To: Faculty and Staff

Re: Special University Faculty Meeting

A special meeting of the Faculty will be held Tuesday, October 27, 2009 at 4:00 p.m. in the Activities Room of McIntosh Center. (Note: The College of Arts and Sciences faculty meeting has been rescheduled for Thursday, Oct. 29 at 4:00 p.m.) The Oct. 27 agenda is as follows:

1. Call to order.
2. Invocation – Dr. Margaret Cullen.
   - As directed by the approved May 2009 Final General Education Plan, the university General Education Committee has created criteria and a course submission form in order to review courses for possible tagging of the general education learning outcomes. After discussion at the Oct. 13 faculty meeting, these criteria have been revised (see Attachments 1 and 2). You may also view these materials, along with sample submissions typical of what the committee expects to receive, at the following website:

   http://www2.onu.edu/~jhurtig/genedform.aspx

4. Announcements.
5. Adjournment.

Dr. David R. Sawyers
Secretary
Ohio Northern University
General Education Course Evaluation Criteria
(Oct. 15, 2009) DRAFT

General education courses will be tagged as meeting at least one of the University general education learning outcomes. A tag indicates a general education learning outcome that is satisfied within a course for which artifacts will be generated. The University general education learning outcomes are:

1. Effective communication.
2. Critical and creative thinking.
3. Scientific and quantitative literacy
4. An understanding of diverse cultures and their effects on human interaction.
5. Integration of concepts across disciplines
6. Informed and ethical responses to personal, civic, and global needs
7. Informed responses to aesthetics in art or nature.

The University General Education committee shall approve a course as meeting one or more of these seven outcomes and tag it appropriately if it meets the following criteria for approval:

1. Courses are designed to help students achieve the tagged outcomes. At least 20% of a course must be devoted to each tagged outcome.
2. The creation of each proposed artifact must be clearly designed to a) help students achieve a proposed outcome (specific objectives are set out in the rubrics); and b) assess student progress in achieving an outcome (specific areas for assessment are set out in rubric rows). In other words, artifacts should match the criteria set out in the rubrics.
3. Courses must meet the parameters outlined in the general education plan approved in May 2009. These include the following:
   - A course may have no more than three tags, even though it may be addressing more than three learning outcomes.
   - Faculties teaching these courses are encouraged to utilize a variety of pedagogies.
   - A student must successfully complete the general education course according to the grading standard that the student’s college determines. Documentation of satisfactory performance must accompany the artifact that a student submits for approved extra- or co-curricular activities.
   - If a student passes a course with the required grade (see above bullet) and generates one or more graded or evaluated artifacts that meet the definitions found below, those artifacts satisfy the general education requirement.

Artifacts inform course design and provide evidence of student performance. A general education artifact directly links course activity to one or more general education learning outcomes. Acceptable general education artifacts must meet the parameters outlined in the general education plan approved in May 2009. These include the following:

- The artifact represents an individual student’s graded course work or evaluated extra- or co-curricular activity or an individual student’s readily identifiable contribution to graded or evaluated group activity.
- The artifact must represent a meaningful element of the approved academic course or activity, but it does not need to represent a significant percentage of a course grade.
- A course shall generate no more than one artifact per course credit hour.
- An approved extra- or co-curricular activity shall generate no more than one artifact.
- A course shall generate no more than two artifacts relevant to each tag assigned to a course.
• A single artifact may meet no more than two general education learning objectives.
• Artifacts must be capable of being assessed using the General Education Rubric associated with the tag. The rubrics can be found on the Academic Affairs website.

Individual academic course instructors and activity supervisors may request an exemption or exemptions from these criteria from the General Education Committee.
University General Education Committee  
Course Submission Form (DRAFT 10/1/09)  

Proposed title of course: ____________________________________________________________
Course level (100, 200, 300, or 400): __________________
Number of semester credit hours: _____________
Anticipated course section maximum enrollment: ____________
Faculty contact person: ___________________________________________________________
Department: _____________________________________________________________________
Proposed catalog course description: ______________________________________________
________________________________________________________________________________

The university has adopted seven learning outcomes for general education. For guidance on what these outcomes entail, please refer to the rubric associated with each outcome. The rubrics can be found on the Academic Affairs website under the General Education page.

Request for Tags

Below, please indicate the general education learning outcome(s) that this course will address. Also, state the percentage of the course contact hours that will be directed toward this learning outcome.
1. _____ (select outcome from drop down list)_____ Percentage of course: ________________
2. _____ (select outcome from drop down list)_____ Percentage of course: ________________
3. _____ (select outcome from drop down list)_____ Percentage of course: ________________

For each outcome listed, please provide a paragraph explaining how a particular learning outcome is addressed in the proposed course. Also include specific teaching strategies that will be utilized in addressing the particular outcome (e.g., lecture, small group learning, active learning, case method, discussion, and others).

1. (Paragraph of supporting text for the first outcome addressed in course)
2. (Paragraph of supporting text for possible second outcome addressed in course)
3. (Paragraph of supporting text for possible third outcome addressed in course)
Artifact Generation

Please name and describe all artifacts that are proposed to be associated with the above requested tags. Include a description of how the artifact correlates with the rubric developed for that particular outcome.

Artifact #1: __________________________________________
Associated with learning outcome(s): (select from drop down list) _______
Brief description of artifact:

_____________________________________________________________________________

Artifact #2 (optional): __________________________________________
Associated with learning outcome(s): (select from drop down list) _______
Brief description of artifact:

_____________________________________________________________________________

Artifact #3 (optional): __________________________________________
Associated with learning outcome(s): (select from drop down list) _______
Brief description of artifact:

_____________________________________________________________________________