Ohio Northern University

TO: Members of University Council
FROM: Sunny Zank, Chair
RE: Agenda for Meeting of May 5, 2009

The regular meeting of University Council will be held on Tuesday, May 5 at 5:30 pm in Dicke Hall Forum.

AGENDA

I. Minutes of April 21, 2009 meeting.

II. Reports from Constitutional Committees
   a. Budget & Appropriations Liaison Beaschler Chair Beaschler
   b. Academic Affairs Lomax Laird
   c. Student Activities Roecker Roecker
   d. Personnel Allison Theisen

III. Reports from Operational Committees
   a. Athletics Lippert Simmons
   b. Information Technology Lippert Gulbis
   c. Cultural & Special Events Allison Bell
   d. International Affairs Lippert Lippert
   e. Religious Affairs LaSala LaSala

IV. Report from Planning Council - Dr. Baker

V. Other Reports
   a. Vice-Presidents; Deans Hamper Hamper
   b. Student Senate
   c. Health Services Advisory Committee Ruble

VI. Announcements

VII. Questions for the President

VIII. Unfinished Business
   a. Motion from Personnel Committee - Recommendation to amend Faculty Handbook Sec. 2.12.3 Non-FMLA Unpaid Leave (Please see Attachment 1 to Agenda)
   b. Motion from Academic Affairs Committee - Recommendation on General Education Committee Final Report (Please see Attachment A to Agenda)

IX. New Business

X. Adjournment
To: Dr. Zank, Chair University Council
From: Dr. Theisen, Chair Personnel Committee
Re: Credit for Externally Funded Appointments
Date: 04-28-09

Faculty Handbook - 2.12.3

2.12.3 Non FMLA unpaid leave

Time on non-FMLA unpaid leave is not credited toward the probationary period for tenure, toward time in rank for promotion, for accumulation medical leave benefits, or for early retirement (Fulbright Fellowships are excepted). Exemptions include Fulbright Fellowships, NSF funded research or similar activities with the approval of the VPAA.

Rationale:
The policy reflects the need to expand the exemptions list for activities which are encouraged by the university and should be treated similar to Fulbright Fellowships.
TO: Dr. Sunny Zank, Chair – University Council  
FROM: Pr. Laurie Laird, Chair – Academic Affairs Committee  
SUBJECT: University General Education Program  
DATE: April 28, 2009

The attached document contains a revised report of the university-wide General Education Program and is approved by the Academic Affairs Committee. Please note that this version shows the date of April 23, 2009. Changes made to the document previously released to University Council are shown below. These changes were made by the Academic Affairs Committee based on the discussion at the April 21, 2009 University Council meeting.

- Small caps used to highlight definitions of terms in the text.
- Page 3, paragraph 1: added “Undergraduate students must, in addition to other graduation requirements, complete the university general education program to graduate from Ohio Northern University.”
- Page 6, Extra-disciplinary Seminar, bullet 5: Change from “Shall be outside student’s major” to “Shall be outside the student’s college or division (in the case of Arts & Sciences majors).”
- Page 7, Student Portfolio Design Considerations, paragraph 1, sentence 1: Removed “…that the Registrar shall maintain.”
- Page 8, paragraph 1, sentence 2: Change from: “Artifacts must be assessable by the appropriate rubric(s), and must be submitted in a form suitable for storage in the student’s general education portfolio.” To “Artifacts must be assessable by the appropriate rubric(s), and the student must submit artifacts in a form suitable for storage in his or her general education portfolio.”
- Page 8, added paragraph 7: “The Registrar shall administer….”
- Page 10, University General Education Committee: added a student representative (bullets 1.f and 2.c). Modified 2.b to state length of terms for committee members.

The committee recommends approval of this document by University Council.

Rationale:
This document defines the set of curricular and other elements of the general education program that cultivate student competencies related to the approved general education learning outcomes.
Final Report of the
General Education Committee

Cara Davies, John Paul Kanwit, Rob Kleine (co-chair), Shane Martin, Suzanne Morrison, Aiyaswami Prasad, Harold Putt (co-chair), Dave Sawyers

March 30, 2009

As amended by the
Academic Affairs Committee

Natalie DiPietro, David Ferrow, Bruce French, Roger Goldberg, Ancuta Istoc, Laurie Laird (chair), John Lomax, Aiyaswami Prasad, Andrea Richardson

April 23, 2009
Table of Contents

Table of Contents .......................................................................................................................... 2
General Education Program Overview ......................................................................................... 3
General Education Learning Outcomes and Rubrics .................................................................. 4
  General Education Learning Outcomes .................................................................................... 4
  Rubrics ..................................................................................................................................... 4
Curriculum Structure .................................................................................................................... 5
  General Education Course Framework ....................................................................................... 5
    1. Transitions Experience (100 level) ...................................................................................... 5
    2. Writing Seminar (100 level) ................................................................................................. 5
    3. Extra-disciplinary Seminar (200 level) ................................................................................ 6
    4. General Education Electives (100, 200, 300, or 400 level) ............................................... 6
    5. Capstone ............................................................................................................................. 6
Course Design .................................................................................................................................. 7
  Student Portfolio Design Considerations ................................................................................. 7
Evidence of Student Ability: General Education Artifacts .......................................................... 8
  Minimum Criteria for an Acceptable General Education Artifact ........................................... 8
Assessment of General Education ............................................................................................... 10
Governance of the General Education Program ....................................................................... 10
  University General Education Committee .............................................................................. 10
Institutional Support for General Education .............................................................................. 11
General Education Program Overview

The purpose of the Ohio Northern University GENERAL EDUCATION program is to cultivate undergraduate student abilities as specified by general education LEARNING OUTCOMES. GENERAL EDUCATION SHALL BE DEFINED AS THE COURSES THAT A STUDENT TAKES TO ACHIEVE A WELL-ROUNDED EDUCATION. A LEARNING OUTCOME SHALL BE DEFINED AS A FUNDAMENTAL ABILITY THAT A STUDENT DEVELOPS THROUGH COMPLETION OF HIS OR HER ONU EDUCATIONAL EXPERIENCE. Undergraduate students must, in addition to all other graduation requirements, complete the university general education program to graduate from Ohio Northern University.

The program, diagrammed below, includes these key components:

1. General education learning outcomes;
2. Curricular, extra-curricular and co-curricular courses and activities designed to cultivate student abilities as specified by general education learning outcomes;
3. Evidence, in the form of artifacts, of student abilities as specified by general education learning outcomes; and
4. Assessment of evidence to determine how the program can be improved or modified.

The key components are defined in the following sections.
General Education Learning Outcomes

The general education learning outcomes specify the abilities that ONU expects each student to cultivate through general education. An outcomes-based program clearly defines the intended effects of general education on a student's personal and intellectual development. Program flexibility helps instructors and students to satisfy the general education requirements.

The following general education requirements apply to every undergraduate student at ONU. The undergraduate colleges may impose additional requirements that are a function of the student's degree program.

The four undergraduate colleges approved these general education learning outcomes during winter quarter of the 2008-09 academic year.

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning with matriculation and continuing throughout their educational experiences at Ohio Northern University, our students will demonstrate:</td>
</tr>
<tr>
<td>1. Effective communication</td>
</tr>
<tr>
<td>2. Critical and creative thinking</td>
</tr>
<tr>
<td>3. Scientific and quantitative literacy</td>
</tr>
<tr>
<td>4. An understanding of diverse cultures and their effects on human interaction</td>
</tr>
<tr>
<td>5. Integration of concepts across disciplines</td>
</tr>
<tr>
<td>6. Informed and ethical responses to personal, civic, and global needs</td>
</tr>
<tr>
<td>7. Informed responses to aesthetics in art or nature</td>
</tr>
</tbody>
</table>

Evidence of attainment of these outcomes will appear in artifacts produced through individual academic work, collaborative academic work, or co-curricular activities.

Rubrics

Students will demonstrate their abilities as specified in the general education learning outcomes by producing ARTIFACTS. An ARTIFACT SHALL BE DEFINED AS A MEASURABLE, ARCHIVAL WORK THAT CAN BE LINKED DIRECTLY TO ONE OR MORE GENERAL EDUCATION LEARNING OUTCOME.

To ensure consistency in the evaluation of artifacts, each learning outcome shall have a RUBRIC. A RUBRIC IS A STANDARD, WHICH SHALL BE DEFINED AS A PERFORMANCE-BASED ASSESSMENT TOOL THAT EVALUATES STUDENT PERFORMANCE ON ANY WORK THAT SATISFIES A GENERAL EDUCATION LEARNING OUTCOME.

The rubrics will also provide guidance to individuals who are developing courses and other activities intended to further student abilities as specified by general education learning outcomes. The University Assessment Committee shall use rubrics to assess the effectiveness of the general education program.

The rubrics for the general education learning outcomes are in Appendix [#], below.
Curriculum Structure

The university expects each student to cultivate the abilities specified by the general education learning outcomes through curricular, extra-curricular and co-curricular activities.

The University Catalog and course syllabi shall indicate academic courses that satisfy one or more general education learning outcomes with a TAG. A TAG SHALL BE DEFINED AS AN INDICATION OF A GENERAL EDUCATION LEARNING OUTCOME THAT A COURSE SATISFIES.

The tag also indicates that an academic course or extra- or co-curricular activity requires a student to generate an artifact or artifacts that demonstrate work toward a specific learning outcome. The University General Education Committee shall assign general education learning outcome tags to specific courses according to criteria that the committee has established.

AN ACADEMIC COURSE OR AN EXTRA- AND CO-CURRICULAR ACTIVITY THAT RECEIVES A TAG OR TAGS SHALL BE TERMED AN APPROVED COURSE OR APPROVED ACTIVITY IN THE GENERAL EDUCATION PROGRAM.

The student shall place the artifacts that he or she generates in approved courses or activities in a university general education program PORTFOLIO that the university shall maintain. This PORTFOLIO SHALL BE DEFINED AS THE COLLECTED WORK THAT THE STUDENT HAS SUBMITTED TO SATISFY GENERAL EDUCATION REQUIREMENTS.

General Education Course Framework

The minimum criteria for each course component of the general education framework shall be:

1. Transitions Experience (100 level)
   This course facilitates the student’s transition from high school to college life. Student can receive credit only once for a transitions experience. Other attributes of this course shall be:
   - Mandatory for all undergraduate students during their first semester of study;
   - Demonstrates ties between general education and the major or potential major;
   - Addresses at minimum the general education learning outcome on Critical and Creative Thinking;
   - The student shall place qualifying artifacts that this course generates in his or her portfolio;
   - Designed and delivered by the individual colleges.
   - The Transitions Experience course may satisfy other requirements of degree programs that the colleges establish.

2. Writing Seminar (100 level)
   This course emphasizes English writing skills. Other attributes of this course shall be:
   - Mandatory for all undergraduate students during their first year of study;
   - Addresses the writing component of the Effective Communication general education learning outcome;
   - The student shall place one qualifying artifact that this course generates in his or her portfolio;
   - Class size shall be restricted to 20 students per section;
   - The Department of English shall administer this seminar.
• The Writing Seminar may satisfy other requirements of degree programs that the colleges establish.

3. Extra-disciplinary Seminar (200 level)
This course expands a student’s experience beyond the major by exploring a common theme from other perspectives. Each instructor will develop a unique course that reflects the common theme. Other attributes of this course shall be:

• Mandatory for all undergraduate students who have completed a transitions experience;
• Students may fulfill this requirement during the Sophomore/P2 or Junior/P3 years;
• Addresses the Critical and Creative Thinking general education learning outcome and one other general education learning outcome of the instructor’s choice;
• The student shall place qualifying artifacts that this course generates in his or her portfolio;
• Shall be outside the student’s college or division (in the case of Arts & Sciences majors);
• Class size shall be restricted to 18 students per section;
• Explores a common theme as recommended by the General Education Committee and selected by the faculty. All seminars shall address the theme in some way;
• Pedagogy must include active learning;
• All members of the faculty may submit proposals for Extra-Disciplinary Seminars to the General Education Committee for approval;
• The Extra-disciplinary Seminar may satisfy other requirements of degree programs that the colleges establish.

4. General Education Electives (100, 200, 300, or 400 level)
Any course that the General Education Committee tags for at least one general education learning outcome is part of the general education curriculum. Students may complete general education portfolio requirements by submitting artifacts from courses required for completion of a major, a minor, degree-specific course requirements, a special program, or elective courses (see Table 2 below). Faculties teaching these courses are encouraged to utilize a variety of pedagogies. Other attributes of these courses shall be:

• The student shall place qualifying artifacts that this course generates in his or her portfolio;
• Academic courses approved for General Education Elective credit may satisfy other requirements of degree programs that the colleges establish.

5. Capstone
The capstone is a high-impact educational activity that a student completes at or near the end of a student’s academic program. Other attributes of the capstone requirement shall be:

• Mandatory for all undergraduate students;
• Addresses, at minimum, Effective Communication and Critical and Creative Thinking General Education Learning Outcomes;
• The student shall place qualifying artifacts that this course generates in his or her portfolio;
• Student engages in a substantial project determined by the department or college;
• Normally two terms in length. The timing and location of capstone activities are flexible. A department may petition the General Education Committee for a variance from the two-term requirement;
• The capstone may be interdisciplinary;
• The Capstone may satisfy other requirements of degree programs that the colleges establish.

Table 1, below, provides a summary of the timetable for completion of general education requirements.
Table 1
General Education Course Timetable

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Transitions Experience</th>
<th>Writing Seminar</th>
<th>Extra-Disciplinary Seminar</th>
<th>Courses and Other</th>
<th>Senior Capstone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen/P1</td>
<td>Fall</td>
<td>Fall / Spring</td>
<td>Fall / Spring</td>
<td>Fall / Spring</td>
<td></td>
</tr>
<tr>
<td>Sophomores/P2</td>
<td></td>
<td></td>
<td>Fall / Spring</td>
<td>Fall / Spring</td>
<td></td>
</tr>
<tr>
<td>Juniors/P3</td>
<td></td>
<td></td>
<td>Fall / Spring</td>
<td>Fall / Spring</td>
<td>Spring / Summer</td>
</tr>
<tr>
<td>Seniors/P4/P5/P6</td>
<td></td>
<td></td>
<td>Fall / Spring</td>
<td>Fall / Spring</td>
<td>Fall / Spring</td>
</tr>
</tbody>
</table>

Course Design

Curricular and co-curricular activities, both outside and within a student’s chosen field of study, cultivate student abilities as specified by general education outcomes. The course design considerations in this section apply to the design both of university general education courses and of other approved courses.

A course tagged to meet general education outcomes:

- Shall meet no more than three general education outcomes;
- Shall generate no more than two artifacts relevant to each tag assigned to a course;
- Shall generate no more than one artifact per course credit hour.

Student Portfolio Design Considerations

To meet the general education requirements, the student must place artifacts that demonstrate student abilities as specified by general education learning outcomes in an electronic portfolio. The student’s portfolio consists of artifacts that meet the minimum requirements found in Table 2, below. A student’s portfolio shall also meet these requirements:

- A single course may not generate all of the artifacts for a given general education learning outcome.
- A single artifact may meet no more than two general education learning outcomes.
- At least 50% of all artifacts must be generated by course work outside the student’s college (for students in the colleges of Business, Engineering and Pharmacy) or major department (for students in the College of Arts & Sciences).
- An approved extra- or co-curricular activity shall generate no more than one artifact.
- An artifact shall be an item of graded work from an approved academic course or an item of work from an approved extra- or co-curricular activity that the supervisor has evaluated.
- The student must successfully complete the Transitions Experience, Writing Seminar, Extra-Disciplinary Seminar and Capstone courses with a grade of “C” or better. The student must successfully complete all other approved academic courses according to the grading standard that the student’s college determines.
- Documentation of satisfactory performance must accompany the artifacts that a student submits for approved extra- or co-curricular activities.
Evidence of Student Ability: General Education Artifacts

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.

Artifacts that provide evidence of student abilities as specified by general education learning outcomes may take many forms, such as student papers, creative projects, or responses on examination questions. Artifacts must be assessable by the appropriate rubric(s). The student must submit artifacts in a form suitable for storage in his or her general education portfolio. All artifacts that a student places in his or her portfolio must be graded or evaluated work that meets the minimum criteria listed below.

Only courses taken at Ohio Northern University generate artifacts for the student’s portfolio. A student who has submitted the minimum number of artifacts required for each general education learning outcome as specified in Table 2 has completed the general education program.

Students with transfer credit, transient credit, and AP credit shall be responsible for generating artifacts in proportion to the number of credit hours that they earn at Ohio Northern University. Only artifacts generated in classes and activities that a student completes at Ohio Northern University may be placed in the student’s portfolio. Students with transfer credit must generate at least one artifact for each general education learning outcome, regardless of the number of transfer credits that they receive from the university. Students with transfer credit must complete the Extra-disciplinary Seminar and Capstone course requirements at Ohio Northern University regardless of the number of transfer credits that they receive from the university.

All artifacts that a student places in his or her portfolio to satisfy general education requirements are the intellectual property of the student.

Each student must produce the requisite number of artifacts to graduate. Learning outcome tags shall be attached to the academic courses listed in the University Catalog to identify courses that have been approved for the general education program. If a student passes a course with the required grade (see above) and generates one or more graded or evaluated artifacts that meet the definitions found below, those artifacts satisfy the general education requirement.

The Registrar shall administer the official record of the completion of the general education requirements. The Vice President for Academic Affairs shall determine the administration of the collection of artifacts and the maintenance of the student general education portfolios.

Minimum Criteria for an Acceptable General Education Artifact

1. The artifact represents student performance on a given general education learning outcome as defined by the corresponding rubric;
2. An approved academic course or activity must have a tag for the specific general education learning outcome for which the artifact provides evidence;
3. 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.
4. 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.
5. All artifacts that a student places in his or her portfolio shall be in a format appropriate for archiving.
6. Individual academic course instructors and activity supervisors may request an exemption or exemptions from these criteria from the General Education Committee.
Table 2 (below) links general education learning outcomes, academic courses, and activities approved for the general education program, and artifact production. A student shall have completed the general education program when the student has submitted for inclusion in his or her portfolio at least 20 artifacts that meet the specified requirements of each learning outcome.

Table 2
Relationship of Artifacts to General Education Courses and Activities

<table>
<thead>
<tr>
<th>General Education Outcome</th>
<th>Transitions Experience</th>
<th>Writing Seminar</th>
<th>Extra-Disciplinary Seminar</th>
<th>Courses and Other Work</th>
<th>Senior Capstone</th>
<th>Minimum Number of Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Communication (Writing)</td>
<td>As tagged</td>
<td>Artifact Required</td>
<td>As tagged</td>
<td>As tagged</td>
<td>Artifact Required</td>
<td>2</td>
</tr>
<tr>
<td>1 - Communication (Non-writing forms)</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2 - Critical, Creative Thinking</td>
<td>Artifact Required</td>
<td>Artifact Required</td>
<td>As tagged</td>
<td>Artifact Required</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3 - Scientific Literacy</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4 - Diversity, Human Interaction</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5 - Integration of Disciplines</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6 - Informed, Ethical Responses</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>7 - Aesthetics</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>As tagged</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>From Learning Outcomes 1-7</td>
<td>As tagged</td>
<td>As tagged</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment of General Education

To ensure continuous improvement of the general education program, the University Assessment Committee shall develop an assessment regimen for the general education program. The committee shall:

- Evaluate the system of electronic artifact portfolio management;
- Assess whether the general education program is producing suitable artifacts;
- Assess whether the general education program is accomplishing the general education learning outcomes;
- Develop a timetable for continuing periodic assessment of each component of the general education program;
- Develop protocols for communicating assessment results to the University General Education Committee and the university faculty.

Governance of the General Education Program

The governing entity of the university-wide general education program shall be the University General Education Committee, an operational committee of the university that has responsibility for administering the general education program.

University General Education Committee

1. Membership.
   a. The Director of General Education, an ex officio member;
   b. Three representatives from the College of Arts and Sciences;
   c. One representative from the College of Business Administration;
   d. One representative from the College of Engineering;
   e. One representative from the College of Pharmacy;
   f. One student representative.

2. Selection of members.
   a. The Vice President for Academic Affairs shall appoint the Director of General Education, an ex officio member of the committee, who shall hold faculty rank;
   b. The faculty of each respective college shall elect their representative(s) to the committee. (Terms shall be for three years; however, initial terms will be for periods of one, two and three years in Arts & Sciences; similar staggered terms will be determined for the initial election of the other three college representatives.)
   c. The student representative shall be appointed by the Student Senate President with Student Senate approval.

3. Areas of Responsibility.

   The Committee shall:

   a. Assign general education learning outcome tags according to criteria that the committee has recommended and the faculty has approved. See Appendix [#], below;
b. Extra Disciplinary Seminar:
   i. Recommend the theme for the extra-disciplinary seminars to the University Committee on Academic Affairs. Each theme shall remain in force for at least two years;
   ii. Determine courses that meet the requirements for the extra-disciplinary seminar according to criteria that the Committee shall establish;

c. Review and approve exemptions to the minimum criteria for acceptable general education artifacts, above, as appropriate;

d. Review and recommend, in conjunction with the University Assessment Committee, changes in the following areas to the appropriate bodies through the office of the Vice President for Academic Affairs:
   i. the university general education course framework;
   ii. the university general education learning outcomes;
   iii. the assessment rubrics associated with the general education learning outcomes.

4. Administrative Coordinator and Liaison.
   The Director of General Education shall chair the committee and serve as its administrative coordinator and liaison.

Institutional Support for General Education

The academic courses in the general education program shall constitute part of a faculty member’s normal teaching load.

Successful implementation of the general education program requires ongoing professional development and support of the faculty who teach general education courses. Professional development is necessary to assist faculty to:

- Understand the general education program;
- Adapt to an outcomes-based curriculum;
- Define artifacts that can be used to assess the success of the general education learning outcomes.