

## 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).

### 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 syllabus to be submitted with the proposal. All syllabi should include the following information:

- **Course Name:** For example, Introduction to Statistics
- **Course Number:** For example, ST 101 (Melinda can help with this)
- **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 Description:** This should be 100 words or less.
- **Course Content:** Include concise outline of topics and/or activities.
- **Course Specific Measurable Student Learning Outcomes:** See [Student Learning Outcomes](#) 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:** All Bacc Core syllabi must include the relevant Baccalaureate Core 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 Bacc Core category student learning outcomes.)

- Each syllabus must explicitly identify/label these outcomes as Baccalaureate Core Learning Outcomes for the category it satisfies.
- Each syllabus must include a description that helps students understand the connection between the course and the Bacc Core Category.
- Within the syllabus, make clear to students how the Bacc Core category learning outcomes will be integrated into the course and assessed.
- WIC syllabi must also make it 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 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 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: [ds.oregonstate.edu/faculty-advisors](http://ds.oregonstate.edu/faculty-advisors) (4/14/16).*

- **Link to Statement of Expectations for Student Conduct**, i.e., cheating policies: <http://studentlife.oregonstate.edu/studentconduct/offenses-0>
- **OPTIONAL: Student Evaluation of Courses:** 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.

Melinda will enter your requests into the system as a “draft”. Once the proposal is reviewed and approved by the GPC or UPC, 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 which involve that committee will be approved between June 15 and September 15.

## **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.