematics Placement Exam or equivalent Math 1151 required for BS
Data Analysis	1	3	Included in major requirements for BS
Science Biological Physical	2-3 (Typically 3)	10	Course(s) from both areas BA: 1 lab BS: 2 labs (one in each area)
Historical Study	1	3	
Social Science	2	6	From two of three categories[1]
Culture & Ideas or Historical Study	1	3	
Open Options	2	6	From list below[2]
Language proficiency level	0-3	0-12	Proficiency or language coursework through 1103
Social Diversity in the US	1	0-3	Typically embedded in other GE requirements
Global Studies	2	0-6	Typically embedded in other GE requirements
Total	**17-21**	**46-69**	

[1] Social Science Categories
Individuals and Groups
Organizations and Polities
Human, Natural, and Economic Resources

[2] Open Options Categories
Another GE approved course (can be used for double major)
Cross-Disciplinary seminar (x596 and x597 courses)
Course approved for GE service-learning
Course approved for GE education abroad (can fulfill up to 6 units)

Last edited: 02/04/15

Appendix 4

Sample ASC Minor Advising Sheet

The Ohio State University
Arts and Sciences

Name of Minor

[Program Advisor(s): Name(s), contact information]

[Descriptive paragraph(s) for students]

[Minor curricular information]

Required foundational courses (3 credit hours)
Course Abbreviation, number – name **(3)**

Choose at least three from these electives (9 credit hours)

Listing of :
Course Abbreviation, number – name **(3)**

"Name of minor" program guidelines

Required for graduation No

Credit hours required A minimum of 12 hrs (some minors require more). 1000 level courses shall not be counted in the minor. At least 6 credit hrs must be upper-level courses as defined by the College of Arts and Sciences

Transfer and EM credit hours allowed A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s)
• The minor must be in a different subject than the major.
• The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required
• Minimum C- for a course to be counted on the minor.
• Minimum 2.00 cumulative point-hour ratio required for the minor.
• Course work graded Pass/Non-Pass cannot count on the minor.
• No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours.

Approval required The minor program description sheet indicates if the minor course work must be approved by:
• The academic unit offering the minor, or
• A college/school advisor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college/school advisor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by:
• The academic unit offering the minor, or
• A college/school advisor (depending on the minor).

Appendix 5

Sample ASC Certificate Advising Sheet

The Ohio State University
Arts and Sciences

Type of Certificate and Name of Certificate

[Program Advisor(s): Name(s), contact information]

[Descriptive paragraph(s) for students]

[Certificate curricular information]

List of courses to be taken

"Name of certificate" program guidelines

Credit hours required A minimum of 12 hrs (many certificates require more).

Overlap with courses in degree
• The certificate must be in a different subject than the major.
• Max 50% overlap with courses in a major, minor, other certificate, or GE.

Grades required
• Minimum C- for a course to be counted on the certificate.
• Minimum 2.00 cumulative point-hour ratio required for the certificate. (3.00 for a graduate certificate)

X193 credits Not permitted.

Approval required The certificate program description sheet indicates if the certificate course work must be approved by:
• The academic unit offering the certificate, or
• A college/school advisor.

Consult with Advisor
- For filing deadlines.
- For changes or exceptions to a certificate plan.

Appendix 6

Course Numbering System

1000—1099	**UG (Undergraduate) - Non Credit Courses** Non-credit courses for orientation, remedial, or other non-college-level experiences. These are courses in addition to a program's graduation requirements.
1100—1999	**UG - Introductory Level Undergraduate Courses** Basic courses providing undergraduate credit, but not to be counted toward a major or field of specialization in any department. Courses at this level are beginning courses, required or elective courses that may be prerequisite to other courses.
2000—2999	**UG - Intermediate Level Undergraduate Courses** Intermediate courses providing undergraduate credit and may be counted toward a major or field of specialization.
3000—3999	**UG - Upper Level Undergraduate Courses** Upper Level courses providing undergraduate credit that may be counted toward a major or field of specialization.
4000—4999	**UG - Advanced Level Undergraduate Courses** Advanced Level courses providing undergraduate credit that may be counted toward a major or field of specialization. Graduate students may enroll in and receive graduate credit for 4000-level courses outside their own graduate program.
5000—5999	**UG and G (Graduate) - Dual Career Level Courses** Courses that are regularly offered for both graduate credit and undergraduate credit. Advanced Level courses providing undergraduate credit that may be counted toward a major or field of specialization. Foundational coursework and research providing graduate or professional credit.
6000—6999	**G - Foundational Level Graduate and Professional Courses** Foundational courses and research providing graduate or professional credit.
7000—7999	**G - Intermediate Level Graduate and Professional Courses** Intermediate courses and research providing graduate or professional credit.
8000—8999	**G Advanced Level Graduate and Professional Courses** Advanced courses and research providing graduate or professional credit.

Suffixes

H	Honors Course
E	Honors Embedded Course
T	ATI Course
S	Service-Learning Course

Special/Consistent Course Designations

X189	Field Experience & Field Work
X191	Internships
X193	Individual Studies
X194	Group Studies
X797	Study at a Foreign Institution
X798	Study Tours
X998	Research
X999	Research for Thesis
8999	Research for Dissertation

X78Y	Research Principles and Techniques
X88Y	Interdepartmental Seminars
X89Y	Colloquia, Workshops, & Special Topics Seminars
2367	GE Second Writing Course
2596, 3596 or 4596	GE Cross-disciplinary Seminar
3597 or 4597	Contemporary World/Capstone Course (subset of GE Cross-Disciplinary Seminars; grandfathered into semesters)

Appendix 7

Credit Allocation Guidelines for Education Abroad Programs

Background Context and Framework

Semester Credit Hour Definition: The Ohio Department of Higher Education (ODHE) guidelines state, "One semester credit hour will be awarded for a minimum of 750 minutes [i.e., 12.5 hours] of formalized instruction that typically requires students to work at out-of-class assignments an average of two hours for every hour of formalized instruction. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes." Further, the ODHE notes that "credit hours may be awarded on a different basis for other types of instructional activities," but in all cases the foundational assumption is that one semester credit is the equivalent of approximately 2,250 minutes [i.e., 37.5 hours] of coursework, combining formalized instruction with out-of-class work. For laboratory or studio course work, for example, that requires little or no out-of-class study, the ODHE states that "One hour of credit shall be awarded for a total of 2,250 minutes [37.5 hours] of instructional time"; for laboratory or studio courses in which "instruction is supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following-up the [laboratory or studio] experience, then one hour of credit shall be awarded for a total of 1,500 minutes [or 25 hours]" of instructional time. The ODHE does not establish specific guidelines for awarding credit for education abroad experiences, but working within the framework established here, we have developed the following guidelines for determining appropriate credit awards for education abroad programs.

Credit Allocation for Education Abroad Courses

Traditional OSU courses require 12.5 hours of formalized (i.e., classroom) instruction per 1 credit hour. Similarly, formalized, instructor-led coursework in-country is credited as all other formal classroom experiences, with a requirement of 12.5 hours of instructional time per credit. Other required or structured educational experiences not conducted by an approved instructor, will be regarded as analogous to the hybrid studio/lab course model described in the paragraph above, which requires 25 hours per credit.

To determine credit hours for an education abroad program, the students' experiences should be regarded as falling into one of the following general categories, with the attendant credit-hour guides:

1. **Formalized instruction**. This includes traditional classroom time (either at a foreign institution or in OSU faculty-led class sessions); formalized lecture/discussion sessions "in situ," led by a faculty member or resident academic authority. These should be considered regular class-time, i.e., requiring 12.5 contact hours per credit.
2. **Other required or structured educational experiences**, **not conducted by an approved instructor.** These include visits to cultural locations (museums, monuments, historical or cultural sites) that do not include formal lecture components by the designated instructor; visits with local authorities/experts; independent but assigned observations of local cultural phenomena, etc. These should be considered out-of-class work to be assessed using the standard of 25 hours per credit.
3. **Informal "free time" in-country**, including travel time, meals, socializing, independent touring. While these experiential activities are an integral part of the education abroad experience, they do not count toward credit-earning hours.

Additional Guidelines

- There are many possible configurations for education abroad experiences, with various durations: these may range from formal classroom instruction at a foreign institution to OSU-faculty-led study tours; from self-contained in-country courses to courses that require an on-campus course prerequisite to on-campus courses that include an in-country component as part of the course;

etc. Regardless of the format or duration, the credit allocation guidelines articulated here will apply.

- Program leaders/instructors are encouraged to schedule academic content hours prior to and after the in-country part of the program. Pre-travel academic content might include discussions of assigned readings about the location, the cultural context, and the subject area under study. These academic components may be computed into the credit-earning instructional time. Pre-travel sessions on travel logistics and/or the standard Health/Safety orientations required by the Office of International Affairs (OIA) should not be counted in the computation of credit-earning time. Post-travel academic content may include facilitated "reflection" time so students can process and assess their in-country experiences; additional discussions of readings/research; or completing class-based projects. This time may be incorporated into the computation of credit-earning class time.

- If a *single course* has both on-campus and in-country components, credits should be based on the cumulative instructional time of both components. However, if an education abroad program requires the student to enroll in a *separate*, on-campus course as a pre- or co-requisite, coursework completed for the on-campus course may not be double-counted for credit for the education abroad program.

- Typically, the Global May courses (not discipline-specific and aimed chiefly at first- and second-year undergraduates) involve roughly 3 ½ weeks in-country, and the successful completion of these courses typically earns 3 semester credits. A number of successful programs exist for both longer and shorter durations than this—ranging from 1-week study tours to full semester study at a foreign institution; but credit for education abroad programs of any length should be calculated using the guidelines articulated above.

The Ohio State University
College of Arts and Sciences Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to course requests. **An e-mail may be substituted for this form.**

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Units should be allowed two weeks to respond to requests for concurrence.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the College of Arts and Sciences and the Office of Academic Affairs.

A. Proposal to review

Initiating Academic Unit Course Number Course Title

Type of Proposal (New, Change, Withdrawal, or other) Date request sent

Academic Unit Asked to Review Date response needed

B. Response from the Academic Unit reviewing
Response: include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

1. Name Position Unit Date

2. Name Position Unit Date

3. Name Position Unit Date

Revised 5/27/14

Appendix 9

ASC Distance Learning Course Component Technical Review Checklist
(mandatory for review of ASC distance learning courses)

Course:
Instructor:
Summary:

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.				
6.2 Course tools promote learner engagement and active learning.				
6.3 A variety of technology is used in the course.				
6.4 The course provides learners with information on protecting their data and privacy.				
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.				
7.2 Course instructions articulate or link to the institution's accessibility policies and services.				a
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.				b
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.				c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.				Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 The course design facilitates readability.				
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.				Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.				Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas

				Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
8.6 Vendor accessibility statements are provided for all technologies required in the course.				

Reviewer Information

- Date reviewed:
- Reviewed by:

Notes:

[a]The following statement about disability services (recommended 16 point font):
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information:slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
http://advising.osu.edu/welcome.shtml

[c]Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. http://ssc.osu.edu. Also, consider including this link in the "Other Course Policies" section of the syllabus.

Appendix 10

Complete Quality Matters Rubric (for informational purposes)

HE Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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For more information or access to the fully annotated QM Rubric, visit qualitymatters.org or email info@qualitymatters.org

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Appendix 11

Assessment Report Requirements for General Education Courses

Please provide the following information in the requested Assessment Report for General Education (GE) courses in your Department. The report should include information from regional campuses and distance offerings as appropriate. Please limit the report section to 5 pages, excluding the syllabus and appendices, for a single course and 10 pages if the report includes multiple courses.

I. Summary of the assessment plan and report (200 words or less)

II. The report (5- or 10-page limit as noted above) which should include:
   a. Brief description of the course(s) included in the report
   b. Summary of assessment data collected for each GE Expected Learning Outcome (ELO) the course should achieve. Direct assessments are expected for most ELOs, which can be augmented with indirect evidence as appropriate
   c. How the evidence was communicated and shared (e.g., with faculty, students, advisors)
   d. Actions taken based on the evidence to improve student learning and achievement of GE ELOs
   e. Next steps planned in GE course assessment and/or course improvement to help meet GE ELOs

III. Appendices

Appendix 1 (required): Syllabus for course(s) assessed which should contain:
   a. Relevant GE ELOs
   b. Statement as to how the course helps students achieve these GE ELOs

Appendix 2 (required): Brief description of the assessment plan which includes:
   a. GE ELOs for course(s) in the report
   b. Means of assessment for each ELO
   c. Criteria for successful achievement of each ELO
   d. Ongoing timeline for implementing GE assessment in the course/department

Additional Appendices (if appropriate):
   a. Assessment rubrics used
   b. Other supporting information

Submit a single digital document that includes the above components to:

asccurrofc@osu.edu
154 Denney Hall
164 Annie & John Glenn Avenue
Columbus, OH 43210
Phone: 1 614 292-7226
Fax: 1 614 292-6303

Copy report to College Dean and Curricular Dean

Appendix 12

Blank Scoring Rubric to Report GE Service-Learning Results

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1) **Students make connections between concepts and skills learned in an academic setting and community-based work**				
(ELO2) **Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.**				
(ELO3) **Students evaluate the impacts of the service-learning activity.**				

Appendix 13

Blank Scoring Rubric to Report GE Education Abroad Results

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1) **Students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S.**				
(ELO2) **Students function effectively within their host country/countries.**				
(ELO3) **Students articulate how their time abroad has enriched their academic experience.**				

Appendix 14

Assessment Measures—Examples
(for programs)

A. **DIRECT MEASURES** (means of assessment that measure performance directly, are authentic, and minimize mitigating or intervening factors)

Standardized tests

- National standardized examination
- Certification or licensure examination
- Local comprehensive or proficiency examinations

Classroom assignments

- Embedded testing (i.e., specific questions in homework or exams that allow faculty to assess students' attainment of a specific learning goal, often used to compare student performance from year to year)
- Pre- and post- testing
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams) -- Specify

Evaluation of a body of work produced by the student

- Practicum, internship, or research evaluation of student work
- Portfolio evaluation of student work
- Senior thesis or major product
- Capstone course reports, papers, or presentations
- Performances or gallery display of work

Direct assessment methods specifically applicable to graduate programs (Note: other tools listed above may also be used for evaluating student attainment of learning goals in graduate programs)

- Candidacy exams
- Research proposals written and grants awarded
- Thesis / dissertation oral defense and/or other oral presentations
- Thesis / dissertation (written document)
- Publications
- Other (specify)

B. **INDIRECT MEASURES** (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student survey
- Alumni survey
- Employer feedback or survey
- Student evaluation of instruction
- Student interviews or focus groups

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- Student or alumni honors/recognition achieved
- Peer review of program
- External program review

- Curriculum or syllabus review
- Grade review
- Outreach participation
- Comparison or benchmarking
- Other (specify)

C. **USE of DATA** (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance
- Analyze and discuss trends with unit's faculty
- Analyze and report to college / school
- Analyze and report to accrediting organization
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Make improvements in learning facilities, laboratories, and/or equipment
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field
- Other (specify)

Appendix 15

Curriculum Map
(for major programs)

	Program Learning Goals			
Required Courses (offered by the unit)	**Goal #1**	**Goal #2**	**Goal #3**	**Goal #4, etc.**
Course 1	beginning		beginning	
Course 2		beginning	intermediate	beginning
Course 3	intermediate	intermediate	intermediate	
Course 4	advanced			intermediate
Course 5, etc.	advanced	advanced	advanced	advanced
Required Courses (offered outside of the unit)				
Course 1	beginning			beginning
Course 2, etc.			intermediate	
Elective Courses, Tracks, Categories, or Baskets of Courses (may be offered inside or outside of unit)				
Category 1				
Course 1 under Category 1	beginning			
Course 2 under Category 1, etc.		intermediate		
Category 2, etc.				
Course 1 under Category 2	beginning			
Course 2 under Category 2, etc.				intermediate
General Education courses			beginning	