Arts and Sciences
Curriculum and Assessment Operations Manual
2025-2026

Appendices

I. Curriculum and Assessment Contact Information

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II. Arts and Sciences Curriculum Committee (ASCC) Roster

II.A. Voting Members

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

II.B. Non-Voting Members

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II.C. ASCC SUBCOMMITTEES

Arts and Humanities Subcommittee 1
David Hedgecoth, School of Music (Chair)
Mary Anne Beecher, Design
Caroline Clark, College of Education and Human Ecology
Andrea Sims, Linguistics
Ex officio: Todd Bitters, ASC Advising
Ex officio: Bernadette Vankeerbergen, ASC Administration
Ex officio: Rachel Steele, Michael Hilty, and/or Jennifer Neff, ASC Curriculum and Assessment

Arts and Humanities Subcommittee 2
David Staley, History (Chair)
Joni Acuff, Arts Administration, Education, and Policy
Miranda Martinez, Comparative Studies
Francis Troyan, College of Education and Human Ecology
Ex officio: Todd Bitters, ASC Advising
Ex officio: Bernadette Vankeerbergen, ASC Administration
Ex officio: Rachel Steele, Michael Hilty, and/or Jennifer Neff, ASC Curriculum and Assessment

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David Barker, College of Food, Agricultural, and Environmental Sciences
Steve Carlson, Microbiology
Andrew Heckler, Physics
Yoonkyung Lee, Statistics
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Ex officio: Bernadette Vankeerbergen, ASC Administration
Ex officio: Rachel Steele, Michael Hilty, and/or Jennifer Neff, ASC Curriculum and Assessment

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Jennifer Brello, Speech and Hearing Science
Ningchuan Xiao, Geography
Ben McKean, Political Science
Jos Raadschelders, John Glenn College
Ex officio: Tony Valle, ASC Advising
Ex officio: Bernadette Vankeerbergen, ASC Administration
Ex officio: Rachel Steele, Michael Hilty, and/or Jennifer Neff, ASC Curriculum and Assessment

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Madhura Pradhan, Microbiology
Wendy Smooth, WGSS
Keith Warren, College of Social Work
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Rebecca Andridge, Public Health
Samantha Herrmann, Evolution, Ecology, and Organismal Biology and the Center for Life Sciences Education
Brian Lower, Food, Agricultural and Environmental Sciences
Ila Nagar, Near Eastern and South Asian Languages and Cultures
Jennifer Ottesen, Chemistry and Biochemistry
Nikole Patson, Psychology
John Rehbeck, Economics
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Themes Subcommittee 2
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Lisa Cravens-Brown, Psychology
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John Hunter, Evolution, Ecology and Organismal Biology
Amy Nathanson, Communication
Maria Palazzi, Design
Donald Terndrup, Astronomy
Ex officio: Bernadette Vankeerbergen, ASC Administration
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III. ASCC Organizational Structure and Approval Process

(Approved by ASC Faculty Senate on January 20, 2012; modified Spring 2014, Autumn 2014, Spring 2015, Spring 2016, Summer 2018, Spring 2021, and Summer 2022)

III.A. Organizational Structure and Roles

III.A.1. Associate Dean: The Associate Dean 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.

III.A.2. Assistant Dean for Curriculum: The Assistant Dean works with departments and schools to help them plan and execute new degree programs (including minors and certificates) at the undergraduate and graduate levels, revise existing programs, and create new courses. The Assistant Dean works with the program's faculty to bring forward the best possible proposals.

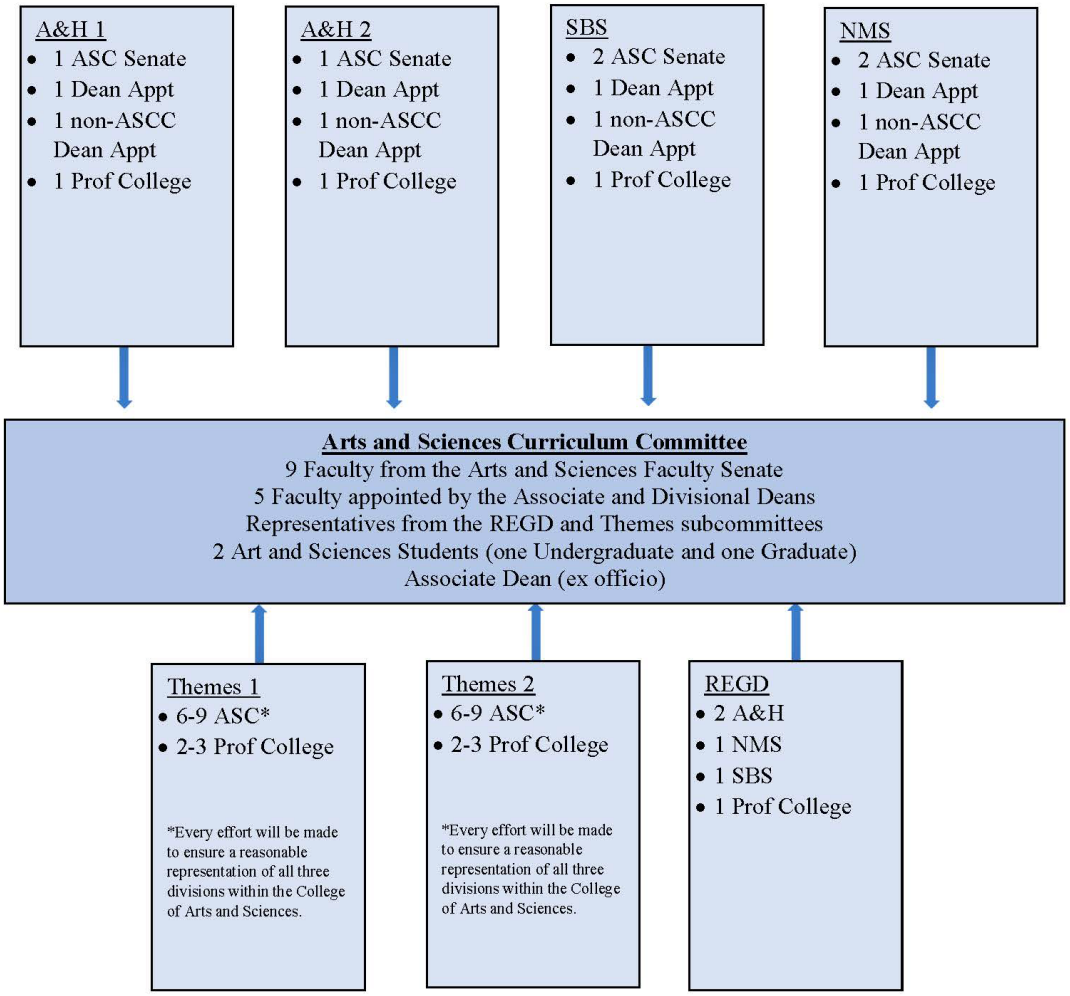
III.A.3. Arts and Sciences Curriculum Committee (ASCC): The Arts and Sciences Curriculum Committee and its subcommittees has responsibility for approving undergraduate and graduate ASC courses and programs, and changes to the General Education program. ASCC also has authority over all other curricular issues referred to it by its subcommittees (see below). The curriculum committee is made up of 18 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 Dean; representatives from the Race, Ethnicity, and Gender Diversity and Themes Subcommittees; 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 Dean serves as a non-voting, *ex officio* member of the committee. The chair of the ASCC is elected for a one-year term by the full committee. The term can be renewed once.

III.A.4. ASCC Subcommittees: Responsibilities for approving courses, General Education courses, and programs are delegated to several small subcommittees. There are 2 Arts and Humanities Subcommittees, 1 Natural and Mathematical Sciences Subcommittee, and 1 Social and Behavioral Sciences Subcommittee. Both Arts and Humanities Subcommittees consist of 2 faculty members of the full ASCC (1 drawn from the ASC Faculty Senate and 1 appointed by the 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 Assistant Dean for Curriculum (who serves as a non-voting, *ex officio* member of the subcommittee). The Natural and Mathematical Sciences Subcommittee and the Social and Behavioral Sciences Subcommittee each consist of 3 faculty members of the full ASCC (2 drawn from the ASC Faculty Senate and 1 appointed by the 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 Assistant Dean for Curriculum (who serves as a non- voting, *ex officio* member of the subcommittee). There are also three subcommittees that deal with specific GE categories: the Race, Ethnicity and Gender Diversity Subcommittee and the 2 Themes Subcommittees. The REGD Subcommittee consists of 4 faculty members that represent all three divisions of the College of Arts and Sciences, 1 representative from a professional school, and the Assistant Dean for Curriculum (who serves as a non-voting, *ex officio* member of the subcommittee). The GE Themes Subcommittees each consist of 8-12 faculty members representing ASC as well as all other colleges**.** Each Subcommittee will have at least 1 faculty member whose primary appointment is in a college other than the College of Arts and Sciences. Up to 25% of the Subcommittee may be made up of faculty members whose primary appointments are in a college other than the College of Arts and Sciences, and every effort will be made to be inclusive up to this 25% maximum. The chairs and some members of the Race, Ethnicity, and Gender Diversity Subcommittee and the Themes Subcommittees are also members of the full ASCC. If

additional ad hoc committees are needed to address special curricular matters, they are appointed by the Dean and will be formed using ASCC members and/or other members of the faculty.

III.A.5. 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 (ASCNet) and work with the Associate Dean and the Assistant Dean to handle final technical checking of proposals prior to their leaving Arts and Sciences. They also assist the ASCC as needed in program assessment reporting. Although not a member of the ASCC, the Assistant Dean for Advising and Academic Services or their designee will attend ASCC meetings to assist the committee.

III.B. Arts and Sciences Curriculum Committee Structure



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

Undergraduate and Graduate Program Proposals: Proposals are reviewed by the Assistant Dean and subcommittees 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) and/or the Graduate School.

Undergraduate Courses (Including GE) and Graduate Courses: These proposals go from programs (through the Assistant Dean) to the subcommittees 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 subcommittees. Some courses may also need to be routed to ASC Honors, University Honors and Scholars, or the Office of Service-Learning.

IV. ASCC Subcommittees: Charges

Agendas for all ASCC Subcommittee meetings are generated by Curriculum and Assessment Services, in consultation with the appropriate Subcommittee Chair and the Assistant Dean for Curriculum. All Subcommittee recommendations that must go on to the full ASCC will be placed on the ASCC agenda by Curriculum and Assessment Services, in consultation with the ASCC Chair and the Assistant Dean for Curriculum.

IV.A. Arts and Humanities Subcommittees

Consider all courses seeking GEN (New General Education) status in the following categories:

- Foundation: Writing and Information Literacy
- Foundation: Literary, Visual and Performing Arts
- Foundation: Historical or Cultural Studies
- World Languages

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.

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.)

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.

IV.B. Natural and Mathematical Sciences Subcommittee

Considers all courses seeking GEN (New General Education) status in the following categories:

- Foundation: Mathematical and Quantitative Reasoning (or Data Analysis)
- Foundation: Natural Sciences

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

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.)

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

IV.C. Social and Behavioral Sciences Subcommittee

Considers all courses seeking GEN (New General Education) status in the following category:

- Foundation: Social and Behavioral Sciences

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.

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.)

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.

IV.D. Race, Ethnicity, and Gender Diversity Subcommittee

Considers all courses seeking GEN (New General Education) status in the GEN Foundation: Race, Ethnicity, and Gender Diversity.

Evaluates courses for curricular compliance.

IV.E. Themes Subcommittees

Consider all courses seeking GEN (New General Education) status in the GEN Themes categories.

Evaluate High Impact Practice/Integrative Practice courses, such as Interdisciplinary and Integrated Collaborative Teaching, Global and Intercultural Learning: Abroad, Away, or Virtual, Service-Learning, Research and Creative Inquiry, and Instruction in a World Language, as appropriate.

Evaluate courses for curricular compliance.

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 manual (Sections VI, VII, and VIII) and on the website of 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.

V.A. 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 subcommittees 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*:

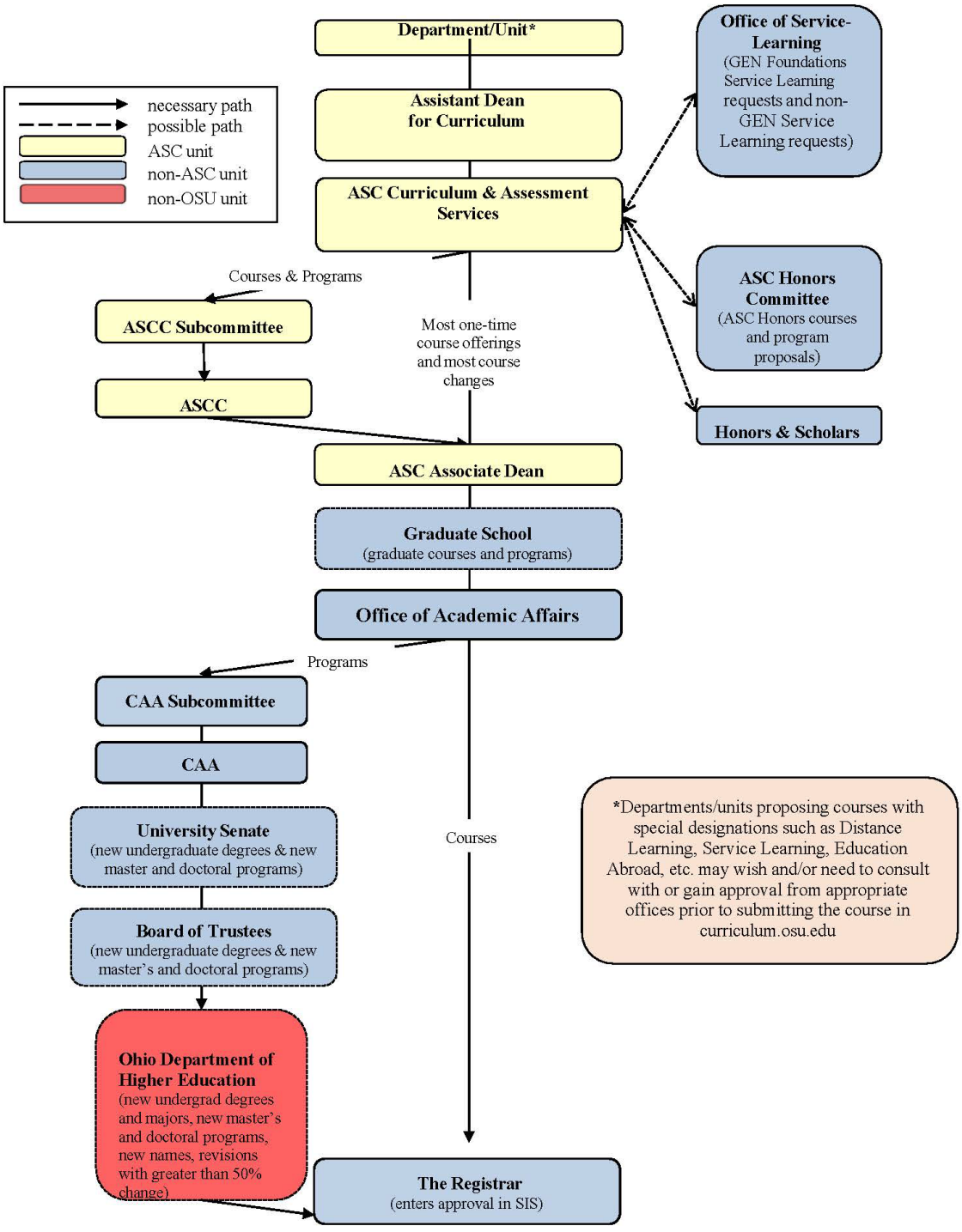
- Course is appropriately rigorous;
- Course includes sufficient contact hours and out-of-class assignments for the requested number of credit hours (see VI.B.3);
- If course is repeatable, the limits are reasonable;
- If required for a program, the course will be adequately offered;
- Syllabus includes all necessary components (see Section VI.A);
- 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 the ASCCAS website here)
- 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 Course Catalog. 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.


necessary path
possible path
ASC unit
non-ASC unit
non-OSU unit
Department/Unit*
Assistant Dean for Curriculum
ASC Curriculum & Assessment Services
Office of Service-Learning (GEN Foundations Service Learning requests and non-GEN Service Learning requests)
ASC Honors Committee (ASC Honors courses and program proposals)
Honors & Scholars
Courses & Programs
ASCC Subcommittee
ASCC
Most one-time course offerings and most course changes
ASC Associate 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)
*Departments/units proposing courses with special designations such as Distance Learning, Service Learning, Education Abroad, etc. may wish and/or need to consult with or gain approval from appropriate offices prior to submitting the course in curriculum.osu.edu

VI. Individual Course Requests

VI.A. ASC Syllabus Template (for in-person syllabi)

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 are sorted into two categories: syllabus elements required for ASCC Subcommittee review and elements required for operational syllabi. Items required for ASCC Subcommittee review will be examined by the ASCC Subcommittees and evaluated during the course approval process for all in-person syllabi. Additional elements required for operational syllabi should be included on syllabi when distributed to students.

If you have an existing operational syllabus which contains all the elements below, you may submit that document in lieu of this template.

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

Required for ASCC Subcommittee Review

1. Course number and title
2. Format of instruction (e.g., in-person lecture, recitation, lab) and number of contact hours per week
3. If the course is a GEN (New General Education) course, it must include the following:
    a) the GE category or categories it fulfills (e.g., GEN Foundation: Historical and Cultural Studies)
    b) the "GE Goals and Expected Learning Outcomes" boilerplate language pertaining to the appropriate area(s)
    c) a statement beneath these that explains how the course will satisfy the stated GEN Expected Learning Outcomes
4. A description of the course
5. A list of required texts and other course materials, and information on where they are available
6. Information about the length and format of all papers, homework, laboratory assignments, and examinations
7. Grading information, indicating the percentages assigned to various requirements
8. 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.)
9. All syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus. Syllabi should link to the Office of Undergraduate Education's Syllabus Policies & Statements webpage and/or copy-and-paste the below statements from the Office of Undergraduate Education's website.
    a) Academic Misconduct
    b) Student Life - Disability Services
    c) Religious Accommodations
    d) Intellectual Diversity

Additional Elements Required for Operational Syllabi (i.e., syllabus distributed to students)

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 the meeting days and times and classroom location
4. A grading scale
5. Information about the scheduling of examinations and due dates for assignments
6. A class attendance policy
7. OPTIONAL: Instructors are welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's Syllabus Policies & Statements webpage which they deem relevant for their course.

(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; revised 09/23/2022; revised 09/08/2023; revised 03/01/2024; revised 08/29/2025)

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 subcommittee) 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

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, explanations can be found here (please log in here with your OSU credentials). 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 this document provided

by the Ohio Department of Higher Education:

If you are unable to find the information needed, please contact ASC Curriculum and Assessment Services (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. 91-92:

> 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 at the Administrative Resource Center (you will be asked to log in first). Course requests will also be reviewed by the Assistant Dean, the Subcommittees of the ASCC, and the ASC Curriculum and Assessment Services. 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. 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-GEN 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) or learning outcome(s) and levels it is designed to meet. Please consult Appendix 6 for numbering convention.

VI.C.2. New GEN Course

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

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

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. Please note that course changes which propose multiple substantial changes to the substance, methods, and/or topics of the course may necessitate the creation of a new course under a new course number.

VI.C.4. Course Change (GEN)

If a proposer wishes to add or alter the GEN status of an existing course, please refer to Section VII.B for detailed guidelines on the submission of courses for GEN 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 GEN course, usually a current and proposed syllabus will be required. Please note that course changes which propose multiple substantial changes to the substance, methods, and/or topics of the course may necessitate the creation of a new course under a new course number.

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 Assistant Dean. At the end of the course's fifth year in limbo, 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 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 (GEN) 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 GEN 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 GEN status, such a proposal will be reviewed by the appropriate ASCC Subcommittee.

- 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 interaction. The recommended limits are 25 for standard honors courses.

   Please note the following guidelines in support of enhanced student/faculty interaction for online courses.

   a. For completely asynchronous online courses, the committee requests that faculty incorporate <u>regular synchronous interaction</u> between the honors students and the instructor throughout the semester through multiple, required individual meetings or required attendance at office hours in which there is a structured interaction related to the

course assignments. Faculty should expect to accommodate students who wish to meet via Zoom or a comparable technology.

b. For synchronous or hybrid online courses, the committee requests that proposals discuss mechanisms by which interaction among students and faculty is fostered in the course. If there are no planned synchronous activities to foster interaction among students and faculty, the committee requests that faculty incorporate regular synchronous interaction between the honors students and the instructor throughout the semester through multiple, required individual meetings or required attendance at office hours in which there is a structured interaction related to the course assignments. Faculty should expect to accommodate students who wish to meet via Zoom or a comparable technology.

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) Workload 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 Subcommittee 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.

Documents (please attach the following documents in curriculum.osu.edu):

a) A cover letter describing the **rationale** for offering the Honors course and an **explanation of intended audience** for the Honors Course (size of course, rank of students, intended for a specific major or 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.

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. The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included.
2. Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work.
3. 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.
4. How an environment will be fostered that facilitates intellectual exchange among students (if applicable).

e) Evidence of a pedagogical process that will provide high-level content with the objective of higher-order thinking in comparison to a non-Honors course (also required for Honors & Scholars review)Honors Statement

Please include a statement addressing the following components, which are also required for Honors & Scholars course reviews. Please describe how the course will:

- include principles and characteristics of high-impact practices

- ask students to connect their learning in the course to other topics within the discipline and beyond
- augment student communication skills using modalities that are inclusive relative to the intended audience
- allow students to demonstrate intellectual, interpersonal, and cognitive skills
- promote the connection of learning in a course to skill development, personal development, and career development

f) 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) or learning outcome(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) 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.

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

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

g) 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 University Course Catalog.

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 Subcommittee 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.

Forms:

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

Documents (please attach the following documents in curriculum.osu.edu):

a) A cover letter describing the **rationale** for offering the honors embedded course and an **explanation of intended audience** for the honors embedded section (size of course, rank of students, intended for a specific major or open to students in any field of study, etc.)

b) The syllabus that includes the regular course as well as the honors embedded addendum. Note that the syllabus objectives should also reflect the honors embedded experience.

c) Statement of Qualitative Difference
The ASC Honors Committee expects that honors embedded sections will differ from non-honors sections 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 sections of the course):

1. A description of the enhanced honors expectations and experiences, which need to be more rigorous and enriching in ways that constitute honors content and not simply additional work. Proposals should address how added breadth and depth of material will be included for Honors students. Please give the approximate amount of additional hours of work expected of the student per week.

Additional honors experiences may involve, but are not 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.

2. 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.

3. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and honors students, and how such engagement will be achieved.

4. How an environment will be fostered that facilitates intellectual exchange among honors students (if applicable).

5. Evidence of a pedagogical process that will provide students in the honors embedded section high-level content with the objective of higher-order thinking in comparison to a non-Honors course (also required for Honors & Scholars review).

d) Honors Statement
Please include a statement addressing the following components, which are also required for Honors & Scholars course reviews. Please describe how the course will:
- include principles and characteristics of high-impact practices
- ask students to connect their learning in the course to other topics within the discipline and beyond augment student communication skills using modalities that are inclusive relative to the intended audience
- allow students to demonstrate intellectual, interpersonal, and cognitive skills?
- promote the connection of learning in a course to skill development, personal development, and career development

e) 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) or learning outcome(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

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:

1. GEN Themes courses with a High Impact Practice/Integrative Practice Service-Learning component
2. All other courses (GEN Foundations and non-GEN courses)

Courses proposed as GEN Themes courses with a High Impact Practice/Integrative Practice Service-Learning component will not be required to obtain approval from the Office of Service-Learning. However, units are strongly encouraged to seek out assistance from the Office of Academic Enrichment - Service-Learning and Community Engaged Teaching during the course design process. The service-learning component of such courses will be evaluated by the Themes Subcommittee of the ASCC as a part of the overall course review. Please see Section VII.B.2 of this manual for further instructions about how to submit a High Impact Practice/Integrative Practice GEN Themes course.

For instructions on how to submit non-GE Service-Learning courses and/or GEN Foundations Service-Learning courses, units must consult with the Office of Academic Enrichment - Service-Learning and Community-Engaged Teaching. 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. 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) or learning outcome(s) and levels it is designed to meet.

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.

Instructional issues:

a) 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 either once a week for 55 minutes (full semester) or in a pattern meeting 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.

b) Staffing: First-Year Seminars are taught by associated, 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 all required syllabus 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 on the First-Year Seminar website. 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. The program's website 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 subcommittee of the College of the Arts and Sciences Curriculum Committee. The membership of this subcommittee reflects both the College of Arts and Sciences and the professional colleges.

c) 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 subcommittee 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

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) or learning outcome(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. For information regarding GEN Themes courses with the "Global and Intercultural Learning: Abroad, Away, and Virtual" High Impact Practice/Integrative Practice designation, please see Section VII.B.2.

VI.C.12. Distance Course

Proposals for both new distance courses and the addition of distance options to existing courses 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.

Any course where **75%-100%** of the course materials, exams and regular interactions occur online will be reviewed by the appropriate Arts and Sciences faculty curricular subcommittee. In other words, if a unit wishes to offer a course in **distance learning (DL)** format (100% of instruction is offered by distance) or **distance enhanced (DH)** format (75%-99% of instruction is offered by distance), the following steps will need to be followed. (Please note that a course previously approved for DL does *not* need additional review/approval for DH delivery.)

For ASC units

The faculty member will develop a distance syllabus using the ASCTech distance learning syllabus template as well as complete the ASC Distance Approval Cover Sheet. (Documents can be downloaded here https://asccas.osu.edu/curriculum/distance-courses) The unit will then contact the Distance Education Coordinator; ASC ODE for an initial review of the materials. The coordinator may inform the unit that revisions need to be made to the proposal. Once the coordinator instructs the unit that the submission is ready for faculty subcommittee review, the course request should be submitted via curriculum.osu.edu with the following attachments:

1. The complete syllabus for the distance course
2. A syllabus for the in-person version of the course (if applicable; for comparative purposes)
3. The completed ASC Distance Approval Cover Sheet signed by the ASC ODE reviewer

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

ASC Honors Courses and Online Offerings

The ASC Honors Committee greatly values the emphasis on student and faculty interaction in the Honors program and as delivered by Honors courses that have been limited in size to facilitate this interaction. The program is based on faculty and student relationships and driven by academically talented students who seek to build relationships across disciplines through faculty and peer interaction. When joining the program, a great majority of students cited relationships with faculty and small honors courses as the most important benefits of the program to them. We want to make sure that online offerings of honors coursework still support these interactions and relationships. Please contact Lindsey Chamberlain at chamberlain.55@osu.edu with any questions regarding Honors courses within ASC.

Asynchronous Online Courses
For completely asynchronous online courses, the committee requests that faculty incorporate regular synchronous interaction between the honors students and the instructor throughout the semester through multiple, required individual meetings or required attendance at office hours in which there is a structured interaction related to the course assignments. Faculty should expect to accommodate students who wish to meet via Zoom or a comparable technology.

Synchronous or Hybrid Online Courses
For synchronous or hybrid online courses, the committee requests that proposals discuss mechanisms by which interaction among students and faculty is fostered in the course. If there are no planned synchronous activities to foster interaction among students and faculty, the committee requests that faculty incorporate regular synchronous interaction between the honors students and the instructor throughout the semester through multiple, required individual meetings or required attendance at office hours in which there is a structured interaction related to the course assignments. Faculty should expect to accommodate students who wish to meet via Zoom or a comparable technology

For non-ASC units submitting GEN distance courses

As of September 23rd, 2022, the Arts and Sciences Curriculum Committee will no longer review existing non-ASC General Education courses seeking approval solely for Distance Learning, as these courses are already reviewed for Distance Learning via their own college curricular processes. Courses from non- ASC units seeking other GEN approvals (a new course seeking GEN status, an existing course seeking an additional GEN status, etc.) will not be reviewed for Distance Learning, but the ASCC Subcommittees may engage with Distance Learning elements of the courses insofar as they affect how the General Education Goals and ELOs are met.

GEN courses requesting Distance Learning should seek approval through their own college's Distance Learning Approval process.

VII. General Education

VII.A. GEN Goals and Expected Learning Outcomes (to be included in 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 (GEN) are listed below.

All GEN course syllabi must include the GEN 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.

Syllabi for courses that are approved for both the new General Education (GEN) curriculum and the legacy General Education (GEL) must include the information mentioned above (name of category/categories, Goals and Expected Learning Outcomes, outcome statement) for all approved categories in both GE programs. Legacy (GEL) Goals and ELOs can be found in Appendix 11.

VII.A.1 New General Education Bookends

Opening Bookend

Goals:

1. Successful students will develop an understanding of the purpose and structure of the GE.
2. Successful students will begin to develop critical skills and habits to navigate the academic environment.
3. Successful students will articulate academic and program goals and find opportunities to express those goals within the GE from various disciplinary perspectives.

Expected Learning Outcomes:

Successful students will be able to:

1.1 Describe the integrative nature of the structural elements of the GE.
1.2 Demonstrate comprehension of the purpose of the GE.
2.1 Use technology effectively to accomplish academic and personal goals.
2.2 Demonstrate basic familiarity with the ePortfolio system.
2.3 Critically consider implications of information and technology use.
3.1 Articulate one's academic identity, motivations, and curiosity.
3.2 Develop a plan to investigate a personal, societal, or global question within the GE from various disciplinary perspectives.

Closing Bookend

Goals:

1. Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life by reflecting on a range of important modes of human thought, inquiry, and expression.
2. Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national, and global settings.
3. Successful students will demonstrate skills and abilities needed for engaged citizenship and personal and professional growth.

Expected Learning Outcomes:

Successful students will be able to:

1.1 Reflect on their developing academic motivation as well as emerging professional or disciplinary identities.
1.2 Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry, and expression.
2.1 Reflect on their developing intercultural competency.
2.2 Critically evaluate one's understanding and awareness of the global context and recognize opportunities to contribute to and shape the larger world.
3.1 Reflect on personal development in the areas of curiosity, imagination, adaptability, and intentionality to achieve personal and professional goals.
3.2 Critically evaluate skills needed to maintain personal well-being and resiliency.

VII.A.2 New General Education Foundations

Race, Ethnicity, and Gender Diversity

Goals:

1. Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.
2. Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcomes:

Successful students are able to:

1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Social and Behavioral Sciences

Goals:

1. Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.
2. Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcomes:

Successful students are able to:

1.1 Explain basic facts, principles, theories, and methods of social and behavioral science.
1.2 Explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.
2.1 Analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.
2.2 Evaluate social and ethical implications of social scientific and behavioral research.
2.3 Critically evaluate and responsibly use information from the social and behavioral sciences.

Historical or Cultural Studies – Historical Studies

Goals:

1. Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Expected Learning Outcomes:

Successful students are able to:

1.1 Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
1.2 Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
1.3 Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.
1.4 Evaluate social and ethical implications in historical studies.

Historical or Cultural Studies – Cultural Studies

Goals:

1. Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcomes:

Successful students are able to:

1.1 Analyze and interpret selected major forms of human thought, culture, ideas, or expression.
1.2 Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
1.3 Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events, or ideas that influence human perceptions, beliefs, and behaviors.
1.4 Evaluate social and ethical implications in cultural studies.

Writing and Information Literacy

Goals:

1. Successful students will demonstrate skills in effective reading and writing as well as in oral, digital, and/or visual communication for a range of purposes, audiences, and contexts.
2. Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcomes:

Successful students are able to:

1.1 Compose and interpret across a wide range of purposes and audiences using writing as well as oral, visual, digital, and/or other methods appropriate to the context.
1.2 Use textual conventions, including proper attribution of ideas and/or sources, as appropriate to the communication situation.
1.3 Generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.
1.4 Evaluate social and ethical implications in writing and information literacy practices.
2.1 Demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.
2.2 Locate, identify, and use information through context-appropriate search strategies.
2.3 Employ reflective and critical strategies to evaluate and select credible and relevant information sources.

Literary, Visual, and Performing Arts

Goals:

1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcomes:

Successful students are able to:

1.1 Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.
1.2 Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.
1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.
2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Natural Sciences

Goals:

1. Successful students will engage in theoretical and empirical study within the natural sciences while gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.
2. Successful students will discern the relationship between the theoretical and applied sciences while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcomes:

Successful students are able to:

1.1 Explain basic facts, principles, theories, and methods of modern natural sciences, and describe and analyze the process of scientific inquiry.
1.2 Identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.
1.3 Employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.
2.1 Analyze the inter-dependence and potential impacts of scientific and technological developments.
2.2 Evaluate social and ethical implications of natural scientific discoveries.
2.3 Critically evaluate and responsibly use information from the natural sciences.

Mathematical and Quantitative Reasoning (or Data Analysis)

Goals:

1. Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical methods to understand and solve problems and will be able to communicate their results.

Expected Learning Outcomes:

Successful students are able to:

1.1 Use logical, mathematical, and/or statistical concepts and methods to represent real-world situations.
1.2 Use diverse logical, mathematical, and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.
1.3 Draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.
1.4 Make and evaluate important assumptions in estimation, modeling, and logical argumentation and/or data analysis.
1.5 Evaluate social and ethical implications in mathematical and quantitative reasoning.

World Languages (College Requirement, see Appendix 3)

Goals:

1. Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.
2. Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

Expected Learning Outcomes:

Successful students are able to:

1.1 Achieve interpersonal communication by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.
1.2 Achieve interpretive listening/viewing and/or reading by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.
1.3 Achieve presentational speaking/signing and/or writing by delivering live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas, and viewpoints on a variety of topics.
2.1 Demonstrate familiarity with the products, practices, and perspectives (the 3 Ps) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3 Ps across cultures and individuals.
2.2 Identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

VII.A.3 New General Education Themes

Citizenship for a Diverse and Just World

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
3.2 Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

Health and Wellbeing

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Students will explore and analyze health and well-being through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Expected Learning Outcomes:

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

Lived Environments

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.
4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

Expected Learning Outcomes:

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
3.1 Engage with the complexity and uncertainty of human-environment interactions.
3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.
4.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.
4.2 Describe how humans perceive and represent the environments with which they interact.
4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Migration, Mobility, and Immobility

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.
4. Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

Expected Learning Outcomes:

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
3.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.
3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.
4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
4.2 Describe how people (e.g., scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

Number, Nature, Mind

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will experience and examine mathematics as an abstract formal system accessible to mental manipulation and/or mathematics as a tool for describing and understanding the natural world.

Expected Learning Outcomes:

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
3.1 Analyze and describe how mathematics functions as an idealized system that enables logical proof and/or as a tool for describing and understanding the natural world.

Origins and Evolution

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.
4. Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

Expected Learning Outcomes:

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
3.1 Illustrate their knowledge of the time depth of the universe, physical systems, life on Earth, humanity, or human culture by providing examples or models.
3.2 Explain scientific methods used to reconstruct the history of the universe, physical systems, life on Earth, humanity, or human culture and specify their domains of validity.
3.3 Engage with current controversies and problems related to origins and evolution questions.
4.1 Describe their knowledge of how the universe, physical systems, life on Earth, humanity, or human culture have evolved over time.
4.2 Summarize current theories of the origins and evolution of the universe, physical systems, life on Earth, humanity, or human culture.

Sustainability

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.

Expected Learning Outcomes:

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.
3.2 Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present, and future.
3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

Traditions, Cultures, and Transformations

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of the theme.
1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
3.1 Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
3.3 Examine the interactions among dominant and sub-cultures.
3.4 Explore changes and continuities over time within a culture or society.
4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.
4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

VII.B. GEN Submission Guidelines

GEN courses are submitted through the curriculum.osu.edu portal. They are routed from the submitting unit to a subcommittee (or subcommittees) of the ASC Curriculum Committee, then to OAA and the Office of the University Registrar (for more details, see Section V). Access to the portal is usually limited to Directors of Undergraduate/Graduate Studies or other college or departmental curricular support staff. Those colleagues should help you prepare your submission and generally will be the uploaders of documents.

All course submissions require a set of documents and entail selecting among options in the curriculum portal. The expected documentation and curriculum subcommittee options are explained below for each kind of course submission. Themes courses seeking status as 4+ credit High Impact Practice/Integrative Practice (HIP) courses require additional documentation as noted below.

Additional information on course submissions (including GEN Foundations, GEN Themes, and the optional 4+ credit Integrative Practice/HIP) can be found on the Office of Undergraduate Education website.

VII.B.1 GEN Foundations Courses

All GEN courses are submitted through the curriculum.osu.edu portal. They are routed from the submitting unit to a subcommittee (or subcommittees) of the ASC Curriculum Committee, then to OAA and the Office of the University Registrar. Access to the portal is usually limited to Directors of Undergraduate Studies or other college or departmental curricular support staff. Those colleagues should help you prepare your submission and generally will be the uploaders of documents.

All course submissions require a set of documents and entail selecting among options in the curriculum portal. The expected documentation and responses to the prompts in curriculum.osu.edu are explained below for each kind of course submission. Themes courses seeking status as 4+ credit Integrative Practice/High-Impact Practice (HIP) courses require additional documentation as noted below.

Additional information on course submissions (including GEN Foundations, GEN Themes, and the optional 4+ credit Integrative Practice/HIP) can be found on the Office of Undergraduate Education GEN website.

Courses seeking to be a part of the GEN Foundations must provide the following documentation:

- **A course syllabus that includes:**
  - **All standard syllabus elements** required by the College of Arts and Sciences. Please see the ASC Curriculum and Assessment Services website or Section VI.A of this Manual for specific details. (For Distance Learning courses, please see below for access to ASC Distance Learning Syllabus Template and DL specific instructions.)
  - **The Goals of the GEN Foundation category, the ELOs, and a statement underneath them that explains how the course expects to fulfill the GEN Goals & ELOs. The GE Foundations language (including the Goals and ELOs) can be found on ASCCAS website and in Section VII.A of this manual.**
  - **General Education courses to be offered via distance should utilize the**

ASC Distance Learning Syllabus Template and complete the ASC Distance Approval Cover Sheet found here on the ASCCAS website. The unit should follow the listed instructions and procedures for distance course approval prior to submitting the course to curriculum.osu.edu.

- **Completed GEN Foundation submission forms provided by the Office of Undergraduate Education.** Downloadable GEN Foundations submission forms can be found here on the Office of Undergraduate Education website by scrolling to the bottom of the page and clicking to expand the "Course Submission Forms" menu. (If you are navigating from the main GEN page, select "GE Course Submission" under "General Education (GE)" on the left. Then scroll to the bottom of the page and click to expand the "Course Submission Forms" menu.)

- **Within curriculum.osu.edu, please respond to questions about course number, number of credits, campus of offering, prerequisites, and other course details.**
  - When considering what number to assign to a course, please make sure to reference the university's course numbering system (See Appendix 6 of this Manual). Additionally, units should choose a course number that reflects the introductory nature of GEN Foundations courses, as courses in these GEN categories should be appropriate for students with little or no collegiate academic experience.
  - GEN courses are expected to be offer-able on any campus (pending appropriate staffing), so you should check off all regional campuses. If your unit does not wish to offer the course at a specific regional campus, you must upload a brief rationale for this decision to curriculum.osu.edu. This can be part of a cover document or its own document, as appropriate.
  - The number of credits for a course is determined by its meeting schedule and workload— please verify that the listed credits align with the Ohio Department of Higher Education guidance around the translation of meetings and workload to credits and make sense in terms of the expected number (or range) of credits associated with the GEN category.
  - GEN courses should be available to students regardless of major. Therefore, prerequisites are expected to be limited. Major-based prerequisites or exclusions (e.g., must be a major in X program or not open to student in X major) are unacceptable.
  - If a course is offered in multiple departments, please make it clear that a student cannot receive credit for taking the course under the other listing.
  - A student will not get GEN credit twice for the same course, thus the appropriate selection for most GEN courses is that they cannot be repeated for credit.
  - Please select the "length of course" options (e.g. 4 weeks, 15 weeks, etc.) based on reasonable plans for offering it—changing the "length of course" option at a later time does not require full course review and may be easier than selecting all possible choices.

- Some courses may require additional documentation depending on their special status(es), place within the curriculum and/or their possible overlap with the offerings of other units. This includes (but is not limited to):
  - Proposal materials requested by the ASC Honors Committee for courses requesting an "H" or "E" (Honors or Honors Embedded) designation. (For further details, please see Section VI.C.7 and 8 of this Manual.)

- Proposal materials requested by the Office of Service-Learning for courses requesting an "S" (Service-Learning) designation. (For further details, please see Section VI.C.9 of this Manual.)
- Proposal materials requested by the ASCC and the Office of International Affairs for courses with an Education Abroad component. (For further details, please see Section VI.C.11 of this Manual.)
- Concurrences for courses whose subject matter may overlap with the offerings of another unit. (For further details, please see Section VI.B.4 of this Manual.)
- A curriculum map for courses which may also be used to satisfy a requirement in an ASC major program. (For a sample curriculum map, please see Appendix 10 of this Manual.)

If you feel you have a special circumstance not covered here, please contact us.

VII.B.2 GEN Themes Courses

Courses seeking to be part of a GEN Theme need to provide the following documentation:

- **A course syllabus that includes:**
  - **All standard syllabus elements** required by the College of Arts and Sciences. Please see the ASC Curriculum and Assessment Services website or Section VI.A of this Manual for specific details. (For Distance Learning courses, please see below for access to ASC Distance Learning Syllabus Template and DL specific instructions.)
  - **The Goals of the GEN Theme category, the ELOs, and a statement underneath them that explains how the course expects to fulfill the GEN Goals & ELOs**. The GEN Themes language (including the Goals and ELOs) can be found on the ASCCAS website and in Section VII.A of this manual.
  - **General Education courses to be offered via distance should utilize the ASC Distance Learning Syllabus Template and complete the ASC Distance Approval Cover Sheet found here** on the ASCCAS website. The unit should follow the listed instructions and procedures for distance course approval prior to submitting the course to curriculum.osu.edu.
- **Completed GEN Foundation submission forms provided by the Office of Undergraduate Education.** Downloadable GEN Foundations submission forms can be found here on the Office of Undergraduate Education website by scrolling to the bottom of the page and clicking to expand the "Course Submission Forms" menu. (If you are navigating from the main GEN page, select "GE Course Submission" under "General Education (GE)" on the left. Then scroll to the bottom of the page and click to expand the "Course Submission Forms" menu.)

- **Within curriculum.osu.edu, please respond to questions about number of credits, campus of offering, prerequisites, and other course details.**
  - When considering what number to assign to a course, please make sure to reference the university's course numbering system (see Appendix 6 of this manual). Additionally, units should choose a course number that reflects the advanced nature of GEN Themes courses, as courses in these GEN categories should be geared toward students who have completed most of the GEN

Foundations and have some collegiate experience.
    - GEN courses are expected to be offer-able on any campus (pending appropriate staffing), so you should check off all regional campuses. If your unit does not wish to offer the course at a specific regional campus, you must upload a brief rationale for this decision to curriculum.osu.edu. This can be part of a cover document or its own document, as appropriate.
    - The number of credits for a course is determined by its meeting schedule and workload— please verify that the listed credits align with the Ohio Department of Higher Education guidance around the translation of meetings and workload to credits and make sense in terms of the expected number (or range) of credits associated with the GEN category.
    - GEN courses should be available to students regardless of major. Therefore, prerequisites are expected to be limited. Major-based prerequisites or exclusions (e.g., must be a major in X program or not open to student in X major) are unacceptable.
    - If a course is offered in multiple departments, please make it clear that a student cannot receive credit for taking the course under the other listing.
    - Because a student will not get GEN credit twice for the same course, the appropriate selection for most Theme courses is that they cannot be repeated for credit.
    - Please select the "length of course" options (e.g. 4 weeks, 15 weeks, etc.) based on reasonable plans for offering it—changing the "length of course" option at a later time does not require full course review and may be easier than selecting all possible choices.
- Some courses may require additional documentation depending on their special status(es), place within the curriculum and/or their possible overlap with the offerings of other units. This includes (but is not limited to):
    - Proposal materials requested by the ASC Honors Committee for courses requesting an "H" or "E" (Honors or Honors Embedded) designation. (For further details, please see Section VI.C.7 and 8 of this Manual.)
    - Concurrences for courses whose subject matter may overlap with the offerings of another unit. (For further details, please see Section VI.B.4 of this manual.)
    - A curriculum map for courses which may also be used to satisfy a requirement in an ASC major program. (For a sample curriculum map, please see Appendix 10 of this Manual.)
- **(As appropriate) For courses proposing to be included in the Integrative Practice/High Impact Practice (HIP) categories below, please read the rubric and context documents and then submit a complete GEN Integrative Practice inventory appropriate to the pedagogy of the course.** Descriptions, Rubrics, and Course Inventories can be found on the Office of Undergraduate Education GEN website by scrolling to the bottom of the page and clicking to expand the "Course Submission Documents and Supportive Materials" menu. (If you are navigating from the main GEN page, select "Course Submission" under "Related Links" on the right. Then scroll to the bottom of the page and click to expand the "Course Submission Documents" and/or "Supportive Materials" menu.) Please note that the Office of Undergraduate Education and the ASC Curriculum Committee are in the process of revising the required forms for these categories, so course creators should check back often for updates.

- □ Global and Intercultural Learning: Abroad, Away, or Virtual
    - **Note:** For all Education Abroad & Away Courses, the College of Arts and Sciences requires a credit hour rationale be provided with the course submission as well. For more information, please visit the ASC Curriculum and Assessment Services website.
- □ Interdisciplinary and Integrated Collaborative Teaching
- □ Research & Creative Inquiry
- □ Service-Learning
- □ Instruction in a World Language

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. **Guidelines for graduate programs can be obtained from the Graduate School.** For both undergraduate and graduate program proposals, please consult and work with the Assistant Dean for Curriculum Bernadette Vankeerbergen (Vankeerbergen.1@osu.edu).

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

It is most common for program requests to fall into one of three categories – a proposal to establish a **new program**, a proposal to **revise an existing program**, or an **informational item**. New programs and program revisions for graduate and undergraduate programs (e.g. doctoral programs, master's programs, majors, minors and certificates) require a full proposal. Informational items, as the name suggests, serve as an update to the ASCC, the Graduate School, OAA, and the University Registrar when a unit is making small adjustments to a program. *In general*, informational items are appropriate for changes that do not affect required courses, do not alter the structure of a program, and do not affect a program's learning goals. For more information, please contact the Assistant Dean for Curriculum.

VIII.A. Undergraduate Major Program Proposals

VIII.A.1 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 the Assistant Dean for Curriculum 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. Indicate the proposed semester of implementation for the new major/major revision.
4. Describe the major in catalog style, including each concentration or option.
5. For new majors, 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.
6. For new majors, indicate what departments or other units are responsible for the major and what departments or other units will play supportive roles for the major.
7. For new majors, 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. For new majors, indicate the availability of such a major at other leading universities.
9. For new majors, describe the impact the new major will have on facilities, faculty, and support services.
10. For new majors, 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. For new majors, 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 revisions to an existing major, focus only on points 1-4. If you are making substantial revisions to a major, please note that it may be helpful to support those revisions with the information that is requested for new majors.

VIII.A.2. 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 the 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.

VIII.A.3. 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 the Assistant Dean for Curriculum and ASC Curriculum and Assessment Services at asccurrofc@osu.edu. . They will make sure that the revised program is duly reviewed by the appropriate ASCC subcommittee 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 the ASC 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 *revising* 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 semester of implementation
   - 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. Program Goals and Learning Outcomes (PLOs), and their Assessment
   - State the learning goals of the major and associated learning outcomes: *What knowledge, skills, and/or values should students attain who graduate with this major?* According to OAA's *Assessment Handbook*, "Program goals are broad statements about what a program's majors should know or be able to do." By contrast, "Program outcomes are specific statements about the observable behaviors that are expected of a program's majors upon graduation." While the level of specificity for outcomes (i.e., PLOs) varies from program to program, practically speaking, PLOs are considered the focal points for assessing learning in the major, whereas the program goals serve to group related outcomes and communicate more concisely what students learn in the major. Some common questions and considerations when developing goals and outcomes:
     - Do professional organizations in the field provide lists of learning conventional for programs similar to the one being proposed? And if so, is there a special accreditation the program will seek based on compliance with outcomes recommended by professional organizations?
     - How will this program's learning outcomes differ from those articulated for similar majors? While listings of broad program goals may be nearly identical to another program, some of the learning outcomes should differ, more or less, in describing the competencies developed in the programs. Along the same lines, are there subplans for which some of the outcomes will differ?
     - How will the learning outcomes differ from and, potentially, build upon related Gen-Ed outcomes? Avoid too much overlap with GE outcomes, which are presumed to be achieved through GE coursework; but do articulate outcomes that advance competencies introduced in GE courses. Be aware, too, that the university-wide "Embedded Literacies" outcomes are presumed to be achieved through major-area coursework (i.e., the "embedded literacies" requirements) and so are considered a subset of the program's learning outcomes.
   - Include a curriculum map (usually as an appendix) that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals or learning outcome(s).
     - A table format is recommended. *(Note: If the program has multiple specializations / sub-plans, multiple maps may be attached.)* (See Appendix 10).
     - Note that this map identifies where students develop PLOs in *all* courses that earn credit for the program. It is different from the advising sheets, which guide students through a possible subset of available GE and program coursework—see more about advising in the "Curriculum" subsection below.
   - Develop a provisional assessment plan to assess all learning outcomes. OAA's current expectations are that programs assess all their outcomes in a three-year cycle; programs are also asked to assess at least one outcome a year. In developing your assessment plan, keep these other factors in mind:
     - The required assessment should use **direct** methods of assessment, that is, methods that measure how well authentic work produced by students demonstrates the achievement of one or more learning outcomes. For instance, a rubric might be used to assess students' achievement of critical thinking, communication, and subject-area knowledge in a capstone research paper. Note that many methods of assessment can actually assess multiple outcomes through the same scoring activity—besides facilitating the efficient collection of data for assessing all outcomes, such activities can also often provide insight into the relationship between various program outcomes.
     - Programs often find it useful to use **indirect** methods of assessment as well, including student sentiment surveys, exit surveys, syllabus reviews, instructor sentiment surveys, grade and score analyses, and so on. While these forms of assessment do not meet the minimal requirements for assessment by themselves, they can often provide insight on data provided by direct assessments. (See Appendix 9 for examples of direct and indirect assessment measures for programs.)

- Feasible assessment plans should identify some details about how and when data will be collected—for instance, by whom (e.g., "Program Coordinator"; instructors of records; the UGS committee, etc.) and from where (e.g., specific courses on the curriculum map, a testing agency, college survey administrators, etc.). Specify which of these data collection activities occur during which part of the three-cycle (although it is not uncommon to collect data every year, even if it is not analyzed every year).
- Additionally, the assessment plan should establish target levels of achievement for minimal and "aspirational" performance for the program: For instance, *at minimum*, *80% of students achieve a "good" or "excellent" on the rubric used to score the capstone project (or recital performances, dissertation, etc.); our aspiration is that 65% of students score an "excellent" as well.*
- Finally, programs should identify who will review the assessment data (e.g., faculty administrators, curriculum committees, advisory boards, program staff, and program faculty at large), as well as the likely use of the data, such as adjusting course offerings, improving advising, refining training for instructors, providing varied program tracks, and so on.

- For help and resources in developing or refining your plan, see the guidance in Section IX below or visit the ASCCAS website.

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 note these with the course description. 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.
   - 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 required 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 might 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.
- Describe the way in which advising and other student support will be provided. This is especially crucial for interdisciplinary programs.
- If applicable, describe additional university resources (including libraries) that will be required for the new major**.**

VIII.B. Undergraduate Minor Program Proposals

VIII.B.1. 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.

VIII.B.2. 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.

VIII.B.3. 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-level or upper-division**. In the College of Arts and Sciences, 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 Earth Sciences 2911 [effective 4/22/22]), and any foreign language course taught in the language at the 2000 level and above. Please note that GenEd 4001, the Reflection Seminar, does not count as an upper-division course.

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. If the minor's offering unit requires a minor program form, students should obtain this form, signed by an appropriate advisor or administrator from the offering unit, after declaring the minor. If a student's coursework changes after this form has been completed, additional approval(s) may be required (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 declare the minor program earlier whenever possible.

VIII.B.4. 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 the Assistant Dean for curriculum 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 the Assistant Dean for Curriculum via e-mail and ASC Curriculum and Assessment Services at asccurrofc@osu.edu. They will make sure that the revised program is duly reviewed by the appropriate ASCC subcommittee 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).
   - Provide a minor program form *if* students will be required to file a minor program form to declare the minor and/or certify minor coursework. The minor program form should outline the minor requirements in a student-friendly format and include fillable sections for the student's name and academic information; chosen minor program curriculum/coursework, grades earned, and semester taken for each course; and signatures of the appropriate departmental approvers.
   - 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.
- Describe the way in which advising and other student support will be provided.
- If applicable, describe additional university resources (including 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.

VIII.C.1. 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 cumulative GPA for all certificate course work must be 2.00 for undergraduate certificates, 3.00 for graduate certificates.

6. Permitted overlap between a certificate and a degree program should be between 50% and 100%.

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.

VIII.C.2. 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.
   - An explanation of how much overlap you will allow with other parts of the degree program (when

applicable).

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 Learning Outcomes for the certificate (e.g. *Upon completion of the academic certificate in* <specify title>*, learners will be better prepared to. . .*"). The recommended number of outcomes is 3.

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. Assessment Plan
   - The plan will measure the learning outcomes of the certificate. It will provide information about the methods used to assess the learning outcomes, what criteria will be used, how the information will be used to enhance student learning, and on what schedule.

6. Curricular Requirements
   - Provide ASC certificate advising sheet (see Appendix 5).
   - Provide a certificate program form *if* students will be required to file a certificate program form to declare the certificate and/or certify certificate coursework. The certificate program form should outline the certificate requirements in a student-friendly format and include fillable sections for the student's name and academic information; chosen certificate program curriculum/coursework, grades earned, and semester taken for each course; and signatures of the appropriate departmental approvers.
   - 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.
   - 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.

VIII.C.3. 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 reviewed by the Council on Academic Affairs (CAA).
- A letter of support from the college dean or associate 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 who advance and support teaching and learning within academic programs. As a strategy to improve academic programs, the methodical assessment of a program's learning outcomes (PLOs) does two things: a) it helps program administrators determine how well students are achieving the intended academic goals of the program; and b) it helps program administrators identify ways students may further excel academically, even if they are consistently achieving the learning goals established for the program. Assessment should be viewed, then, as dynamic and ongoing, implemented in a manner that establishes assessment tasks as routine practices, practices that provide a constant stream of data to reference for the purposes of strategic program direction.

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.

ASC Curriculum and Assessment Services and the ASC Assessment Coordinator support academic assessment in a variety of ways, including offering consultations, providing reusable and adaptable resources, and advancing strategic initiatives in assessment across the college. Please consult the sections below to learn the basics of academic program assessment, especially major-program assessment. For additional information, resources, and assistance with major and general education assessment initiatives, please visit asccas.osu.edu/assessment.

IX.A. Major-Program Assessment

As part of annual review activities, all major programs should assess how well their students are achieving one or more of the program's learning outcomes (PLOs). The optimal methods for conducting academic assessments will vary depending upon the field of study, the level of the program, the size of the program, and a range of logistical factors. However, the following expectations can serve as guidelines for *all* programs:

- **All PLOs must be assessed using direct methods at least once within a three-year cycle**. Each program has previously articulated learning goals and/or outcomes, declared when the program was newly approved or updated. (For a quick overview of goals and outcomes, please review OAA's online Assessment Handbook.) The most up-to-date listing of program goals and outcomes should be found in the university's assessment tracking platform, *Nuventive.Improve*, which is discussed more fully further below.
- **These routine direct assessments should focus on reviewing the academic performance of a representative sample of students near completion of the program**. The nature of "academic performance" will vary depending upon the discipline. Common categories for such work include capstone projects, senior portfolios, term papers, standardized testing, and so on.

The purpose of this section is to go over the responsibilities program leaders have in coordinating and reporting assessments for their programs. This section also provides operational guidance on how to implement meaningful assessments reliably and efficiently. Please also familiarize yourself with OAA's online assessment resources.

IX. A.1. Purposes of Major-Program Assessment

Assessment is commonly viewed as driving the program development and improvement cycle, a cycle that starts after the program's goals and learning outcomes have initially been approved.
So, one obvious use of assessment results is to reveal the level at which students are actually achieving the outcomes for a program, thereby identifying potential areas for improvement (e.g., in coursework, in advising, in extracurricular support, etc.). The list below provides just a handful of examples of how assessment activities and results serve both to confirm the right kinds of learning is taking place and to inform program leaders of how to improve student learning and program operations:

- **To support accreditation**: Higher-ed accreditors and state education agencies expect assessment to occur across the university and for major programs especially. Moreover, some programs have specialized accreditors expecting even more rigorous kinds of assessment activities. Assessment reports confirm that a program is doing all it can to deliver on its charter.
- **To learn what is working**: Each program is made of many moving parts, including the contributions of faculty, students, and departmental staff, as well as university and college support staff, course materials, technologies, and so on. The results of an assessment can help confirm that the pieces are coming together effectively, not working at cross purposes.
- **To determine specific gaps and needs**: The results can also identify where different parts of the system might need tweaks, or even a thorough overhaul. When an assessment is designed effectively, such information about shortcomings can be used as well to support requests for resources or proposals for larger changes to the curriculum.
- **To spark meaningful conversations amongst program stakeholders**: These conversations can be about how courses, policies, or other elements might be adjusted to better serve students. But the very process of conducting assessments often leads to constructive dialogue about program values and priorities. For instance, the collaborative development of evaluative rubrics or survey questions encourages individuals to talk with their colleagues about what's important.

The ASC Assessment Coordinator can provide consultation on how to use various methods and protocols to target more strategic questions that go beyond the fundamental interest in the achievement of program learning outcomes (PLOs).

IX. A. 2. Annual Routines for Major-Program Assessment

The following sections outline the steps program leaders should take to ensure they are meeting the expectations for major-program assessment established by OAA, which appear on OAA's "Assessment at Ohio State" website. As noted above, other resources are provided online at ASCCAS website

Calendar of activities and reporting requirements.

The table below provides a timeline for completing and reporting assessment activities. The "Assessment Activities" column lists the types of details each program with need to account for, providing a rough timeline for when those details should be addressed and when specific activities need to be completed. The "Nuventive Reporting" column lists more specific requirements for entering assessment plans and activities into the university's Nuventive system. In order to enter information into Nuventive, a representative of the program must have permission to login and edit the program's information.

TABLE IX. CALENDAR OF ASSESSMENT ACTIVITIES AND REPORTING REQUIREMENTS		
	Assessment Activities	Nuventive Reporting
Summer	**For previous year's assessment** • Complete analysis and interpretation of data collected. • Disseminate assessment reports to program stakeholders. **For upcoming year's assessment** • Update assessment plans and data-collection instruments for upcoming year. • Collect data for next year's reporting cycle if using Summer- term data.	**For previous year's assessment** • **June 30:** Enter *Results* and assessment activities into Nuventive for previous year. • **July 15:** Colleges submit *Executive Summaries* of assessment activities to Nuventive. **For upcoming year's assessment** • **August 30:** Update assessment plans in Nuventive, in particular *Method* summaries and assessment schedule.
Autumn	**For previous year's assessment** • Develop action plan after discussing results with program stakeholders. **For current year's assessment** • Collect data for current year's assessment if using Autumn data.	**For previous year's assessment** • **December 15:** Enter *Use and Action* statements into Nuventive. • **Optional:** Add *Follow-up* information if applicable.
Spring	**For current year's assessment** • Collect data for current year's assessment if using Spring data, finalizing annual data set. • Start analyzing and interpreting data gathered during the year.	**For previous year's assessment** • **Optional:** Add *Follow-up* information if applicable, for instance, whether proposed actions were completed.

IX.A.3 Confirming and Updating Annual Assessment Plans (early Autumn term)

Programs are asked to submit assessment plans during the program proposal and approval processes. However, at the start of each year, program directors will need to confirm that the details of the plan are ready to implement. The steps listed below provide a simple guide to planning a program's annual assessment efforts—an activity that ideally occurs before the academic year starts, perhaps even at the end of the previous academic year. This guidance identifies the most basic considerations in a concise format. For more in-depth coverage of assessment planning, please consult the Major Program Assessment: Developing Assessment Plans page.

Step 1: Identify the outcome(s) to be assessed for the year.

Each program is required to assess at least one outcome each year, making sure to assess all program outcomes over a span of three years. Consequently, annual assessment plans should also account for outcomes assessed in previous or subsequent years, unless covering all outcomes annually.

Additional considerations: For the three-year assessment cycle, *direct methods* are expected—at least one direct assessment for each outcome within a three-year period. Moreover, for the annual requirement, if only reporting one outcome for a year, the method of assessment should be direct (see more below). So, since most programs have more than three outcomes, most programs will need to assess more than one a year—but this can often be achieved by conducting a single, multi-faceted assessment activity, such as applying a multi-dimensional, outcomes-aligned rubric to a major class project or collections of student work. Finally, though not required, programs are encouraged to report other forms of assessment that further document student and program achievements.

Step 2: Confirm (and refine as needed) the method(s) of assessment to be used.

Each program provides an assessment plan as part of its approval process. In planning the upcoming year's assessment activities, program directors must confirm or adjust the methods originally proposed, taking into consideration their validity, as well as the resources available for conducting the assessment. Methods vary in how much training will be required for those producing, gathering, or processing the assessment data; methods also vary in the timing of data collection and the degree to which the data addresses program-related questions beyond those associated with the achievement of outcomes.

Additional considerations: Keep in mind that methods may differ also in how well they reflect the program's student population. For direct assessments intended to meet the minimal reporting requirements described above, programs should aim for data reflecting a representative sample of students significantly advanced in the program, for instance, graduating seniors or enrollees in required upper-division classes. When gathering data from classes accommodating a wide range of majors, moreover, assessment data processors may need to filter data for students *not* enrolled in the program.

Step 3: Develop data-collection instruments and training materials.

Some of the most common forms of data collection are surveys, assignment harvesting (or "embedded artifacts"), scoring forms, and interviews. The associated instruments—questions, evaluation rubrics, and so on—should be designed to capture information directly related to one or more program outcomes, even if used to gather other data as well (e.g., details about student sentiments, student background, etc.). Besides creating the instruments themselves, program administrators must consider how they will be disseminated: with direct emails to particular students? in LMS templates for particular courses? by advisors meeting with students? Each approach has pros and cons, depending upon resources, methodological validity, and larger programmatic goals.

Additional considerations: When training those who will use data-collection instruments (e.g., instructors, raters, etc.), a program may achieve more representative results and response rates if the purposes of the assessment are explained to these stakeholders, noting as well what *they* can get out of the assessment process. Also, recognize that data gathered for the purposes of assessment should be protected like other student information, which for some methods may necessitate additional training in privacy protocols, such as data deidentification and security.

Step 4: Update Assessment Plans and Methods in Nuventive.Improve.

Once there is an assessment plan for the upcoming year, program leaders are asked to enter the details into *Nuventive.Improve* or update them as necessary. By entering these plans into *Nuventive* at the

beginning of the year, programs can get a head-start in completing some of the year-end reporting tasks, and potentially even reporting tasks for subsequent years (assuming the program doesn't change its assessment methods). At this stage, it's most important that all the program's outcomes and methods are entered into the system to confirm that all outcomes will be assessed with a direct method over a three-year assessment cycle.

> **Additional considerations**: Besides filling out the "Method" forms in Nuventive, we recommend uploading supporting documents as well (timelines, courses serving as sites for data collection, rubrics, questions, etc.). Altogether, these entries and uploads serve as a knowledge repository for the program, facilitating continuity through staffing turnover and role reassignments, even if they occur during the middle of the year.

IX.A.4. Conducting Assessments and Reporting Results

Although many of the planning activities listed above may not need to be repeated each year, all programs need to conduct and report on at least one direct assessment a year. The steps listed below can serve as a checklist of sorts, though each step entails a cluster of subordinate tasks.

Step 1: Deploy assessment instruments and train those administering them.

The timing of these activities will, no doubt, depend upon the methods being used. Whereas surveys may be sent at a few strategic points during the academic year, embedded assignments usually need to be added to LMS courses before the semester starts. For training those who contribute to the assessment, the methods will also affect the timing. Instructors will need to be made aware of course-embedded assessments prior to the term to ensure the relevant assignments are included on syllabi. For reader ratings, on the other hand, it may make sense to conduct training during semester breaks.

> **Additional considerations**: Assessor training sessions—for instance, to go over the application of a rubric for evaluating student artifacts—provide excellent opportunities for program stakeholders to discuss similarities and differences in perspectives, even within the limited context of a shared rubric. These conversations may prove useful for adding nuance to the interpretation of results later in the process or for refining the assessment instruments themselves. It may even be possible to integrate assessor training into teacher training—as long as grading is distinguished from scoring for the purposes of assessing learning outcomes.

Step 2: Collect and process data according to the planned method.

Although it can be tempting to put off data gathering and processing until just before assessment reports are due—assuming the methods allow for it—it's better to make data collection a routine and ongoing activity. Here's why: First, the program won't be "putting all its *data* into one basket" (i.e., a single term)—should something go wrong (e.g., a course cancelled). Second, the routine process of administering the instrument will improve the likelihood that data collection goes right. Third, the program will have a larger sample, or at least one that better captures variations across academic terms.

> **Additional considerations**: However and whenever programs collect assessment data, part of the processing will entail deidentifying the records. Note that this restriction doesn't necessarily preclude methods that reconcile demographic or other personal information with data reflecting individual students' performance on particular outcomes. For more guidance on why a program might choose to draw on such data and how to maintain privacy and protection for students, consider setting up a consultation with the ASC Assessment Coordinator.

Step 3: Analyze data and report results.

Although, from an institutional perspective, programs must ultimately break down the results of an assessment in terms of student achievement—specifically, the proportions of students in the program meeting an outcome at various levels—program administrators will learn the most about their program if the results are reconciled with other identifiable influences. In interpreting the results, then, consider recent changes to the program's curriculum, variations in enrollments, or other factors discovered through indirect methods of assessment, such as opinion surveys, curricular reviews, or focus groups.

Additional considerations: An assessment report can be a useful conversation starter, especially when shared with different program stakeholders, including students, faculty reflecting a range of disciplinary perspectives, staff holding various roles, and other administrators. In composing the report, consider treating those stakeholders as the program's target audiences.

Step 4: Enter assessment activities into Nuventive.Improve.

During the summer, all programs must upload their full reports to the Nuventive.Improve system and distill the results, analyses, and interpretations into a few summary paragraphs. Program directors are also asked to submit an Executive Summary for all assessment activities for the program. Finally, at the end of the calendar year, after directors have been able to reflect on the assessment results and dialogue with stakeholders, programs are asked to submit action plans for following up on the results submitted during the preceding summer. What program changes will be made based on the results?

Additional considerations: The Nuventive.Improve entries have a functional purpose for higher administration, ensuring that each program's assessment activities and core results may be accounted for in external reporting. However, for program administrators, the Nuventive entries also allow for easy review of past assessment activities, assuming the information was completely entered into the required forms and supporting documents were uploaded. For information about Nuventive.Improve and other university-wide assessment guidelines, please visit the OAA site for "Assessment at Ohio State", where you will find related links and contact information for further support.

IX. B. General Education Assessment

Under the New General Education, all GEN courses are evaluated every 4-6 years on a rotating cycle using a shared assessment process. The University-Level Advisory Committee for General Education (ULAC-GE) and the Arts and Sciences Curriculum Committee (ASCC) will integrate and share de-identified, aggregated outcomes with colleges and the Council on Academic Affairs (CAA). For more information on GE assessment, please contact Assistant Vice Provost Alan Kalish (kalish.3@osu.edu) or visit https://ugeducation.osu.edu/academics/general-education-ge

IX. C. Graduation Survey

The university 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. Data from this survey is compiled for ASC Departments by the college. For information regarding your departmental data, please contact Liana Crisan-Vandeborne, Business Intelligence Senior Analyst for the College of Arts and Sciences (Crisan-Vandeborne.1@osu.edu).

Appendix 1

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

For students under the New General Education (GEN); Autumn 2022 and later

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 Earth Sciences 2911 [effective 4/22/22]), and any foreign language course taught in the language at the 2000 level or above. Please note that GenEd 4001, the Reflection Seminar, does not count as an upper-division course.

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 the major course work and the GEN Themes courses within the following parameters:

   1. Major courses may only overlap with the GEN Themes as long as there are at least 18 unique, non-overlapping semester hours in each major.

   2. A course may only fulfill a requirement in two of the aforementioned categories (i.e., it may count in both majors or one major and the GEN Themes, but it cannot be used in two majors and the GEN Themes).

   Students may not overlap major coursework with GEN Foundations requirements or the College Requirements for World Language proficiency.

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 GEN requirements and the college requirements for each degree must be fulfilled. (For example, a student earning both BA and BS degrees is required to complete calculus, which is not required for the BA, because such coursework is required for the BS.) Students may overlap up to 6 semester credit hours of GEN Themes courses with their major coursework, within the following parameters:

   1. Students may overlap two 3-credit hour GEN Themes courses or one 4 or 5-credit hour GEN Themes course. In the latter case, they may not "split" credit hours for a single course and overlap a portion of a second 3, 4, or 5 credit hour GEN Themes course with major coursework.

   2. A course may only fulfill a requirement in two of the aforementioned categories (i.e., it may count in both majors or one major and the GEN Themes, but it cannot be used in two majors and the GEN Themes).

   3. Students may not overlap major coursework with the GEN Foundations requirements or the College Requirements for World Language proficiency.

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 GEN except as expressly allowed by the rules of the GEN.

6. If a student has only one major, no overlap is permitted with the College Requirements for World Language Proficiency.

7. 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 Earth Sciences 2911 [effective 4-22-2022]), and any foreign language course taught in the language at the 2000 level and above. Please note that GenEd 4001, the Reflection Seminar, does not count as an upper-division course.

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 GEN and a minor.

8. If the minor's offering unit requires a minor program form, students should obtain this form, signed by an appropriate advisor or administrator from the offering unit, after declaring the minor. If a student's coursework changes after this form has been completed, additional approval(s) may be required (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 declare the minor program and complete any required paperwork earlier whenever possible.

(Approved by the Arts and Sciences Curriculum Committee on January 13, 2012; revised January 18, 2013, October 18, 2013, September 8, 2014, April 22, 2022, May 5, 2024, and August 29, 2025.)

Appendix 2

Categories and Criteria for *Academic Certificate* Programs (1 thru 3), *Certificate of Completion* Programs (4), and *Certification* Programs (5a, 5b) 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.

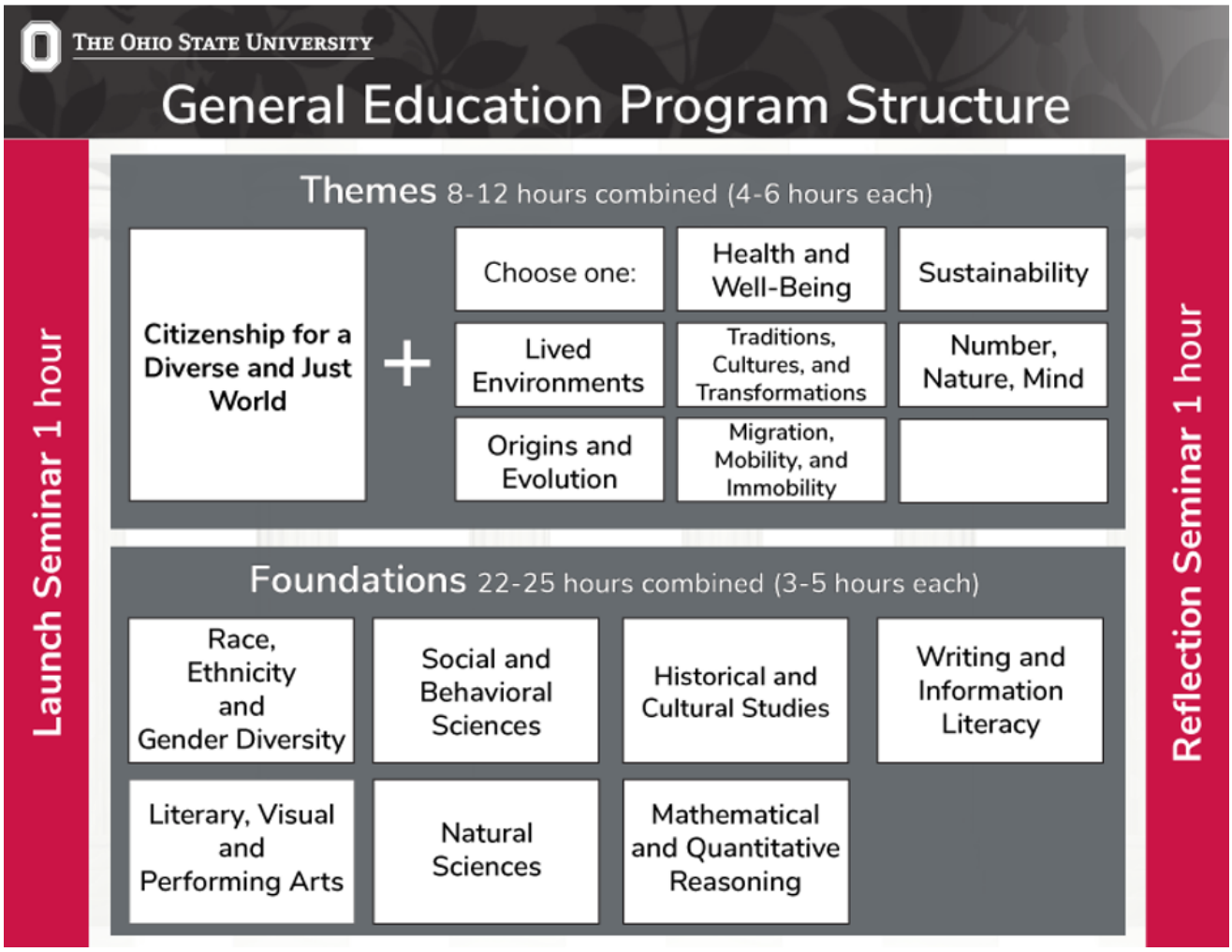
Criteria	❶ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-High School Diploma		❷ Undergraduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree	❸ Graduate *Academic Certificate*[1] Programs (Credit): Post-Bachelor Degree		❹ Workforce Development *Certificate of Completion* 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 or concurrent with 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 or concurrent with 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	A maximum of 100% overlap of the credits required for the academic certificate (the proposal for each certificate will need to indicate the allowed overlap, between 50-100%).					N/A	N/A	A maximum of 100% overlap of the credits required for the academic certificate (the proposal for each certificate will need to indicate the allowed overlap, between 50-100%).
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	❷ Stand – Alone Certificate	❸a Stand - Alone Certificate	❸b Embedded Certificate	❹ Non-Credit Stand-Alone Certificate of Completion	❺a Non-Credit Stand-Alone Certification	❺b 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	❷ Stand – Alone Certificate	❸a Stand - Alone Certificate	❸b Embedded Certificate	❹ Non-Credit Stand-Alone Certificate of Completion	❺a Non-Credit Stand-Alone Certification	❺b 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	Contact Financial Aid for information about eligibility	Financial Aid eligibility based on student's primary degree program.	Contact Financial Aid for information about eligibility	Contact Financial Aid for information about eligibility	Financial Aid eligibility based on student's primary degree program.	No	No	Contact Financial Aid for information about eligibility
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.

Appendix 3
New General Education (GEN) Requirements
and
Arts and Sciences College Requirements



The College of Arts and Sciences also requires all students pursuing a Bachelor of Arts, a Bachelor of Science, or a Bachelor of Music in Musicology to complete course work or demonstrate proficiency in a World Language through the third language course (1103).

Students pursuing a Bachelor of Music in Music Performance (Vocal) must complete coursework or demonstrate proficiency through 1102 in French, German, or Italian; the language studied at the university level must be different from the one the student studied in high school.

Appendix 4
ASC Minor Advising Sheet Template[1]
The Ohio State University
College of Arts and Sciences
[Name of Minor] ([SIS minor code][2])

[Faculty Program Advisor(s): Name(s), contact information][3]
[Academic Advisor(s): Name(s), contact information]

[Brief descriptive paragraph(s) for students] [4]

[Name of Minor] Curricular Information

Required foundational/core course(s): ([1] course(s); [3]CH)
[Department & course number(s) – course Title (CH)][5]

Elective courses(s): ([3] course(s); [9] CH)
Choose [3] course(s) from the options below:
[Department & course number(s) – course Title (CH)][5]

[Other course options (if applicable)]

[Other guidelines specific to the program not covered in the right column.]

[Name of minor] Minor Guidelines[6]

Credit hours required: A minimum of [12] CH. 1000-level courses shall not be counted in the minor. At least 6 CH 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 GPA for all minor course work.
- 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.

Declaring the minor
- In order to declare the minor, students must meet with [name and/or position of academic advisor(s) and/or faculty advisor(s)] prior to the filing of the graduation application. Please [call/email/visit website] to make an appointment.

-OR-

- Students should see their assigned academic advisor to declare the minor prior to the filing of the graduation application. Students do not need the approval of the [name of department] to declare the minor.

Approval of Coursework
Initial approval of the minor coursework:
- Students should obtain a signed minor program form from the [department/school/unit] that outlines their planned coursework. If a student's coursework changes after this form has been completed, additional approval(s) may be required. Please [call/email/visit website etc.] for further guidance.

-OR-

- Students who complete the minor following the guidelines on this sheet need only verify with their academic advisor that the minor appears complete on the degree auditing system. No approval from the [name of department/school/unit] is required.

Approval for courses not listed on this form to apply to the minor program:
- Students must obtain the approval of the [name of department/school/unit] to apply courses not listed on this form toward the [name of minor] minor. Please [call/email/visit website etc.] to request approval.

-OR-

- Students may not request alternatives to the listed coursework for this program; all students must adhere to the guidelines and policies outlined on this form.

[1] All text in [ ] should be altered by the proposing unit to reflect the appropriate information for the program. Please note areas where units are asked to choose between two policies. These footnotes should NOT be included in the document submitted as a part of the certificate proposal.
[2] For new minors, the SIS minor code will be assigned by the University Registrar after the proposal is approved.
[3] If applicable; a faculty advisor is not required.
[4] Ideally, this should be a single, brief paragraph with a student-friendly description of the program's topics, goals and ELOs.
[5] Repeat as necessary.
[6] Other than the text in [ ], items in this column outline university rules/policy, and should not be altered. Please email steele.682@osu.edu with questions about this language.

Appendix 5
ASC Certificate Advising Sheet Template[1]

The Ohio State University
College of Arts and Sciences
[Name of Certificate] ([SIS Certificate code][2])

[Faculty Program Advisor(s): Name(s), contact information][3]
[Academic Advisor(s): Name(s), contact information]

[Brief descriptive paragraph(s) for students] [4]

[Name of Certificate] Curricular Information

Required foundational/core course(s): ([1] course(s); [3]CH)
Department & course number(s) – course Title (CH)][5]

Elective courses(s): ([3] course(s); [9] CH)
Choose [3] course(s) from the options below:
Department & course number(s) – course Title (CH)][5]

Other course options (if applicable)

Other guidelines specific to the program not covered in the right column.

[Name of Certificate] Certificate Guidelines[6]

Credit hours required: A minimum of [12] CH.

Overlap with the 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.[7]

Grades required:
- Minimum C- for a course to be counted on the certificate.
- Minimum 2.00 cumulative GPA for all certificate course work. (3.00 for a graduate certificate)

X193 credits: Not permitted.

Declaring the certificate and approval of coursework[8]
It is the student's responsibility to consult with an advisor and ensure that appropriate paperwork is submitted by the relevant deadlines.

[1] **All text in [ ] should be altered by the proposing unit to reflect the appropriate information for the program. These footnotes should NOT be included in the document submitted as a part of the certificate proposal.**
[2] For new certificates, the SIS certificate code will be assigned by the University Registrar after the proposal is approved.
[3] If applicable; a faculty advisor is not required.
[4] Ideally, this should be a single brief paragraph with a student-friendly description of the program's topics, goals and ELOs.
[5]Repeat as necessary.
[6] Other than the text in [ ], items in this column outline university rules/policy, and should not be altered or removed. Please email steele.682@osu.edu w/ questions about this language.
[7] Units must specify the percentage of credits in the certificate that can overlap with a major, minor, other certificate, or the GE. This percentage must be between 50% and 100%.
[8] For both new certificates and revisions to existing certificates, a representative from the ASC Curriculum and Assessment Services Office will contact the originating unit *after* university approval. In order to provide the clearest possible instructions to students, the ASCCAS office will work with the unit to finalize language in this section.

Appendix 6

Course Numbering System

1000—1099	**UG (Undergraduate) – Non-Credit Courses** Undergraduate non-credit courses for orientation, remedial, or other non-college-level experiences. These courses are in addition to a program's graduation requirements.
1100—1999	**UG - Introductory Level Undergraduate Courses** Introductory, required or elective courses that may be prerequisite to other courses. They provide undergraduate credit, but do not count toward a major or field of specialization. Some of these courses may be approved as General Education 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 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. They are advanced level undergraduate courses providing undergraduate credit that may be counted toward a major or field of specialization or are foundational course work and research for graduate and professional credit.
6000—6999	**G - Foundational Level Graduate and Professional Courses** Foundational graduate and professional courses and research providing graduate or professional credit.
7000—7999	**G - Intermediate Level Graduate and Professional Courses** Intermediate graduate and professional courses and research providing graduate or professional credit.
8000—8999	**G Advanced Level Graduate and Professional Courses** Advanced graduate and professional 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(H)	Research

X999(H)	Research for Thesis
7796 or 8796	Curricular Practical Training
7999	Research for Master's Thesis
8998	Research for Dissertation (pre-candidacy)
8999	Research for Dissertation (post-candidacy)
X78Y	Research Principles and Techniques
X88Y	Interdepartmental Seminars
X89Y	Colloquia, Workshops, & Special Topics Seminars
2367	GEL Second Writing Course
2596, 3596 or 4596	GEL Cross-disciplinary Seminar
3597 or 4597	Issues of the Contemporary World/Capstone Course (subset of GEL 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.

Appendix 8

Concurrence Form

(A fillable PDF version of this form is available on the ASCCAS website.)

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

	Name	Position	Unit	Date
1.				
2.				
3.				

Revised 5/27/14

Appendix 9

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 outcome, 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 outcomes 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 10

Curriculum Map Template
(for major programs)

	Program Learning Outcomes			
Required Courses (offered by the unit)	**Outcome #1**	**Outcome #2**	**Outcome #3**	**Outcome #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	

Appendix 11

Legacy General Education Structure, Goals, Expected Learning Outcomes, and Degree 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

Legacy GE Goals and ELOs

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.

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

For students under the Legacy General Education (GEL)

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 Earth Sciences 2911 [effective 4/22/22]), and any foreign language course taught in the language at the 2000 level or above. Please note that GenEd 4001, the Reflection Seminar, does not count as an upper-division course.

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 Earth Sciences 2911 [effective 4-22-2022]), and any foreign language course taught in the language at the 2000 level and above. Please note that GenEd 4001, the Reflection Seminar, does not count as an upper-division course.

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. If the minor's offering unit requires a minor program form, students should obtain this form, signed by an appropriate advisor or administrator from the offering unit, after declaring the minor. If a student's coursework changes after this form has been completed, additional approval(s) may be required (depending on the minor).

9. Minors must be declared prior to the filing of the graduation application, and students are encouraged to declare 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, September 8, 2014, and April 22, 2022.)