

Colleagues:

This document from the College of Liberal Arts Curriculum Committee is intended as a brief guide to the sometimes complex process of, and the specific requirements related to, Category II curriculum proposals.

The University Curriculum Council and the Office of Academic Programs and Assessment take an active role in monitoring all curriculum proposals and, particularly, the syllabi attached to them. Minimum requirements for syllabi are strictly enforced, as are certain key criteria related to student learning outcomes. These concerns at the university level have generated attendant emphasis in the CLA Curriculum Committee as it examines all Category II course proposals from the college. Almost all information contained in this document is available online at various links on the Academic Programs and Assessment website:

<http://oregonstate.edu/admin/aa/apaa/>. This guide brings together selected major elements of those requirements and guidelines in hope of facilitating and expediting passage of proposals from CLA at the university level while easing the burden on schools and faculty in preparing those proposals.

Thank you.

College of Liberal Arts  
Curriculum Committee 2017 - 2018

## **Table of Contents**

The CLA Curriculum Committee (contact information)	3
Curriculum Resources (important links)	4
Minimum Requirements for Syllabi	5
Additional Considerations for Category II Curriculum Proposals	8
Additional Curriculum Information	9
Checklist for Category II Course Proposals	10

## THE CLA CURRICULUM COMMITTEE

CLA curriculum committee members and chairs generally vary year to year. This yearly turnover means that some or most committee members, including each new chair, are engaged in learning the ins and outs of the online system and how to address developments in university expectations and requirements (as well as college-level concerns and considerations). The committee members for 2017-18 AY are:

Kryn Freehling-Burton, School of Language, Culture, and Society, **CLACC Co-chair**  
[Kryn.Freehling-Burton@oregonstate.edu](mailto:Kryn.Freehling-Burton@oregonstate.edu)

David Kerr, School of Psychological Science, **CLACC Co-chair**  
[David.Kerr@oregonstate.edu](mailto:David.Kerr@oregonstate.edu)

Rena Nechama Lauer, School of History, Philosophy, and Religion  
[Rena.Lauer@oregonstate.edu](mailto:Rena.Lauer@oregonstate.edu)

Alison Johnston, School of Public Policy  
[Alison.Johnston@oregonstate.edu](mailto:Alison.Johnston@oregonstate.edu)

Wesley Brewer, School of Arts and Communication  
[wesley.brewer@oregonstate.edu](mailto:wesley.brewer@oregonstate.edu)

Ana Milena Ribero, School of Writing, Literature, and Film  
[Ana.ribero@oregonstate.edu](mailto:Ana.ribero@oregonstate.edu)

While the members and chairs of each year's committee are usually able to help with general feedback regarding CLA curriculum, the following individuals are the best resources for answering specific questions about curricular policies and procedures:

- Marion Rossi, Associate Dean of the College of Liberal Arts and CLA Curriculum Committee (ex officio and liaison); 737-4917, 200C Bexell Hall, [mrossi@oregonstate.edu](mailto:mrossi@oregonstate.edu).
- Cheryl Hagey, administrative program assistant and curriculum coordinator, Academic Programs and Assessment; 737-9560, 309/314 Waldo Hall, [cheryl.hagey@oregonstate.edu](mailto:cheryl.hagey@oregonstate.edu).

## CURRICULUM RESOURCES

- General information about curricular policies and procedures:  
<http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures>
- Guidelines for syllabi and minimum university requirements for all syllabi:  
<http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#116>
- Details and expectations regarding measurable student learning outcomes:  
<http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#101>
- Distinctions between undergraduate and graduate level learning outcomes in 4XX/5XX courses:  
<http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#114>
- Liaison expectations, policies and procedures for curriculum proposals:  
<http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#94>

## MINIMUM REQUIREMENTS FOR SYLLABI

source: <http://oregonstate.edu/admin/aa/apaa/syllabus-minimum-requirements>  
with additional notes by CLA Curriculum Committee.

***\*Failure to include any of these items as part of a syllabus attached to a curriculum proposal of most any type will result in the proposal being sent back for modification and amendments, either at the college or university level.***

According to: <http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#116>:

*Course proposals require a syllabus\* to be attached under "Documents" in the proposal. Special Topics (e.g., X99), Blanket Numbered (e.g. 401-410), and Experimental (X) courses do not require a syllabus to be attached to these proposals.*

*Each syllabus should include the following information:*

- **Course Name:** For example, Introduction to Statistics
- **Course Number:** For example, ST 101
- **Course Credits:** Include the number of credit hours the course meets per week/term in lecture, recitation, laboratory, etc. In the case of online courses, please comment on the number of hours on average that students will interact with course materials. For example, "This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits."
- **Prerequisites, Co-requisites and Enforced Prerequisites:** See the following link to Prerequisite Enforcement from the Office of the Registrar: <http://oregonstate.edu/registrar/prerequisite-enforcement>.
- **Course Description:** This should be 100 words or less. Avoid phrases such as "This course is designed to...", "Students will learn..." Do not use pronouns in the Course Description.
- **Course Content:** Include concise outline of topics and/or activities.  
**CLACC note:** Most originators find that this may be met by a week-by-week calendar of lectures, readings, subjects, etc. A list of units covered or a list of readings may also be appropriate.
- **Course Specific Measurable Student Learning Outcomes:** See [Student Learning Outcomes](#) for a definition and instructions. (For Slash 4XX/5XX courses, list appropriate distinctions in outcomes, instructional opportunities, and evaluation procedures between the undergraduate 4XX and graduate 5XX versions of the course.) For Ecampus courses, student learning outcomes must be identical to those in the on-campus course, even though the mode of delivery and course content might differ.  
**CLACC note:** Clearly indicate how each student learning outcome will be measured/assessed using assignments listed on the syllabus. For example:

Student Learning Outcome (SLO)	Measure/assessment
SLO1: Critique the theory of...	SLO1: Quiz 1; In-class essays 2 and 3
SLO2: Integrate models of...	SLO2: Final paper; Final exam

- **Baccalaureate Core Learning Outcomes** per Category:  
All Bacc Core Courses (BCC) syllabi must include the relevant BCC category learning outcomes verbatim (See [Learning Outcomes](#))
  - (The syllabus must include verbatim) "**This course fulfills the Baccalaureate Core requirement for the \_\_\_\_\_ category. It does this by \_\_\_\_.**" (Take 1-2 sentences to briefly make the connection between your course content and/or approach of your course to the BCC category student learning outcomes.)
  - Each syllabus must explicitly label these outcomes as BCC Learning Outcomes for the category it satisfies.
  - Each syllabus must include a description that helps students understand the connection between the course and the BCC Category.
  - Each syllabus must make clear to students how the BCC learning outcomes will be integrated into the course and assessed.
  - Writing Intensive Curriculum (WIC): Each syllabus must also make clear that:
    - Individual writing comprises at least 25% of the course grade
    - Students individually write and revise (after feedback) at least 2,000 words in formal, graded writing - about 10 pages
    - Revision of the 2,000-word formal writing is required, not optional
    - The total word count for formal writing is at least 4,000 words (2,000 counted for the draft and 2,000 counted for the final copy)
    - Informal, ungraded writing comprises about 1,000 words (or enough to make the total word count at least 5,000)
- **Evaluation of Student Performance:** In the OSU online catalog, refer to AR 17 and AR 19 regarding assignment of grades:  
<http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2886>.

**CLACC note:** Clearly indicate how grades are determined. For most courses the syllabus will indicate how many points each assignment is worth, and the correspondence between letter grades and the final percentages of points earned; for example:

A	=	94 -100%	C	=	74 – 76%
A-	=	90 – 93%	C-	=	70 - 73%
B+	=	87 – 89%	D+	=	67 - 69%
B	=	84 - 86%	D	=	64 – 66%
B-	=	80 – 83%	D-	=	60 – 63%
C+	=	77 - 79%	F	=	Below 60%

- **Learning Resources:** Textbooks, lab manuals, etc.; indicate if required or optional.

- **Statement Regarding Students with Disabilities:** Include the following paragraph verbatim:
 

"Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations."

*The DAS Statement is posted online at: [ds.oregonstate.edu/faculty-advisors](http://ds.oregonstate.edu/faculty-advisors) (4/14/16).*
- **Student Conduct Expectations link:**  
 USE: [http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code\\_of\\_student\\_conduct.pdf](http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf)
- **OPTIONAL: Student Evaluation of Courses:** Syllabi may include the following text.
 

"The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to "sign" their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only."

## ADDITIONAL CONSIDERATIONS FOR A CATEGORY II CURRICULUM PROPOSAL

- ALL curriculum proposals being processed through the system MUST have a syllabus for the course attached. Even if the changes requested are simple adjustments in title, prerequisites, etc. for courses that already exist, the proposal will not be processed without a syllabus reflecting the current university requirements. *The only EXCEPTION is for courses being DROPPED; these proposals do not require inclusion of a syllabus.*
- Check that all prerequisites, co-requisites, etc. make sense as written in the proposal and indicated on the attached syllabus. Make sure they match (proposal and syllabus).
- If a course is being dropped, will it affect other academic units or programs? (i.e., does the class serve as a prerequisite for a course in another program or as a component of another major/minor?)
- **Liaisons.** Your school director is an automatic and required liaison. In addition to the required liaisons, there are other liaisons who may need to review the proposal. Reviewers will consider questions such as: Is the proposal of such a nature that liaison with other units seems warranted? Are there obvious gaps in the liaison efforts? Are the responses from liaisons supportive?

### *School and academic area liaisons:*

- If the originating unit or school has a curriculum committee, the chair must be listed as a liaison.
- If there is an area- or discipline-specific coordinator within the originating school, they must be listed as a liaison.
- The director of the originating school must be listed as a liaison.

### *Academic liaisons outside the originating school or unit:*

- Many new course proposals will have real and/or perceived overlap or redundancy with courses offered in other schools or colleges (e.g., HSTS “History of Psychotherapy” and SPS “Psychotherapy”). In such cases of real or perceived overlap, one or more liaisons outside the originating school should be listed, or a justification should be included for why such liaisons are not required.



**Note for School Directors:**

As committee reviewers are not assigned proposals that originated in their school, they are not equipped to judge how a course proposal contributes to the curriculum of a given discipline. Additionally, given that many schools span multiple disciplines (and often multiple campus locations), it is not always clear to the reviewers whether a director's administrative approval also indicates that the appropriate level of in-discipline curricular discussion has occurred. The CLA Curriculum Committee recommends that School Directors sign off on new proposals with the following statement: "I approve this proposal. Faculty and staff from within this academic discipline also have reviewed and approved the proposal." This new sign-off note provides this assurance and also leaves room for directors to do so in the way that makes most sense for their school (e.g., through a school-level curriculum coordinator or more informal discussion).

**ADDITIONAL CURRICULUM INFORMATION**

- **Proposal Originators**---If a proposal is sent back with a request for additional information only the originator of the proposal in the online system will be able to open it to make the requested amendments. This is a feature of the software as provided to us. Consequently, we recommend having faculty (the course instructor or a designated member of the academic unit) generate and track curriculum proposals. Classified staff tend to turn over at a higher rate which can result in a proposal left hanging without the originator to shepherd it through the system. If the originator of a proposal is for any reason not available (sabbatical, traveling, taken a new position, etc.) and your unit needs to continue processing the proposal contact Cheryl Hagey in APA; she can override the software and change who has access to a proposal.
- **Category II Program Changes**---Proposals for Program Changes (changes within existing majors, minor, options, etc.) generally qualify as Category II. Proposals of this nature are helped at both the college and university level by including an attachment that visually clarifies the specific differences between the old and new programs. A chart showing the old and new requirements side-by-side, with the differences set off in bold or italics, makes the job much easier for the committee and is often requested (if it hasn't been provided) at the university level.
- **Category I Proposals**---These proposals require extensive preparation and inter-/intra-campus communication, with final approval coming at the state level. This document does not cover any of the many details and layers of Category I Proposals. Contact the Office of Academic Affairs and Assessment.
- **Proposal Identification (ID) Numbers**---When a proposal is first generated in the online system the software gives it a four-digit number. These numbers are used to track all curriculum requests in the university and are included in most communications about specific proposals. It is also the easiest way to search for and track specific proposals

online. The number is sequentially assigned based on the proposals being created across campus and has nothing to do with the course designator in the proposal.

- **Tracking a Proposal**---If you want to check the status of a proposal online go to <https://curriculum.bus.oregonstate.edu/Search.aspx>. Select a search for a program or course, enter the proposal ID or course designator, and hit search. (You can also ask for a search based on review status and/or college by scrolling on those fields.) When the requested proposal(s) pop up click on the ID number to bring up the proposal. Hit the “actions” tab at the top to view the responses to the proposal and its progress in the system.
- **CLA Core**---Requests to make changes in the College of Liberal Arts Core (drop or add courses) are internal to CLA and do not pass through the university system. These changes are accomplished via paper forms. Contact the Dean’s office for the “Liberal Arts Core Request” form. Fill it out, being sure to include a complete (1 – 2 paragraphs are usually sufficient) justification for any additions, and attach the course syllabus to the request. Return both to Marion Rossi and he will distribute them to the committee.

### A CHECKLIST FOR CATEGORY II COURSE PROPOSALS

Proposal ID# \_\_\_\_\_

**Course Name**

\_\_\_\_\_ Included.

**Course Number**

\_\_\_\_\_ Included.

**Course Credits**

\_\_\_\_\_ Overall course credits.

\_\_\_\_\_ Number of hours course meets per week/term in lecture, recitation, lab, etc.

**Prerequisites, Co-requisites and Enforced Prerequisites**

\_\_\_\_\_ Included and accurate.

**Course Description**

\_\_\_\_\_ Concise description -100 words or less.

**Course Content**

\_\_\_\_\_ Include concise outline of topics and/or activities. A week-by-week calendar typically serves this purpose

**Measurable Student Learning Outcomes**

\_\_\_\_\_ Expressed as outcomes for students.

\_\_\_\_\_ Measurable.

\_\_\_\_\_ Clear assessment/s for each outcome.

**Evaluation of Student Performance**

\_\_\_\_\_ Assignments.

\_\_\_\_\_ Grading criteria.

\_\_\_\_\_ Ratios/formula for final grades.

**(Slash---4xx/5xx---courses)**

- \_\_\_\_\_ Differentiated learning outcomes for graduate and undergraduate students
- \_\_\_\_\_ Specific additional assignments for graduate level work.

**(Bacc Core courses)**

- \_\_\_\_\_ Relevant BCC category learning outcomes verbatim.
- \_\_\_\_\_ (The syllabus must include verbatim) **"This course fulfills the Baccalaureate Core requirement for the \_\_\_\_\_ category. It does this by \_\_\_\_\_."** (Take 1-2 sentences to briefly make the connection between your course content and/or approach of your course to the BCC category student learning outcomes.)
- \_\_\_\_\_ How the category's learning outcomes will be assessed.
- \_\_\_\_\_ WIC: 5 required elements of a WIC course.

**Learning Resources**

- \_\_\_\_\_ Textbooks, lab manuals etc., (indicated if required or optional).
- \_\_\_\_\_ Instructor information (e-mail, phone, office, etc.).

**Statement Regarding Students with Disabilities**

\_\_\_\_\_ **"Statement Regarding Students with Disabilities:** Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations."

**Link to Statement of Expectations for Student Conduct**

\_\_\_\_\_ *To fully understand student conduct expectations, please visit this link:*

[http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code\\_of\\_student\\_conduct.pdf](http://studentlife.oregonstate.edu/sites/studentlife.oregonstate.edu/files/code_of_student_conduct.pdf)

**Liaison**

- \_\_\_\_\_ Are there liaisons within the originating school and outside the school or college?
- \_\_\_\_\_ Has liaison communication taken place?
- \_\_\_\_\_ Are liaisons supportive?

**Justification**

- \_\_\_\_\_ Is the justification provided on the proposal clear?