CEOAS Guide for Cat II proposals

Course changes:
1. Provide the changes necessary for your course
2. Write a justification briefly summarizing the changes and the reason for making the change.
3. Add comments if you wish to highlight information that is important for reviewers to understand. If the proposal is part of a series, the other proposal numbers should be referenced.
4. Provide an updated syllabus with the minimum requirements (listed below).

New course proposal (detailed information can be found at: http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures):
1. Provide all necessary information:
   a. course name
   b. number (Melinda can help with this)
   c. course credits
   d. grading mode
   e. prerequisites, co-requisites, and whether they are enforced or not
   f. course content – course description (for catalog purposes, course descriptions should indicate the course emphasis, should not exceed four lines of catalog type (about 25-50 words), and should include material that does not clarify course content.
   g. documents – provide an updated syllabus with the minimum requirements (listed below).
   h. what term you plan to offer the course
   i. slash and cross-listed course information
   j. equivalent courses

Melinda will enter your requests into the system as a “draft”. Once the proposal is reviewed and approved by the IPC or UIPC, it will be sent to the Associate Dean of Academic Programs in CEOAS for final approval. The proposal will then be submitted for review by the various campus committees.

The minimum length of time required for final approval after approval of the proposal by the College in the Online Curriculum System:
   Undergraduate course 8 weeks
   Undergraduate program 12 weeks
Baccalaureate Core course 12 weeks
WIC or DPD course 12 weeks
Graduate course 12 weeks

NOTE - Faculty Senate committees do not meet during the summer. It is unlikely that Category II proposals will be approved between June 15 and September 15.

Syllabus - Minimum Requirements

Category II proposals to create a new course or to change a course (including add/delete BCC, DPD or WIC status, change grading mode, prerequisites, course description, credits) require a syllabus to be attached under Documents in the proposal. Special Topics and Blanket Numbered courses do not require a Category II proposal (and therefore no syllabus). All syllabi should include the following information:

- **Course Name**: For example, Introduction to Statistics
- **Course Number**: For example, St 101
- **Course Credits**: Include the number of 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 Content**: Include concise outline of topics and/or activities.
- **Course Specific Measurable Student Learning Outcomes**: See Student Learning Outcomes (below) for a definition and instructions. (For 4XX/5XX courses, list appropriate distinctions in outcomes, instructional opportunities, and evaluation procedures between the 4XX and 5XX versions of the course.) For online (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.
- **Baccalaureate Core Category Learning Outcomes**: If the course is Baccalaureate Core, include category specific learning outcomes (verbatim) with course specific measurable student learning outcomes, as well as an explanation of how these outcomes will be achieved and assessed. See: Learning Outcomes.
- **Evaluation of Student Performance**: In the OSU online catalog, refer to AT 18 and AR 19 regarding assignment of grades: http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75#Section2886.
- **Learning Resources**: Textbooks, lab manuals, etc.; indicate if required or optional.
• **Statement Regarding Students with Disabilities**
  "Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098."

• **Link to Statement of Expectations for Student Conduct**, i.e., cheating policies:  [http://oregonstate.edu/studentconduct/offenses-0](http://oregonstate.edu/studentconduct/offenses-0)

• **OPTIONAL: Student Evaluation of Courses**: The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

**Outcomes - Student Learning Outcomes for Courses and Degree Programs**

Student learning outcomes are learner-focused statements reflecting what a student will be able to do as a result of an instructional activity. Each outcome statement should start with a measurable action verb that indicates the level of learning, followed by a precise description of the learned behavior, knowledge, or attitude. **Bloom’s Taxonomy** is a useful tool for choosing action verbs that accurately describe a desired level of student learning.

For example, an OSU faculty member will be able to:

- **Identify** an appropriate action verb from Bloom’s Taxonomy that describes a particular level of learning.
- **Describe** the desired behavior a student will be able to exhibit upon successful completion of a course.
- **Assess** students’ performance for evidence of desired learning.

Slash (4xx/5xx) courses must have differentiated learning outcomes for graduate and undergraduate students (i.e. two separate sets of learning outcomes listed on the syllabus). See **Slash (4xx/5xx) courses-Differentiation of Learning Expectations** (below).
All degree and certificate programs should publish student learning outcomes on their website or other program material.

**Slash Courses**

Dual listed courses (4XX/5XX) are offered at both the upper-division and graduate level. Students wanting undergraduate credit register for the 4XX number and those wanting graduate credit register for the 5XX number. Courses bearing dual-listed numbers must provide students who are enrolled for the 500-level credit with education and training that satisfies all of the following conditions. Evidence of the following distinctions must be clearly stated in the syllabus:

- The 5XX course must include graduate-level work appropriate to the field (e.g., exams, papers, projects, problem sets, responsibility for lecturing or leading discussions, etc.),
- Students enrolled for the 5XX credit must present work that is significantly more rigorous in both depth of study and methodology than students enrolled for the 4XX credit, and
- When making qualitative evaluations of students, the instructor must hold students enrolled for the 5XX credit to a standard higher than those enrolled for 4XX credit.

In addition, Category II proposals to create or change slash courses must clearly articulate the graduate level learning outcomes expected of students registered for the 5XX version of the course, as distinct from the outcomes expected of those registered for the 4XX version of the course.

In most cases this distinction should include emphasis on developing skills in analysis, synthesis, and/or evaluation for the 500-level credit, as opposed to, or in addition to, acquisition of knowledge, comprehension and application of information, which are more characteristic of undergraduate curricula. The different student learning outcomes should be accompanied by appropriate differences in instructional opportunities and evaluation procedures.

Credits for slash courses should be the same. Departments wanting to add the 500-level to a 400-level course or the 400-level to a 500-level course must submit a Category II Proposal.