College Council Curriculum Committee Handbook
# Table of Contents

- Guiding Principles and Scope ......................................................... 2
- Membership and Responsibilities ..................................................... 3
- Operating Procedures ........................................................................ 4
  - Course Proposal Review Process .................................................. 4
- Procedures for Academic Proposals .................................................. 5
- Related University Rules ................................................................. 7
- Determine which Request Form ......................................................... 12
- Regulations for Course Offerings ..................................................... 12
  - Credit hours .................................................................................. 12
  - Quarter of offering ................................................................. 12
  - Steps in approval process ............................................................. 13
  - Master schedule ........................................................................ 13
  - Graduate credit ......................................................................... 13
  - Marks S/U ................................................................................ 14
  - Credit hours .............................................................................. 14
  - University classification & course numbering system ..................... 15
- EHE Recommended syllabus components & format ......................... 16
- OAA Syllabus Guidelines ................................................................. 18
- GEC Course Approval ....................................................................... 19
- EHE Department and School Policies ................................................. 35
- Electronic Course Approval System Info & Related Forms ................. 42
  - New Course Form ..................................................................... 43
  - Course Change Form .................................................................. 45
  - Course Withdrawal Form ............................................................. 47
  - Concurrence Form ...................................................................... 48
- Freshman Seminar Program Guidelines & Form ................................. 49
- ASC Clusters Pilot Program Proposal Form & Guidelines ................... 51
- Service Learning Courses ............................................................... 59
- Budget Considerations ..................................................................... 61
The College Council Curriculum Committee advises the dean on college policies and procedures to oversee requirements for program admission and the adoption, alteration or abolishment of courses and curricula subject to the approval of the Council on Academic Affairs, the President, and the Board of Trustees.

Guiding Principles
The Curriculum Committee will be guided by the following principles:
A. The Committee recognizes the right of faculty to make content judgments about curriculum in their fields and disciplines.
B. The Committee recognizes that the judgment regarding content and quality will be made at the Tenure Initiating Unit level.
C. The Committee recognizes that it needs to serve the interests of faculty across the College, not simply faculty who are presenting individual proposals.
D. The Committee recognizes the need to conform to University Office of Academic Affairs (OAA), College of Education and Human Ecology, and Unit guidelines.
E. The Committee recognizes that all decisions made by the committee will be sent as recommendations to the College Council.
F. The Committee recognizes that the College Council and the Faculty Cabinet are both sources of advice when the committee requires further clarification on difficult issues that may arise.

Scope of Committee Activity
The Curriculum Committee shall review and recommend action to the College Council on all curriculum policy; academic degree, and curricular and course proposals. The Curriculum Committee shall review and recommend action to the Council on all academic proposals and procedural issues pertaining to the operation of on and off-campus instructional programs. The Committee shall also develop curriculum policy recommendations for the Council, monitor on and off-campus self studies and program reviews (EHE By-Laws, 2006).

The College Council Curriculum Committee has permission to approve simple course changes, such as change in course title, number, number of credits, and adding sections, without College Council discussion and deliberation when changes are approved by consensus of the Curriculum Committee. (Approved by EHE College Council at the November 2006 meeting.)
Membership

Voting Members

• One member from each Tenure Initiating Unit (TIU), with at least one representative from College Council.
• Chairs and directors appoint members.
• Members hold regular faculty status or are designated as faculty representative of the Tenure Initiating Unit.
• Terms are staggered three-year terms.

Non-Voting Members

• Immediate past chair.
• Senior Associate Dean for Academic Affairs.
• One A&P curricular support staff member appointed annually by the Senior Associate Dean for Academic Affairs.
• One undergraduate and one graduate student selected annually; rotated among programs; recommended by voting committee members.
• One University Library representative.

Committee Member Responsibilities

1. The committee representative from each Tenure Initiating Unit supports the submission of academic proposals to the committee to ensure accuracy, completeness (preparation of all relevant materials, including syllabus and concurrence forms, and presentation of curricular rationale for change or introduction of new course) and congruence with University, College and Unit requirements. All academic proposals must be reviewed by the TIU representative prior to submission for review by the College Curriculum Committee.
2. Committee members review meeting minutes and course materials prior to meetings.
3. A&P Curricular Support Staff member sets and distributes meeting agendas and collects and distributes all documents prior to committee meetings; reviews, obtains all signatures and submits forms for submission to Office of Academic Affairs (OAA); and prepares and distributes meeting minutes.
4. University Library representative communicates with faculty submitting proposals regarding relevant library requests.
5. Committee Chair presents a report at each meeting of the College Council to summarize committee activities and seek approval of recommendations.

6. Committee members participate, as requested, in unit and college self-studies and reviews.

**Procedures**

1. Committee elects a Chair-Elect at the first meeting of the year.
2. The Chair-Elect serves as Chair in the following year.
3. Committee meets 3-5 times a quarter during autumn, winter, and spring quarters.
4. Committee deliberations and decisions that cannot be deferred until autumn quarter will be handled, if feasible, via email communications.

**Operating Procedures**

**Course Proposal Review Process**

There are three components of the course proposal review process over which the College Council Curriculum Committee will deliberate. Those components are:

2. A good faith effort to obtain letters of concurrence from appropriate units across the university (OAA Academic Organization and Curriculum Handbook 2007-2008, p. 75), and
3. That the appropriate curricular policies and procedures are followed at the unit level (OAA Academic Organization and Curriculum Handbook 2007-2008, p. 50-51, and p. 62). It is the responsibility of the graduate or undergraduate studies committee to oversee content and quality of course syllabi and degree programs.

**Fiscal Implications**

It is the responsibility of department chairs and school directors to review fiscal implications across the college. For the College Council Curriculum Committee to ensure that the fiscal implications have been considered, unit chairs and directors must initial and sign the appropriate forms.

**Letters of Concurrence**

Faculty submitting academic proposals for new courses must document a good-faith effort in securing letters of concurrence. With the proposal, faculty will submit either a letter(s) of concurrence and/or documented communication requesting the letter.
Curricular Policies and Procedures

Each Tenure Initiating Unit’s Graduate and/or Undergraduate Studies Committee(s) will have policies and procedures in place to assist faculty in developing a quality syllabus in accordance with governance and accreditation agencies that will be submitted to and reviewed by the College Council Curriculum Committee annually. The College Council Curriculum Committee will review all proposals in terms of whether the proposal meets the university, college, and unit requirements. Any academic proposal, that is determined to be incomplete or non-compliant with TIU policies and procedures, will be returned to the responsible unit for further consideration (College Council, April 6, 2007).

Procedures for Academic Proposals

1. Faculty creates an academic proposal (i.e. new program, new course, course change, etc. see forms on page 19), using school/department guidelines, college recommended syllabus guidelines (see page 16) or on the EHE Exchange site within Carmen, or university guidelines at on page 49, or at http://oaa.osu.edu/curriculum_manual/documents/CompleteOAAHandbook.pdf. Identify any unit within the university that may offer similar courses and complete a Concurrence form (OAA manual) from each unit. In your message to the unit, please request a reply within a specified time (e.g., 10-14 days).

2. Faculty submits the proposal to the Electronic Course Approval (ECA) initiator within their unit (see page 42). Then the ECA system, as well as the unit initiator will contact the TIU’s Graduate or Undergraduate Studies Committee for review.

3. Graduate or Undergraduate Studies Committee reviews the proposal for content and quality.

4. Graduate or Undergraduate Studies Committee Chair, signs appropriate form (or indicates appropriate approval within the ECA system) and passes the proposal on to their TIU’s College Council Curriculum Committee Representative.

5. The TIU’s College Council Curriculum Committee Representative reviews the proposal to ensure that all policies and procedures have been followed completely.

6. If the TIU’s College Council Curriculum Committee Representative finds the proposal incomplete or not in compliance with the appropriate policies and procedures, the proposal will be returned to the originating TIU for further consideration.
7. If complete, the TIU’s College Council Curriculum Committee Representative submits the proposal to their respective staff person for documentation, obtaining required signatures, and submitting to the College Council Curriculum Coordinator, Sarah Lang (lang.279, Arps 172, 292-8225) to place the proposal on the agenda.

a. The agenda is prepared and distributed 6 calendar days before the next Curriculum Committee meeting. Please submit proposals no later than 7 days prior (preferably earlier).

b. Submit off-campus/flexibly scheduled course requests by the 4th week of the quarter prior to the quarter of offering.

c. Submit course requests electronically on the Electronic Course Approval (ECA) System (http://eca.osu.edu/) and contact the college curriculum contact to let her know a course request has been submitted on the ECA – Sarah Lang.279 - 292-8225 – 172 Arps Hall, 1945 North High Street.

i. More information regarding the ECA can be found on page 42 and on the EHE Exchange site within Carmen
Related University Rules, Policies, Procedures and Guidelines

Web Address for University Rules: http://trustees.osu.edu – click on University Rules


NOTE: The links below are PDF sections of the handbook. Please download Acrobat Reader if you are unable to view the documents.

Download the complete Academic Organization and Curriculum Handbook document (PDF)

Table of Contents (PDF)

I. Council On Academic Affairs (PDF)

- Faculty Rule Governing The Council on Academic Affairs

II. University Organization (PDF)

- Faculty Rules Governing the University Organization
- Guidelines for Determining College Status
- Guidelines for the Consideration of the Establishment of an Academic Department
- Guidelines for the Consideration of the Establishment of Divisions
- Additional Issues to be Addressed in Proposals for New Academic Units
- Withdrawal of an Academic Unit
- Academic Unit Name Changes
- Alteration or Abolition of Units
- Flow Chart: Establishment of an Academic Unit/Request for Name Change
- Guidelines for the Establishment and Review of Academic Centers
- Guidelines for the Establishment or Amendment of Clinical Faculty Tracks
- Current Organization of Instructional Units

III. Academic Programs (PDF)

- Faculty Rules that Govern Degrees and Degree Programs
- Degree and Degree Programs
- Degree Program Proposals
- Guidelines for the Submission of Tagged or Professional Degree Programs
- Withdrawal or Deactivation of an Existing Academic Degree
- Reinstatement or Reactivation of a Degree Program
- Flow Chart: New Degrees and Degree Programs

Undergraduate Major (PDF)

- Preliminary Prospectus for the Establishment of an Undergraduate Major
- Guidelines for the Submission of an Undergraduate Major Proposal
- Withdrawal or Deactivation of an Existing Major
Curriculum Committee Handbook

- Reinstatement or Reactivation of a Major
- Flow Chart, New Undergraduate Major (under an existing degree program)

**Undergraduate Minor** (PDF)

- Guidelines for Establishing or Revising an Undergraduate Minor

**Certificate Of Study** (PDF)

- Faculty Rules that Govern Certificates of Study
- Standards and Considerations for Proposed Certificate of Study
- Withdrawal or Deactivation of an Existing Certificate of Study
- Reinstatement or Reactivation of a Certificate of Study
- Flow Chart, New Certificate of Study

**Honors Programs** (PDF)

- Guidelines for the Submission of an Honors Program Proposal

**Graduate Interdisciplinary Specializations And Minors** (PDF)

- Graduate Interdisciplinary Specialization

**Enrollment Limitations** (PDF)

- Protocols for Enrollment Limitation at Ohio State

**Existing Degrees, Certificates, And Areas Of Study** (PDF)

- List of Existing Degrees
- List of Existing Certificates and Areas of Study
- List of Existing Undergraduate Areas of Study
- List of Existing Graduate Areas of Study

**IV. Courses And Curricula** (PDF)

- Faculty Rules Governing Courses and Curricula
- Curricular Changes
- Guidelines for the Submission of Course Change, Course Withdrawal, Group Studies, New Course and Study Tour Request Forms
- Group Studies Requests
- Study Tours
- Study at a Foreign Institution (697)
- Flexibly Scheduled/Off Campus/Workshop Course Request
- Honors Embedded Courses
- Service Learning Courses
Curriculum Committee Handbook

- Additions or Withdrawals of Courses from the List of Courses Approved to Remove Admission Conditions
- Examination Schedules
- Course Requests that Include Principles of Computing and Computer Programming
- Criteria for the Establishment of Cross-Listed Courses
- Criteria for the Establishment of Cross-Referenced Courses
- Criteria for Honors Versions of Existing Courses and Honors Courses
- Prerequisites
- Special Purpose Course Numbers
- Determining which Request Form to Use
- Course Request Terms and Definitions
- Steps in the Approval Process
- Approval Process for Courses Meeting General Education Requirements
- Submission Deadlines for Course Requests
- Circulating Form of Changes to Existing Courses, New Courses, and Withdrawals
- Limbo, Policy for Courses Not Taught
- Book 3 Listings and Abbreviations

V. Sample Forms (PDF)

- Course requests
  - Departmental Course Review Concurrence Form
  - New Course Request (must be filed on ECA)
  - Course Change Request (must be filed on ECA)
  - Withdrawal Request
  - Group Studies Request (must be filed on ECA)
  - Study Tour Request
  - Flexibly Scheduled/off Campus/Workshop Course Request (Must be filed on ECA)

**Arts & Sciences Specific Forms**

- Departmental Course Review Concurrence Form
- New Course Request
- Course Change Request
- Withdrawal Request

Appendix A (PDF)

- Ohio Board of Regents - Guidelines and Procedures for Review and Approval of Graduate Degree Programs

Appendix B (PDF)

- Ohio Board of Regents - Policies and Procedures for Review and Approval of New Degrees and New Degree Programs Other Than Graduate Degrees and Associate Degrees
Part I: Preliminary Prospectus
- Part II: Proposal for a New Degree or New Degree Program
- Part III: Guidelines
- Part IV: Report of Fiscal Impact

- Financial Statement for New Degree Proposal

Appendix C (PDF)

- Tenure Initiating Units - Contact List:


IV. COURSES AND CURRICULA

FACULTY RULES GOVERNING COURSES AND CURRICULA

PROPOSALS FOR CURRICULAR CHANGES
Proposals for curricular changes must include the following points:
1. Rationale for the change.
2. Present curriculum and proposed curriculum.
3. Revised bulletin entry.
4. Course requests (if applicable).

GUIDELINES FOR THE SUBMISSION OF COURSE CHANGE, COURSE WITHDRAWAL, GROUP STUDIES, NEW COURSE AND STUDY TOUR REQUEST FORMS
When judging the merits of a course request, curriculum committees and academic administrators at the departmental, school, college, and University levels will need clear documentation on three main issues: the value of the course, the quality and content of the course, and the capability of the academic unit to teach the course. If a new course or course change is being requested as part of a new or revised curriculum, copies of the new or revised program must be included with the course request.

The following items must be addressed for all New Course, Group Studies, Study Tour, and Flexibly Scheduled/Off Campus/Workshop Requests; and Course Change Requests involving:
- A course number change,
- A level change (e.g., from undergraduate to undergraduate and graduate),
- An extensive revision to the course title or the course description,
- A change in credit hours,
- A change in class hours or course format (e.g. from lecture only to lecture/lab),
- A significant prerequisite change,
- A change in grading option,
- The addition of an off-campus field experience.
These items may be addressed through an appropriately annotated syllabus that includes a grading plan.

Rationale: State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/University.
**Course Objectives and/or Student Learning Outcomes**: Course objectives should explain what the course seeks to achieve in terms of knowledge and cognitive skills which emphasize recall, comprehension, application, analysis, synthesis, and critical judgment; and/or acquisition of attitudes, values, and aesthetics judgments; and/or attainment of perceptual and psychomotor skills in laboratories, clinics, studios, and gymnasium, as well as classrooms. (See Rule 3335-7-21.)

**Relationship to other Courses/Curricula**: Describe how the course relates to courses and curricula of other academic units. List academic units that may have an interest in or responsibility for portions of the course content. Append to the course form letters of support or concern, or a Departmental Course Review Concurrence Form for each unit.

**Off-Campus Field Experiences**: Describe the nature of and provisions made for off-campus field experiences.
1. List the topics to be covered in the course and the number of class periods to be spent on each topic.
2. List courses for which the new/changed course will serve as a prerequisite.
3. Describe the methods to be used to evaluate student performance. Indicate the percent of the final grade each method constitutes. State the grading option (e.g., A-E, S/U, P). p. 55
4. List required textbooks and/or a reading list and/or a bibliography (title, author(s), and publications date).
5. Courses proposed for graduate credit at the 800 or 900 level must have a reading list where appropriate.
6. Exclusions will be considered if adequate justification is provided.
7. List requirements for each level of credit when the course is offered for varying credit hours.
8. List requirements for each group of students if the course is offered to different levels of students (e.g., undergraduate, graduate, professional).
9. Documentation for a course withdrawal request should state clearly the impact of no longer offering the course.

**Budget**: Evidence must be given of whether the budget support necessary will come from reallocation of existing resources or from new program funds. If existing resources are to be used, the proposal should state how existing faculty loads will be affected, how course registration limits will be altered, or what changes in other course offerings will be made. If the proposed new or revised course will replace an existing course in a program, information on the displaced course must be provided including recent enrollments and expected changes as a result of the request, and the proposed date of withdrawal of the current course. It is also necessary to demonstrate the requirements for instructional support such as reference to library support, teaching aids, computer-based learning requirements, and special classroom requirements.

**Appropriate Signatures**: Course requests must include the signature/approval of the academic unit chairperson and the appropriate college representative. When applicable, signatures from the undergraduate studies committee chairperson, graduate studies committee chairperson, department chair, school director, dean and the graduate school, must appear on the request form.

**RESPOND TO ALL ITEMS REQUESTED ON THE COURSE REQUEST FORMS.**
DETERMINING WHICH REQUEST FORM TO USE

Activity Form to Use
1. Adding a Course: New Course Request (see page 19).
2. Adding a course that has been withdrawn: New Course Request.
3. Adding decimal subdivision to an existing course with a generic number: New Course Request.
4. Adding decimal subdivision to an existing course with a non-generic number: Course Change Request (see page 21) for existing course and New Course Request for each decimal subdivision.
5. Changing the Book 3 Listing or course number or title level or credit hours or description or quarters of offering or class time distribution or prerequisite or exclusion or limiting clause or repeatability or general information clause: Course Change Request.
6. Changing a decimal subdivision: Course Change Request.
7. Changing a generic number to a non-generic number: Course Change Request and Course Withdrawal (see page 23) requests for decimals.
8. Dividing one course into two or more courses with one course retaining the existing number and the other courses having new numbers: Course Change Request for existing course; New Course Requests for new courses.
9. Withdrawing a course: Course Withdrawal Request.
10. Withdrawing a decimal subdivision: Course Withdrawal Request.
11. Dividing one course into two or more: Course Withdrawal Request for course not being retained and New Course Requests for new courses.
12. Combining two or more courses into one course: Course Withdrawal Request for course(s) not being retained and Course Change Request for course being retained.
13. Combining two or more courses into one course with a new number: Course Withdrawal Request for each existing course and New Course Request for new course.
15. Changing from S/U grading to letter grading: Course Change Request.
16. Adding an honors version of an existing course: Course Change Request.
17. Adding an honors course: New Course Request.
18. Offering a group studies topic Group Studies Request.
20. Offering a course for less than length of term: Flexibly Scheduled/Off Campus/Workshop Request.
21. Offering a study tour: Study Tour Request.
22. Offering a workshop topic: Flexibly Scheduled/Off Campus/Workshop Request.


Course Offerings, Regulations for the Control of: See Faculty Rule 3335-7-17.

Credit Hours: The academic value assigned each course, determined on the basis of Faculty Rule 3335-7-24; only officially approved credit hours may be offered for a particular course; may be specific (3), varied (1-4), specific/varied (6, 12, or 18), or arranged (1-18, used for research courses); may vary for decimal subdivisions under the same generic number.

Quarter(s) of Offering: Indicates that part of the University year in which the course will be taught (Su = summer, Au = autumn, Wi = winter, Sp = spring), see Rule 3335-7-35.
STEPS IN THE APPROVAL PROCESS
1. Faculty member initiates request. He/she works with the designated ECA Unit Contact to have request entered in the ECA system (see page 42).
2. Academic Unit Curriculum Committee reviews and evaluates requests; Undergraduate and/or Graduate Studies Committees review request.
3. College Curriculum Committee reviews and evaluates request (College reviews School requests on fiscal basis only).
4. Curriculum Committee of the Council on Research and Graduate Studies reviews and evaluates all course requests involving graduate credit.
5. Office of Academic Affairs reviews and evaluates request. Approval process stops here for the following requests: Group Studies, Study Tour and Flexibly Scheduled/Off-Campus/Workshop Request. All other changes are published on a monthly basis in the Circulating Form.
6. Academic deans, directors, chairpersons, college and school secretaries review Circulating Form.
7. Request is approved.

Master Schedule
Information that involves new courses, changes to existing courses, or course withdrawals, must be received by the Office of Academic Affairs by the following deadlines in order for the information to be reflected in the Master Schedule for the appropriate Quarter.

Effective Date New/Change/Withdrawal
Qtr. of Offering Requests to OAA
- Su Qtr. February 15
- Au Qtr. February 15
- Wi Qtr. August 15
- Sp Qtr. November 15

GRADUATE CREDIT
Graduate education involves a greater depth of learning, increased specialization, and a more advanced level of instruction than undergraduate education. Selected faculty instruct carefully selected students in courses or clinical experiences that emphasize both student self-direction and dynamic interaction with the subject matter, the instructor, and other students. Interaction involves more than simply the transmission of what is known. It focuses on the generation of new knowledge through research and/or the application of knowledge to new areas of study. All courses offered for graduate credit, regardless of whether they are offered on- or off-campus, should meet the following criteria:

1. **Course Level:** Graduate courses build upon an undergraduate knowledge base. The approval process for all graduate courses should require a clear indication of the knowledge base the course presupposes, and how the course goes beyond that base. In the event that a graduate course is co-listed with an advanced undergraduate course (as is appropriate in some cases), the approval process should require clearly defined expectations of graduate students that go well beyond the expectations of the undergraduates in the course.
2. **Learning:** Graduate courses involve dynamic interaction with the subject matter, the instructor and other students. Although this can be accomplished through a variety of instructional approaches, all graduate courses should involve learning both during and
outside of classroom sessions, as well as dynamic interchanges with the instructor and other students. Offering a formula for graduate education is not appropriate; however the work expected at the graduate level should exceed that expected at the undergraduate level both qualitatively and quantitatively.

3. **Faculty:** Faculty teaching graduate courses should possess the terminal degree and contribute to the knowledge base of the discipline they teach through scholarship, as exemplified by creative activity and/or publication. It is the responsibility of each institution offering graduate courses to ensure that only fully qualified faculty teach graduate courses.

4. **Students:** Institutions offering graduate courses should have a formal admission process that selects only those post-baccalaureate students who have been highly successful as undergraduates for the pursuit of graduate work. It may be appropriate to allow qualified students who possess other attributes that suggest that they will be successful at graduate work to attempt a limited number of graduate courses on a trial basis.

### 3335-8-21 Marks.

(M) "S" - satisfactory, "U" - unsatisfactory

1. The mark "S" may be used to record either satisfactory progress in or completion of work, provided that the course has been approved for this mark by the dean of the college offering the course, and in the case of courses carrying graduate credit, by the dean of the graduate school. It shall be used as an alternative to "U" or "I" in all individual studies courses whatever their number. "S" credit shall be counted as hours only, and shall not be considered in determining a student's point-hour ratio under rule 3335-8-26 of the Administrative Code.

2. The mark "U" shall be used for unsatisfactory work in courses in which a student would be entitled to the mark of "S" if the student's work had been satisfactory. No credit shall be given for work marked "U." This mark shall not be considered in determining a student's point-hour ratio under rule 3335-8-26 of the Administrative Code.

### Faculty Rules and OAA Information


### 3335-8-21 Marks. Information about grades (marks) and definitions of each grade is included in this rule. The rules do not include a recommended grading scale.

### 3335-8-24 Credit Hours

(A) All courses shall be assigned a number of credit hours in accordance with the procedure outlined in rules 3335-8-02 to 3335-8-04 of the Administrative Code. This may be any number from zero on up; however, in determining the credit hours assigned, the department, school, college and council on academic affairs should use as a guide the following suggested standards:

(1) One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.
(2) One credit hour shall be assigned for each two consecutive hours of practical or experimental work per week in any department or school.

(3) One credit hour shall be assigned for each three hours of laboratory work per week, when no additional outside work is required. When outside work is required, then the standard in paragraph (A)(1) of this rule shall be applied.

(B) In determining the hours per week required by the course or work, the council on academic affairs may, in appropriate cases, consider the average weekly hours spent during a quarter, semester, or session on the course or work. It should be remembered that the above are guides only and may be deviated from for good cause.

3335-8-05 University Classifications and Course Numbering System.

1. Courses numbered 000-099 are non-credit courses (except certain seminars and colloquia) for orientation, remedial, or other non-college-level experiences. These are courses with credit added to graduation requirements.

2. Courses numbered 100-199 are basic courses providing undergraduate credit, but not to be counted on a major or field of specialization in any department. Courses at this level are beginning courses, required or elective courses that may be prerequisite to other courses.

3. Courses numbered 200-299 are basic courses providing undergraduate credit and may be counted on a major or field of specialization.

4. Courses numbered 300-499 are intermediate courses providing under-graduate or basic professional credit that may be counted on a major or field of specialization.

5. Courses numbered 500-599 are intermediate courses providing under-graduate or professional credit that may be counted on a major or field of specialization and may provide graduate credit only in other departments.

6. Courses numbered 600-699 are courses providing undergraduate or professional credit that may be counted on a major or field of specialization, and may provide graduate credit (in all departments).

7. Courses numbered 700-799 are advanced courses providing undergraduate, graduate, or professional credit.

8. Courses numbered 800-999 are courses providing graduate credit and are open to undergraduates only with the consent of the dean of the graduate school.

9. Courses for which graduate credit is anticipated must be taught by a member of the faculty approved by the graduate committee of the department offering the course. Members of the graduate faculty must teach Eight hundred and 900 level courses. (B/T 7/9/2004)
Recommended Syllabus Components and Format - Approved EHE CC 6/1/07

The Ohio State University
College of Education and Human Ecology
Department or School of ___________
School or Department Abbreviation and
Course Number/Quarter/Year
Class Meeting Day/Time/Location (if known)

*OAA recommended syllabus items

Preparer name (for course submission) Instructor Name (for student handouts), Office, Phone, E-mail, Office Hours (If a generic course submission, this information can be left off; however, it can be helpful to know who proposed the course.) *OAA requests preparer information and date of preparation.

*Course Number, Title and Description (*from Course Offering Bulletin), Credit Hours

*U, G Level, Credits, Class time distribution, prerequisites, quarters offered, general information, exclusions, cross-listing (also on course form, so may not be needed here)

*Course Objectives/*Learning Outcomes -- Required for Teacher Licensure and/or NCATE -- Candidates preparing to work in schools as teachers or other professional school personnel must know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn. Explain what this course seeks to achieve and how knowledge and skills will be demonstrated. To focus on student outcomes, try using the lead in phrase: Following successful completion of this course, the student will be able to….

*Required Text(s) and Course Materials -- Include titles, authors, and publication dates in standardized format. For graduate courses, consider a review of the literature; a list of references that form the foundation of the course.

*Grading Plan/Grading Rubric – Point structure for assignments and tests, *including lab assignments, if applicable. Include explanation of how student performance will be assessed.

Grading Scale – Example grading scale as listed on Carmen

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>67-69</td>
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<td>D</td>
<td>60-66</td>
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<tr>
<td>E</td>
<td>59% or less</td>
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</tbody>
</table>

S/U graded courses: Recommend 83% (B) for graduate level; 73% (C) for undergraduate level.

*Topical Outline - Schedule of Topics, Readings, and Assignments–including assignment due dates, exam dates, and final exam date and time

Assignment Details – Description, format, due dates, evaluation criteria, examples, (some of this may be provided as the quarter progresses)
Policies for Missed Exams/Quizzes - Make-up options, acceptable reasons, notification of absence, etc.

Policies for Student Conduct and Participation – Provide clear information about attendance, class and group participation, and other aspects of conduct that impact on individual student’s and class members’ learning and professional development.

Academic Misconduct – (Example statement) The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

ODS Statement – (Example statement) any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomeranian Hall to coordinate reasonable accommodations; http://www.ods.osu.edu/. Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems -- (Example statement) According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

Statement on Diversity – (Example statement) The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.
*U/G Courses  -- If a U/G course, state differences in expectations for undergraduate and graduate students.

Off-Campus Field Experiences  -- Describe the nature of and provisions made for off-campus field experiences in terms of: (1) collaboration between OSU and school (or other) partners and (2) what will be the evidence that field experience objectives have been attained.

Technology  -- Required for Teacher Licensure and/or NCATE  -- Describe the role of technology in the proposed course. For educator licensure courses, promote the possible use of products from the course in students’ electronic portfolios.

Office of Academic Affairs Syllabus Guidelines

SUBMISSION OF STANDARDIZED SYLLABUS

Any new course or course change requests sent to OAA must include a syllabus with the following information in the order shown. Syllabi will not be more than two pages in length, have a font size of 12 and one-inch margins all around.

- Department, number, and title of course
- Designation as a “Required” or “Elective” course
- Description (from Course Offering Bulletin)
- Level, Credits, Class Time Distribution
- Prerequisites
- Quarters Offered, General Information, Exclusions, Cross-Listings, etc.
- Textbooks and other Required Materials.
- Course objectives
- Course Learning Outcomes
- Topics covered (including approximate duration)
- Representative Lab Assignments (if applicable)
- Grading Plan
- Preparer Information (including date of preparation)
GEC Course Approval – [http://artsandsciences.osu.edu/curofc/resources/gecguidelines.cfm](http://artsandsciences.osu.edu/curofc/resources/gecguidelines.cfm)

**GEC SUBMISSION GUIDELINES**

The following guidelines for submitting proposals to add a course to the Revised General Education Curriculum (GEC-R, effective AU 2008) were approved by the ASC Committee on Curriculum and Instruction (CCI) on May 30, 2008. These guidelines are not intended to replace the content of the 1988 *ASC Model Curriculum* or the 1994 *Revised GEC Guidelines*, but rather are the product of a deliberate and thoughtful effort on the part of the faculty to develop and streamline guidelines with careful consideration of existing structures and curriculum.

The submission guidelines below are designed to help make proposal requirements transparent, complete, and clear to proposers and vetting committees. Proposers are strongly encouraged to consult the *ASC Model Curriculum* before designing a course for GEC consideration.

### 1. Skills: A. Writing and Related Skills

**Goals:**
Writing and Related Skills coursework develops students’ skills in written communication and expression, reading, critical thinking, and oral expression.

**Expected Learning Outcomes:**
1. Students apply basic skills in expository writing.
2. Students demonstrate critical thinking through written and oral expression.
3. Students retrieve and use written information analytically and effectively.
   (also see the specific Expected Learning Outcomes for the First, Second, and Third Writing Courses below)

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind (including subcategory outcomes), and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

**First Writing Course**
*This course fulfills the First Writing requirement. Students also must take one Second Writing course. Some majors require a Third Writing course taken within the major.*

The First Writing Course is a freshman level course housed in the English Department, and is prerequisite to second and (where required) third writing courses. The First Writing Course is designed to train students in the fundamentals of expository writing.
The First Writing Course proposals should also show how the course will help students to write grammatical, well-organized and well-supported essays in a style appropriate to their purpose and audience. This is applicable to all three levels of GEC writing courses.

The course must be kept to a size appropriate to the realization of the goals of college composition courses.

Expected Learning Outcomes specific to First Writing Course:
- Students are introduced to the conventions and challenges of academic discourse
- Students are prepared to read critically and analytically

Second Writing Course
This course fulfills the Second Writing requirement. Students also must take one First Writing course. Some majors require a Third Writing course taken within the major.

The Second Writing Course is meant to be taken during the sophomore year. It is offered by departments from across the university, should be accessible to non-majors, and is expected to include content and writings pertaining to the United States. Topics that deal with the pluralistic nature of institutions, societies, and cultures, with special attention to issues of race, gender, class, and ethnicity, are particularly appropriate. Credit for the second writing course is not allowed to count on the major. The course size is limited to 25 students per section.

Expected Learning Outcomes specific to Second Writing Course:
- Through critical analysis, discussion, and writing, students extend their ability to read carefully and express ideas effectively
- Students further develop basic skills in expository writing and oral expression
- Students further develop skills in effective communication and in accessing and using information analytically

Third Writing Course
This course fulfills the Third Writing requirement. Students also must take one First Writing course and one Second Writing course.

The intent of the Third Writing Course is to assure that junior- or senior-year students are provided an upper-level course in their major that contains a significant writing component. This can be realized in one or a series of courses that count as a part of the major.

Expected Learning Outcomes specific to Third Writing Course:
- Students apply writing skills to the major
- Students develop skills, in the oral articulation of ideas, in synthesizing ideas, and in the critical and analytical reading of demanding texts

Course proposal packets for this category must include the following components:

1) a GEC Summary Sheet (If you use the Electronic Course Approval [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see ASC Model Curriculum)

3) a rationale which answers the questions below with reference to the syllabus written for faculty review members who are not familiar with your discipline:
   a) How do the course goals address the general and specific expected learning outcomes above?
   b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
   c) How do course topics address the general and specific expected learning outcomes above?
   d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
      • how students gain significant writing experiences and other related skills involving effective written and oral communication
      • how the course includes opportunities for feedback and revision.
      • how students are encouraged to develop information literacy.
   e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?

4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)

5) a course syllabus (please see ASC Syllabus Template requirements)

6) sample assignments and examinations (optional)

Proposals for **Second Writing Courses** should also address the following questions:
   • Does the course build on the fundamentals of expository writing as set forth in the First Writing Course
   • How does the course incorporate topics and writings related to the United States?
   • Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course?
   • In what ways does this course give students the opportunity to receive feedback on their writing and oral communication and revise their communications in light of this feedback?

Proposals for **Third Writing Courses** should also address the following questions:
   • How does this course qualify as a significant writing course?
   • In what ways does this course give students the opportunity to receive feedback on their writing and oral communication and to revise their work in light of this feedback?
   • How will the course assist in the development of general critical and analytical abilities?
   • Are students provided with opportunities for the oral articulation of ideas?

### 1. Skills: B. Quantitative and Logical Skills

**Goals:**
Courses in Quantitative and Logical Skills develop students’ quantitative literacy and logical reasoning, including the ability to identify valid arguments, use mathematical models, and draw conclusions and critically evaluate results based on data.
Expected Learning Outcomes:

1. Basic computational Skills: Students demonstrate computational skills and familiarity with algebra and geometry, and apply these skills to practical problems.
2. Mathematical and Logical Analysis: Students comprehend mathematical concepts and methods adequate to construct valid arguments, understand inductive and deductive reasoning, and increase their general problem solving skills.
3. Data Analysis: Students understand basic concepts of statistics and probability, comprehend methods needed to analyze and critically evaluate statistical arguments, and recognize the importance of statistical ideas.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Required Coursework for Students:

Basic Computational Skills

The requirement is usually met by mathematics placement level “R” or above, or successful completion of Mathematics 075 or 104. The performance level is roughly equivalent to a good working knowledge of a high school “Algebra II” course. The expected outcomes of courses approved for this category should address this level of competence.

Mathematical and Logical Analysis

The intent of this category is to focus on argument in a context that emphasizes natural language, mathematics, computer science, or quantitative applications not primarily involving data. In addition to mathematics and computer science courses, courses which emphasize the nature of correct argumentation either in natural languages or in symbolic form are appropriate. Courses should emphasize the logical processes involved in mathematics, inductive or deductive reasoning, or computing, as well as the theory of algorithms. Courses in logic and argumentation are also appropriate. B.S. students satisfy this requirement by completing Math 151 and 152 or the equivalent.

Data Analysis

The intent of this category is to enable students to deal with problems of data-gathering, presentation, and interpretation. Students should develop an understanding of problems of measurement, be able to deal critically with numerical and graphical arguments, gain an understanding of the impact of statistical ideas in daily life and specific areas of study, and recognize the uses and misuses of statistics and related quantitative arguments. Courses should include exposure to fundamental ideas of probability, involve the use computer programs in problems of data analysis, and include opportunities to present data using summary measures and graphical techniques. Specialized courses within the major may also be proposed to satisfy this requirement.
Course proposal packets for this category must include the following components:

1) a GEC Summary Sheet (If you use the Electronic Course Approval [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see ASC Model Curriculum)
3) a rationale which answers the questions below with reference to the syllabus written for faculty review members who are not familiar with your discipline:
   a) How do the course goals address the general and specific expected learning outcomes above?
   b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
   c) How do course topics address the general and specific expected learning outcomes above?
   d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
      • how students gain significant writing experiences and other related skills involving effective written and oral communication
      • how the course includes opportunities for feedback and revision.
      • how students are encouraged to develop information literacy.
   e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
5) a course syllabus (please see ASC Syllabus Template requirements)
6) sample assignments and examinations (optional)

Proposals for Data Analysis courses should also address the following questions:
- How will the course address problems of data-gathering, presentation, and interpretation?
- How will students be exposed to graphical and numerical arguments and problems of measurement in specific contexts?
- How are statistical ideas applied to the course, including discussion of uses and misuses of statistics?
- Are topics in the study of probability included?

1. Skills: C. Foreign Language

Goals:
Foreign Language coursework develops students’ skills in communication across ethnic, cultural, ideological, and national boundaries, and helps students develop an understanding of other cultures and patterns of thought.

Expected Learning Outcomes:
1. Students demonstrate basic communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students learn about the cultural contexts and manifestations of the peoples who speak the language that they are studying.

3. Students recognize and understand differences and similarities between the cultures and communities of the language that they are studying and their own.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Students must complete coursework or achieve proficiency through the 104 level in a foreign language.

Course proposal packets for this category must include the following components:

1) a GEC Summary Sheet (If you use the Electronic Course Approval [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see ASC Model Curriculum)
3) a rationale which answers the questions below with reference to the syllabus written for faculty review members who are not familiar with your discipline:
   a) How do the course goals address the general and specific expected learning outcomes above?
   b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
   c) How do course topics address the general and specific expected learning outcomes above?
   d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
      • how students gain significant writing experiences and other related skills involving effective written and oral communication
      • how the course includes opportunities for feedback and revision.
      • how students are encouraged to develop information literacy.
   e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
5) a course syllabus (please see ASC Syllabus Template requirements)
6) sample assignments and examinations (optional)

Proposals for Foreign Language courses should also address the following questions:
• How will students develop their skills in speaking, listening, reading, and writing in a foreign language?
• How will students learn to recognize and appreciate cultural differences?
2. Breadth: A. Natural Science

Goals:
Natural Science coursework fosters students’ understanding of the principles, theories, and methods of modern science, the relationship between science and technology, the implications of scientific discoveries and the potential of science and technology to address problems of the contemporary world.

Expected Learning Outcomes:
1. Students understand the basic facts, principles, theories and methods of modern science.
2. Students learn key events in the history of science.
3. Students provide examples of the inter-dependence of scientific and technological developments.
4. Students discuss social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Bachelor of Arts students must take 15 hours, usually three courses. They must choose a two course sequence and at least one additional course. At least one course must be in the biological sciences and one course must be in the physical sciences. At least one course must have a laboratory.

Bachelor of Sciences students must take 20 hours, usually four courses. They must choose a two course sequence and at least two additional courses. At least one course must be in the biological sciences and one course must be in the physical sciences. At least one course must have a laboratory.

Course proposal packets for this category must include the following components:
If a question is not applicable, please provide a short statement indicating why it is not applicable:

1) a GEC Summary Sheet (If you use the Electronic Course Approval [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see ASC Model Curriculum)
3) a rationale which answers the questions below with reference to the syllabus written for faculty review members who are not familiar with your discipline:
   a) How do the course goals address the general and specific expected learning outcomes above?
b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)

c) How do course topics address the general and specific expected learning outcomes above?

d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
   - how students gain significant writing experiences and other related skills involving effective written and oral communication
   - how the course includes opportunities for feedback and revision.
   - how students are encouraged to develop information literacy.

e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?

4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)

5) a course syllabus (please see ASC Syllabus Template requirements)

6) sample assignments and examinations (optional)

Proposals for Natural Science courses should also address the following questions:

- How do the prerequisites provide an appropriate level of preparation for the proposed course? If there are no prerequisites, please indicate how this is consistent with the proposed level of the course.
- If the course is part of a sequence, what is the relationship between the courses in the sequence that links the two courses together? What do students gain from having taken them as a sequence?
- If the course is being proposed to fulfill the requirement for a course with a laboratory, please describe the type(s) of experiences students will have in the laboratory component of the course.

As stated in the ASC Model Curriculum “… laboratory experiences may range from familiar experimental work to field trips, astronomical observations, or the like.” It also states that the purpose of the laboratory is to “provide concrete experiences of the principles being presented and of the problems of observation, measurement, and proof in the natural sciences.”

### 2. Breadth: B. Social Science

**Goals:**
Social science courses develop students’ understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

**Expected learning outcomes:**
1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.

3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind (including subcategory outcomes) and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites required and not be restricted to majors.

_Students must take two courses, one from any two of the three Social Science subcategories, to fulfill the Social Science requirement._

Social Science courses are divided into three sub-categories with specific Expected Learning Outcomes below: (1) Individuals and Groups; (2) Organizations and Polities; and (3) Human, Natural, and Economic Resources.

(1) **Individuals and Groups Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

(2) **Organizations and Polities Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and polities.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students develop abilities to comprehend and assess the nature and values of organizations and polities and their importance in social problem solving and policy making.

(3) **Human, Natural, and Economic Resources Expected Learning Outcomes:**

1. Students understand the theories and methods of scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.
3. Students develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.
Course proposal packets for this category must include the following components:

1) a GEC Summary Sheet (If you use the Electronic Course Approval [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see ASC Model Curriculum)
3) a rationale which answers the questions below with reference to the syllabus written for faculty review members who are not familiar with your discipline:
   a) How do the course goals address the general and specific expected learning outcomes above?
   b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
   c) How do course topics address the general and specific expected learning outcomes above?
   d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
      • how students gain significant writing experiences and other related skills involving effective written and oral communication
      • how the course includes opportunities for feedback and revision.
      • how students are encouraged to develop information literacy.
   e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
5) a course syllabus (please see ASC Syllabus Template requirements)
6) sample assignments and examinations (optional)

2. Breadth: C. Arts and Humanities

Goals:
Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

Expected Learning Outcomes:
1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students describe and interpret creative work, and/or movements in the arts and literature.
3. Students explain how works of art and writings explore the human condition.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered (including subcategory outcomes), in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.
Students must take one Literature course and one Visual and Performing Arts course to fulfill the Arts and Humanities category requirement. In addition to this, students must take ten credit hours of “Additional Breadth,” which may consist of two courses from any of the Breadth areas, including those from the Cultures and Ideas category described below.

Arts and Humanities courses are divided into three sub-categories with subcategory specific expected learning outcomes below: (1) Literature; (2) Visual and Performing Arts; and (3) Cultures and Ideas.

(1) Literature Expected Learning Outcomes:

1. Students learn to analyze, appreciate, and interpret significant literary works.
2. Through reading, discussing, and writing about literature, students learn to understand and evaluate the personal and social values of their own and other cultures.

(2) Visual and Performing Arts Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret significant works of art.
2. Students develop abilities to be informed observers or active participants in a discipline within the visual, spatial, and performing arts.

(3) Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Course proposal packets for this category must include the following components:

1) a GEC Summary Sheet (If you use the Electronic Course Approval [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see ASC Model Curriculum)
3) a rationale which answers the questions below with reference to the syllabus written for faculty review members who are not familiar with your discipline:
   a) How do the course goals address the general and specific expected learning outcomes above?
   b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
   c) How do course topics address the general and specific expected learning outcomes above?
   d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
      • how students gain significant writing experiences and other related skills involving effective written and oral communication
• how the course includes opportunities for feedback and revision.
• how students are encouraged to develop information literacy.

e) How will students sharpen communication skills through the preparation of essay
exams and papers and through participation in discussions in this course?
f) How does the course aim to sharpen students’ response, judgment, and evaluation
skills?

4) a course assessment plan that is designed to show how the course achieves its expected
learning outcomes over time (rather than how individual student grades will be assessed.)

5) a course syllabus  (please see ASC Syllabus Template requirements)

6) sample assignments and examinations (optional)

3. Historical Study

Goals:
History courses develop students’ knowledge of how past events influence today’s society and
help them understand how humans view themselves.

Expected Learning Outcomes:
1. Students acquire a perspective on history and an understanding of the factors that shape
human activity.
2. Students display knowledge about the origins and nature of contemporary issues and
develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources
by examining diverse interpretations of past events and ideas in their historical contexts.

Courses proposed for this component of the general education curriculum (GEC) should be
designed with these goals and expected learning outcomes in mind and considered in terms of
their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in
light of these goals and expected learning outcomes. All GEC courses should be made available
to undergraduates with a minimum of prerequisites and not be restricted to majors.

Students must choose two Historical Study courses. The first course should be selected from the
provided list on the GEC Advising Sheets. The second course can be from the list or any History
course at the 300 or 500 level (except for 598).

Course proposal packets for this category must include the following components:

1) a GEC Summary Sheet (If you use the Electronic Course Approval [ECA] system to submit a
course proposal there is no need to submit this document separately. As of 12/31/08, all
course proposals must be submitted through the ECA.)
2) a brief statement identifying which of the general principles of the GEC will be addressed
through the course (see ASC Model Curriculum)
3) a rationale which answers the questions below with reference to the syllabus written for
faculty review members who are not familiar with your discipline:
   a) How do the course goals address the general and specific expected learning outcomes
      above?
b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)

c) How do course topics address the general and specific expected learning outcomes above?

d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
   • how students gain significant writing experiences and other related skills involving effective written and oral communication
   • how the course includes opportunities for feedback and revision.
   • how students are encouraged to develop information literacy.

e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?

f) How does the course aim to sharpen students’ response, judgment, and evaluation skills?

4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)

5) a course syllabus (please see ASC Syllabus Template requirements)

6) sample assignments and examinations (optional)

4. Diversity

(1) Social Diversity in the United States

Goals:
Courses in social diversity will foster students’ understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:
1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

(2) International Issues (contains two subcategories: “Non-Western or Global,” and “Western (Non-United States)

Goals:
International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

Expected Learning Outcomes:
1. Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of
their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

This category requires students to take three courses which may overlap with approved courses from other GEC categories. Students must take one course from subcategory (1) Social Diversity in the United States, and one course from (2) International Issues which must be from the “Non-Western or Global” list. Also, students must take a third course from subcategory (2) International Issues which may be from either the “Non-Western or Global” list or from the “Western (non-United States)” list.

Course proposal packets for this category must include the following components:

1) a GEC Summary Sheet (If you use the Electronic Course Approval [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see ASC Model Curriculum)
3) a rationale which answers the questions below with reference to the syllabus written for faculty review members who are not familiar with your discipline:
   a) How do the course goals address the general and specific expected learning outcomes above?
   b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
   c) How do course topics address the general and specific expected learning outcomes above?
   d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
      • how students gain significant writing experiences and other related skills involving effective written and oral communication
      • how the course includes opportunities for feedback and revision.
      • how students are encouraged to develop information literacy.
   e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
5) a course syllabus (please see ASC Syllabus Template requirements)
6) sample assignments and examinations (optional)

5. Capstone: Issues of the Contemporary World

Goals:
By drawing upon multiple disciplines, Issues of the Contemporary World coursework provides a capstone experience that helps students enrich their experiences of the increasingly global nature of the contemporary world.
**Expected Learning Outcomes:**

1. Students synthesize and apply knowledge from diverse disciplines to contemporary issues.
2. Students demonstrate an understanding of the relationships between information derived from different disciplines by interacting with students from different majors.
3. Students write about or conduct research on the contemporary world.

* Courses should be limited to level 4 students. Sections larger than 40 students are required to have discussion sections limited to 25 students.

Courses proposed for this component of the general education curriculum (GEC) should be designed with these goals and expected learning outcomes in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the ASC CCI in light of these goals and expected learning outcomes. All GEC courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

*Students must take one course in the Issues of the Contemporary World category.*

**Course proposal packets for this category must include the following components:**

1) a GEC Summary Sheet (If you use the Electronic Course Approval [ECA] system to submit a course proposal there is no need to submit this document separately. As of 12/31/08, all course proposals must be submitted through the ECA.)
2) a brief statement identifying which of the general principles of the GEC will be addressed through the course (see ASC Model Curriculum)
3) a rationale which answers the questions below with reference to the syllabus written for faculty review members who are not familiar with your discipline:
   a) How do the course goals address the general and specific expected learning outcomes above?
   b) How do the assigned readings address the general and specific expected learning outcomes above? (Bibliographic information is sometimes not enough for faculty outside the discipline to determine the content and relevance of texts to a specific course)
   c) How do course topics address the general and specific expected learning outcomes above?
   d) How do the written assignments address the general and specific expected learning outcomes above? Specifically explain:
      • how students gain significant writing experiences and other related skills involving effective written and oral communication
      • how the course includes opportunities for feedback and revision.
      • how students are encouraged to develop information literacy.
   e) How will students sharpen communication skills through the preparation of essay exams and papers and through participation in discussions in this course?
4) a course assessment plan that is designed to show how the course achieves its expected learning outcomes over time (rather than how individual student grades will be assessed.)
5) a course syllabus (please see ASC Syllabus Template requirements)
6) sample assignments and examinations (optional)
# The Ohio State University
## General Education Curriculum (GEC)
### Request for Course Approval Summary Sheet

1. **Academic Unit(s) Submitting Request**

2. **Book 3/Registrar’s Listing and Number** (e.g., Arabic 367, English 110, Natural Resources 222)

3. **GEC areas(s) for which course is to be considered** (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

4. Attach:
   - A statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed;
   - An assessment plan for the course; and
   - The syllabus, which should include the category(ies) that it satisfies and objectives which state how this course meets the goals/objectives of the specific GEC category(ies).

5. **Proposed Effective Date**

6. If your unit has faculty members on any of the regional campuses, have they been consulted? 

7. Select the appropriate descriptor for this GEC request:
   - **Existing course with no changes to the Course Offerings Bulletin information.** Required documentation is this GEC summary sheet and the course syllabus.
   - **Existing course with changes to the Course Offerings Bulletin information.** Required documentation is this GEC summary sheet, the course change request, and the course syllabus.
   - **New course.** Required documentation is this summary sheet, the new course request, and the course syllabus.

For ASC units, after approval by the academic unit, the documentation should be forwarded to the ASC Curriculum Office for consideration by the appropriate college curriculum committee and the Arts and Sciences Committee on Curriculum and Instruction (CCI). For other units, the course should be approved by the unit, college curriculum committee, and college office, if applicable, before forwarding to the ASC Curriculum Office. E-mail the syllabi and supporting documentation to asccurrofc@osu.edu.

8. **Approval Signatures**

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Office/College Curriculum Committee</td>
<td>Date</td>
</tr>
<tr>
<td>Colleges of the Arts and Sciences Committee on Curriculum and Instruction</td>
<td>Date</td>
</tr>
<tr>
<td>Office of Academic Affairs</td>
<td>Date</td>
</tr>
</tbody>
</table>

EHE Department and School TIU Syllabus Approval Policies

Procedures for Proposal of New Course and Course Changes
Department of Human Development and Family Science
College of Education and Human Ecology
The Ohio State University

Proposals

New Courses
Faculty submit (1) syllabus using Department of Human Development and Family Science template; (2) rationale for inclusion in the curriculum, including information about resources needed to offer the course; and (3) New Course request form to Undergraduate or Graduate Studies Chair.

Group Studies (694)
Faculty submit (1) syllabus using Department of Human Development and Family Science template; (2) rationale for offering, including information about resources needed to offer the course; and (3) Group Studies request form to Undergraduate or Graduate Studies Chair. Group Studies must be approved each time of offering and may be offered three times.

Course Changes
Faculty submit (1) revised syllabus using Department of Human Development and Family Science template and (2) Course Change request form to Undergraduate or Graduate Studies Chair.

Note: Prior to development of a formal proposal for a Human Development and Family Science course, the concept for the course is presented by the initiating individual or group and discussed at a Department, Undergraduate or Graduate Faculty meeting. If the department faculty support the concept, the initiating individual or group develop a syllabus and formal proposal for the new course and submit via Review Process.

Course Proposal Review Process
Proposals for courses are reviewed by the Undergraduate or Graduate Studies Committees to ensure that OAA/EHE/Human Development and Family Science guidelines for syllabus development have been met (guidelines are posted on the EHE website) and that the course contributes to the undergraduate or graduate curriculum. The Undergraduate and Graduate Studies Committees review proposals and may (1) request revision or clarification from the initiating individual or group; (2) recommend approval to the Department Chair; or (3) recommend that the Department Chair not approve the proposal. If revisions or clarifications are requested the initiating individual or group submits the revised proposal to the Undergraduate or Graduate Committees and the process continues. The Undergraduate or Graduate Studies Chair then submits proposals to the Department Chair for departmental level review. Final approval of course proposals and submission to the EHE Curriculum Committee rests with the Human Development and Family Science chair.

Curriculum Revisions
Changes in the undergraduate or graduate curriculum within the department are the responsibility of the Undergraduate or Graduate Studies Committees, respectively. The Committees make recommendations concerning adoption of changes to the Department faculty and Department Chairperson. The Chairperson forwards curriculum revision proposals to the EHE Curriculum Committee.

Note: All proposals and supporting materials should be submitted electronically.
PAES Procedures for Curriculum and Program Review
Graduate Studies and Undergraduate Studies Committees

1. All course syllabi are to be developed by faculty person responsible for the course using existing OAA/EHE guidelines for syllabus development

2. Syllabi are subsequently reviewed by program faculty to ensure that professional society requirements are met (e.g., NCATE and SPARS)

3. Syllabi are then reviewed by Program Coordinator for the PAES Office of Student & Alumni Services to ensure OAA/EHE guidelines for syllabus development have been met

4. PAES Graduate Studies Chair and/or Committee then review syllabi and/or Undergraduate Studies Chair and/or Committee to ensure OAA/EHE guidelines for syllabus development have been met. The syllabus is also examined to determine if the content is consistent with other syllabi in terms of appropriate detail that would inform students adequately as to the content.

5. Finally, the PAES Director before forwarding to the EHE curriculum committee reviews the syllabi.

Notes:

- The syllabus can be returned to the faculty for editing at any step in this process.

Proposed procedures for major curriculum revisions

The steps would remain the same except that step 4 would include a review of by the entire PAES Graduate Studies and/or Undergraduate Studies Committee and program faculty would be invited to a meeting with the committee to explain the context and rationale for the changes.

School of Teaching and Learning Graduate Studies
New Course Review Procedures
Approved by Committee on November 14, 2007.

There are four steps to the review of new courses proposal in the School of Teaching and Learning: (1) submission of a new course proposal following T&L and OAA guidelines, (2) peer review within the School of Teaching and Learning, (3) review by the Graduate Studies Committee, and (4) follow-up and revision if needed. Each step is described below

Step 1. All proposals for new courses need to be submitted to the Graduate Studies Committee through the Office of Academic Services. All new course proposals MUST follow the form “New Course Syllabus Guidelines” which was approved by the College Council Curriculum Committee on 6-1-07. It is the responsibility of the person (or group) submitting the new course proposal to provide the Graduate Studies Committee with sufficient information for the GSC to review the course with regard to content and learning activities. If the course is part of the offerings of an Area of Study, a masters degree program, or and M.Ed. program, then the person (or group) who submitted the proposal needs to provide documentation that the faculty within that degree program has approved the new course proposal. (Note: It is not the responsibility of the GSC to assess whether a proposal for a new course will affect a person’s teaching responsibilities. The School Director must make such an assessment. The GSC advises anyone or any group submitting a proposal for a new course to discuss possible effects on teaching responsibilities with appropriate colleagues and the School Director before submitting such a proposal).

Step 2. Upon receipt of a proposal for a new course, the chair of the Graduate Studies Committee will check the proposal for adherence to the “New Course Syllabus Guidelines” form. He/she will then send the proposal
out to peer review among faculty with appropriate expertise in the School of Teaching and Learning. If faculty within the School of Teaching and Learning do not have the appropriate expertise, the GSC chair may send it to faculty outside the School of Teaching and Learning. The peer review process shall involve the form titled “Peer Review letter” and shall NOT request an overall summative evaluation.

Step 3. The GSC will review the new course proposal for content, learning strategies, overall quality, fit with the mission of the School, and other pertinent factors. The GSC will use the peer reviews as part of the review process. If needed, the GSC committee will identify areas that need to be revised. The GSC committee will vote on the proposal as: accepted, accepted with revisions, revise and resubmit, or reject / not appropriate. A passing vote shall be a 2/3 majority of the GSC members eligible to vote.

Step 4. If the vote on the proposal is “accepted”, the proposal will be forwarded simultaneously to the School Director and to the College Council Curriculum committee. If the vote is accepted with minor revisions or revise and resubmit then a GSC will appoint one member of the GSC to consult with the person (or group) who submitted the proposal to explain the issues needing attention. This person shall be labeled the “Consulting GSC member”. The GSC may provide the Consulting GSC member with the authority to approve the proposal if satisfactory revisions are made. Alternatively, the GSC may retain the authority for approval to itself.

Throughout the process, it shall be the stance of the GSC that its roles are (a) of adhering to the College Council policy for reviewing content and quality at the TIU level, (b) of providing useful feedback to faculty proposing new courses, (c) of facilitating faculty efforts at bringing important content and learning opportunities to students, and (d) of examining the overall set of course offerings at each degree level to insure high quality, and consistency with the mission of the School.

NEW COURSE PEER REVIEW TEMPLATE

TITLE OF PROPOSED COURSE: ____________________________

Thank you for agreeing to review the content and structure of the attached courses. Your feedback is an important part of the review process employed by the Graduate Studies Committee in its responsibilities for reviewing the content of course proposals. Your review will be read by members of the Graduate Studies Committee and by the faculty members proposing the course(s)

You may submit your comments to me via e-mail (bloome.1@osu.edu) or in writing.

Following procedures employed in refereed journals, please do not identify yourself in the review.

Please feel free to use the following outline (however, if this outline does not work for you, please use whatever format you would prefer).

Given the topic of the course and intended audience:

- Is the content appropriate and current?
- Are the readings appropriate and current?
- Are the learning activities appropriate?
- What do you view as the major strengths of the proposed course?
- What do you view as the major weaknesses of the proposed course?
- Overall, what is your impression of the quality of the proposed course?
Curriculum Committee Handbook

Finally, in your written comments please do not make any conclusions about whether the course should or should not be approved. Although your comments are a critical part of the review process, conclusions about whether to approve or not approve a new course proposal are based on many different factors and therefore can only be made by the Graduate Studies Committee.

Again, thank you greatly. David Bloome, Chair, Graduate Studies Committee

Procedures for Proposal of New Course and Course Changes
Department of Human Nutrition
College of Education and Human Ecology
The Ohio State University

Proposals

New Courses
Faculty submit (1) syllabus using Department of Human Nutrition template; (2) rationale for inclusion in the curriculum, including information about resources needed to offer the course; and (3) New Course request form to Undergraduate or Graduate Studies Chair.

Group Studies (694)
Faculty submit (1) syllabus using Department of Human Nutrition template; (2) rationale for offering, including information about resources needed to offer the course; and (3) Group Studies request form (N drive/CS Course Forms) to Undergraduate or Graduate Studies Chair. Group Studies must be approved each time of offering and may be offered three times.

Course Changes
Faculty submit (1) revised syllabus using Department of Human Nutrition template and (2) Course Change request form to Undergraduate or Graduate Studies Chair.

Note: Prior to development of a formal proposal for a Human Nutrition course, the concept for the course is presented by the initiating individual or group and discussed at a Department, Undergraduate or Graduate Faculty meeting. If the department faculty support the concept, the initiating individual or group develop a syllabus and formal proposal for the new course and submit via Review Process.

Course Proposal Review Process
Proposals for undergraduate courses are reviewed by the Undergraduate or Graduate Studies Committees to ensure that OAA/EHE/Human Nutrition guidelines for syllabus development have been met (guidelines are posted on the EHE website) and that the course contributes to the undergraduate curriculum. The Undergraduate and Graduate Studies Committees review proposals and may (1) request revision or clarification from the initiating individual or group; (2) recommend approval to the Department Chair; or (3) recommend that the Department Chair not approve the proposal. If revisions or clarifications are requested the initiating individual or group submits the revised proposal to the UG or Graduate Committees and the process continues. The UG or Graduate Studies Chair then submits proposals to the Department Chair for departmental level review. Final approval of course proposals and submission to the EHE Curriculum Committee rests with the Human Nutrition Department Chair.
Curriculum Revisions

Changes in the undergraduate or graduate curriculum within the department are the responsibility of the UG or Graduate Studies Committees, respectively. The Committees make recommendations concerning adoption of changes to the Department faculty and Department Chairperson. The Chairperson forwards curriculum revision proposals to the EHE Curriculum Committee.

Procedures for Proposal of New Course and Course Changes

Department of Consumer Sciences
College of Education and Human Ecology
The Ohio State University
January 22, 2008

Proposals

New Courses
Faculty submit (1) syllabus using Department of Consumer Sciences template; (2) rationale for inclusion in the curriculum, including information about resources needed to offer the course; and (3) New Course request form (N drive/CS Course Forms) to Program Area.

Group Studies (694)
Faculty submit (1) syllabus using Department of Consumer Sciences template; (2) rationale for offering, including information about resources needed to offer the course; and (3) Group Studies request form (N drive/CS Course Forms) to Program Area. Group Studies must be approved each time of offering and may be offered three times.

Course Changes
Faculty submit (1) revised syllabus using Department of Consumer Sciences template and (2) Course Change request form (N drive/CS Course Forms) to Program Area.

Note: Prior to development of a formal proposal for a Consumer Sciences (CS) course, the concept for the course is presented by the initiating individual, group or Program Area and discussed at a Department or Graduate Faculty (for Graduate courses) meeting. If the department faculty support the concept, the initiating individual, group, or Program Area develop a syllabus and formal proposal for the new course and submit via Review Process to FAB.

Note: All proposals and supporting materials should be submitted electronically.

Course Proposal Review Process

Proposals from CSFMRSM, CSHSPMG, AND CSTXTCL Program Areas are reviewed by the Program Area faculty to ensure that OAA/EHE/Consumer Sciences guidelines for syllabus development have been met (guidelines are posted on the EHE website) and that the course contributes to program area curriculum. Program Areas then submit proposals to the Consumer Sciences (CS) Faculty Advisory Board (FAB) for departmental level review.

Proposals for CS courses (after approval of course concept by Department faculty) are submitted to FAB by the initiating individual, group or Program Area faculty.

CS FAB reviews proposals and may (1) request revision or clarification from the initiating individual, group, or Program Area; (2) recommend approval to the Department Chair; or (3) recommend that the Department Chair not approve the proposal. If FAB recommends revision or seeks clarification, the initiating individual, group or Program Area submits the revised proposal to CS FAB and the process continues.
**Curriculum Committee Handbook**

**Note:** New UG courses approved by FAB go forward to the whole faculty for consideration and vote. New Graduate courses approved by FAB go forward to the Graduate Faculty for consideration and vote. New Group Studies courses are approved by Program Area, FAB, and Department Chair.

Final approval of course proposals and submission to the EHE Curriculum Committee rests with the Consumer Sciences Department Chair.

**Curriculum Revisions**
Changes in the curriculum of a major within the department are the responsibility of the major Program Area. Faculty of the Program Area define the curriculum for their major and submit to the CS Faculty Advisory Board a rationale for the changes, including a description of resources necessary to effect the change. The FAB reviews the proposal, makes recommendations concerning adoption of the change to the Department faculty and Department Chairperson. The Chairperson forwards curriculum revision proposals to the EHE Curriculum Committee.

**School of Educational Policy and Leadership**
**Procedures for New Course and Program Review**

Faculty proposing new courses should consult the *EHE College Council Curriculum Committee Handbook*, the EPL New Course Checklist, and the “Ohio State New Course Request” form, that are available from the School’s Office of Student Services.

**Review path**
1. A faculty member develops a new course proposal, which includes a new syllabus and the “Ohio State New Course Request Form,” and brings it to his or her section for consideration. The section ensures that the course fits within the program and that its staffing resources are adequate. The section head forwards the approved proposal to the Graduate Studies committee.

2. In consultation with the EPL College Curriculum Committee representative, the Graduate Studies Committee reviews the proposal in light of OAA and NCATE (if applicable) requirements. The committee chair's signature on the “New Course Request” form indicates approval. The proposal is forwarded to the Director.

3. The School Director reviews the proposal, and forwards it to the College Curriculum Committee with his or her signature.

4. The College Curriculum Committee ensures that EPL’s approval process was followed. Once approved by the College Curriculum Committee and EHE College Council, the proposal is forwarded to appropriate offices for university level review.
Syllabus Requirements

EPL requires, as a minimum, that all new syllabi include items suggested by OAA. NCATE items are also be required if the course is a NCATE relevant course. Information about these requirements (including additional recommendations) can be found in the EHE College Council Curriculum Committee Handbook (pp. 16-18).

EPL New Course Checklist
The process for developing and forwarding a New Course Proposal, or existing course Revision within the School of Ed. P&L is outlined below. The resources referenced, along with samples of prior proposals, are on file in our Student Services office. A faculty member who is developing a new course should feel free to consult with the School’s representative on the College Curriculum Committee the Director of Student Services, and/or the Chair of the Graduate Studies Committee.

Name of Preparer: ____________________________________________

Name of New Course: ________________________________________

1. Preparer reviews relevant sections of College Curriculum Committee Handbook and the “Ohio State New Course Request” form.
2. Preparer develops syllabus according to OAA’s guidelines (NCATE guidelines, if applicable) and “Ohio State New Course Request” form.
3. The appropriate section reviews the course proposal to ensure that the course fits in well within the program. The section head then forwards the proposal to the GS Committee.
4. The Graduate Studies Committee reviews the proposal for Graduate School requirements. If approved, the Chair signs the “Ohio State New Course Request” form and forwards the proposal to the School Director.
5. The School Director reviews the proposal. If approved, s/he signs the “New Course Request” form and forwards the proposal to the College Curriculum Committee.
Using the Electronic Course Approval (ECA) System

Main website: [http://eca.osu.edu/](http://eca.osu.edu/)

OAA developed and released an Electronic Course Approval (ECA) system to navigate course requests through the curriculum flow within the University. Beginning 1/1/2009, OAA requires that course requests (except for withdraws and study tours), be submitted via the ECA system.

The ECA offers several advantages over the paper-based process:

- The system automatically knows, based on criteria entered, where to send the request next (e.g., if the request has been approved by a unit’s graduate or undergraduate studies committee, it will automatically be funneled to the chair/director level). The next persons in the chain are sent an email, letting them know that a course request in the ECA is waiting their approval.

- It is easy to track where a particular course request is in the curriculum flow and one is able to see who he/she needs to contact in the event things are moving slowly or questions arise

- It is more efficient, since the system often prevents proposals from moving forward if they do not contain sufficient information, it decreases the back-and-forth action that often happens with paper requests

- It allows individuals to see all the course proposals throughout the university. Currently, the Registrar produces a “Circulating Form” a few times each year which contains all the recent course requests; this “form” acts as a final check for concurrence issues. The “Circulating Forms” will eventually be phased-out. While it will still be the unit’s responsibility to contact other departments regarding more obvious concurrence issues and to provide documentation of support, the ECA facilitates early identification of potential and less obvious concurrence issues. This provides an opportunity to resolve any concurrence questions on the front-end, which is historically more successful.

Each unit has a designated individual or individuals to help enter (i.e., in ECA language, initiate) course requests in the ECA system; these people are listed below. To facilitate this person’s job, it may be helpful to fill out the appropriate form for your course request (see forms provided next or on the EHE Exchange Site within Carmen); then the individual designated to enter courses on the ECA can enter the appropriate information provided.

<table>
<thead>
<tr>
<th>ECA Initiators</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Michelle Puthoff</td>
</tr>
<tr>
<td>Golden Jackson-Mergler</td>
</tr>
<tr>
<td>Andy Zircher</td>
</tr>
<tr>
<td>Helen Higgins</td>
</tr>
<tr>
<td>Jerry (Gerald) Baker</td>
</tr>
<tr>
<td>Derraya Miller</td>
</tr>
<tr>
<td>Mariela Herrera</td>
</tr>
<tr>
<td>Yolanda Kelly</td>
</tr>
<tr>
<td>Eugene Folden</td>
</tr>
<tr>
<td>Anne Smith</td>
</tr>
<tr>
<td>Nicole Wade</td>
</tr>
</tbody>
</table>

When the individual responsible for entering courses in the ECA system initiates a course request; he/she needs to also inform the College Curriculum Coordinator, Sarah N Tokar-Lang, [lang.279@osu.edu](mailto:lang.279@osu.edu), that this course is in the “flow.” This will help the College Curriculum Coordinator properly track requests.
OHIO STATE NEW COURSE REQUEST

College: 

Academic unit: 

Book 3 Listing: (e.g., Portuguese)

Proposed Course No: 

Full Title of Course:

Proposed Effective Qtr/Yr: 

SU [ ] AU [ ] WI [ ] SP [ ] YEAR: [ ] (See OAA Academic Organization and Curriculum Handbook for Deadlines)


Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation: 

Level [ ] U [ ] G [ ] P [ ] Credit Hours: 

Description (not to exceed 25 words):

Quarter offered (check): SU [ ] AU [ ] WI [ ] SP [ ] *Distribution of class time/contact hours: ________

Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here) [ ]

Prerequisite(s): 

Exclusion or limiting clause: 

Repeatable to a maximum of ___ credit hours.

Cross-listed with: 

Grade Option (Please check): Letter [ ] S/U [ ] Progress [ ]

If this course is Progress graded, what course is the last one in the series? 

Honors Statement: Yes [ ] No [ ]

GEC: Yes [ ] No [ ]

Admission Condition

Off-Campus: Yes [ ] No [ ]

EM: Yes [ ] No [ ]

Course: Yes [ ] No [ ]

Embedded Honors Statement: Yes [ ] No [ ]

Service Learning Course*: Yes [ ] No [ ]

*To learn more about this option, please visit http://artsandsciences.osu.edu/currofc/

Other General Course Information: (e.g. “Taught in English.” “Credit does not count toward BSBA degree.”)

Subject Code________________________ Subsidy Level (V, G, T, B, M, D, or P)__________________________

(If you have questions please email Jed Dickhaut @ dickhaut.1@osu.edu)

Will course be taught in distance learning format: Yes [ ] No [ ]

B. General Information:

1. Provide the rationale for proposing this course:

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one) Required [ ] Elective [ ] Other (Explain) [ ]:
Curriculum Committee Handbook

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?
   Yes ☐ No ☐ List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: __________________________

6. Expected section size: Proposed number of sections per year:

7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes ☐

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable ☐

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA Curriculum Handbook.

**************************************************************************

APPROVAL SIGNATURES: (As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed)

Academic Unit Undergraduate Studies Committee Chair (Undergraduate course) Printed Name Date

Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course) Printed Name Date

School/College Undergrad Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

School/College Graduate Curriculum Committee (Undergraduate/Graduate course) Printed Name Date

ACADEMIC UNIT CHAIR /SCHOOL DIRECTOR Printed Name Date

COLLEGE DEAN Printed Name Date

Graduate School (If Appropriate) Printed Name Date

ASC Curriculum Committee Chair (If Appropriate) Printed Name Date

University Honors Center (If Appropriate) Printed Name Date

Office of International Education (study tour only) Printed Name Date

ACADEMIC AFFAIRS Printed Name Date
### OHIO STATE COURSE CHANGE REQUEST

**College**

<table>
<thead>
<tr>
<th>Department</th>
<th>Book 3 Listing:</th>
<th></th>
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<tbody>
<tr>
<td>(e.g., Portuguese)</td>
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**Proposed Effective Qtr/Yr:** SU □ AU □ WI □ SP □ YEAR:  □

(See OAA Academic Organization and Curriculum Handbook for Deadlines)

### A. Course Offerings Bulletin Information.

Follow instructions in the OAA Academic Organization and Curriculum Handbook.

Before you fill out the “Present Course” information, be sure to check the latest edition of the Course Offerings Bulletin and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed.

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

#### COMPLETE ALL ITEMS THIS COLUMN

**Present Course**

1. Book 3 Listing:  
2. Number:  
3. Full Title:  
4. 18-Char. Transcript Title:  
5. Level and Credit Hours  
6. Description:  
   
   (25 words or less)

7. Qtrs. Offered: SU □ AU □ WI □ SP □  
   1st SEM □ 2nd SEM □

8. Distribution of Contact Time:  
   (e.g., 3 cl, 1 3-hr lab)  
9. Prerequisite(s):  
10. Exclusion:  
   (Not open to....)  
11. Repeatable to a maximum of  
   credits.  
12. Off-Campus Field Experience:  
13. Cross-listed with:  
14. Check the curricular requirement this course fulfills:  
   BER □ LAR □ GEC □ 3rd writing course □
15. Grade option (circle): Ltr □ S/U □ P □  
   If P graded, what is the last course in the series?  
16. Is an honors version of this course available? Y □ N □  
   Is an Embedded Honors version of this course available? Y □ N □
17. Other general course information:

#### COMPLETE ONLY THOSE ITEMS THAT CHANGE

**Changes Requested**

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  
13.  
14.  
15.  
16.  
17.  

SU □ AU □ WI □ SP □  
1st SEM □ 2nd SEM □

Repeatable to a maximum of  
credits.

Cross listed with:  

Check the curricular requirement this course fulfills:  
BER □ LAR □ GEC □ 3rd writing course □

Grade option (circle): Ltr □ S/U □ P □

Last course in Progress series: Y □ N □
## B. General Information:

1. Do you want prerequisites enforced electronically?  
   (See OAA Academic Organization and Curriculum Handbook for what can be enforced.)
   - YES □  NO □

2. Does this course currently satisfy any GEC requirement?  
   - YES □  NO □

3. What other units require this course?  
   Have these changes been discussed with those units?
   - YES □  NO □

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter?  
   [Attach relevant letters.]  
   - YES □  NO □

5. Is the request contingent upon other requests?  
   - YES □  NO □

List:

6. Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives.)

7. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change:

8. If the proposed change involves budgetary adjustments, describe the method of funding:

---

### APPROVAL SIGNATURES  
(As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed)

<table>
<thead>
<tr>
<th>Role</th>
<th>Printed Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Unit Undergraduate Studies Committee Chair (Undergrad course)</td>
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<tr>
<td>Academic Unit Graduate Studies Committee Chair(Undergrad/Graduate course)</td>
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<td>School /College Undergrad Curriculum Committee (Undergrad/Grad course)</td>
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<td>School /College Graduate Curriculum Committee (Undergrad/Grad course)</td>
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<tr>
<td>ACADEMIC UNIT CHAIR/SCHOOL DIRECTOR</td>
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<tr>
<td>COLLEGE DEAN</td>
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<td>Graduate School (If Appropriate)</td>
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<tr>
<td>ASC Curriculum Committee Chair (If Appropriate))</td>
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<td></td>
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<tr>
<td>University Honors Center (If Appropriate)</td>
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<tr>
<td>Office of International Education (study tour only)</td>
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<tr>
<td>ACADEMIC AFFAIRS</td>
<td></td>
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</tbody>
</table>
# OHIO STATE COURSE WITHDRAWAL REQUEST

**College**

**Department**  
(e.g., Portuguese)

**Proposed Effective Qtr/Yr:**  
SU ☐  AU ☐  WI ☐  SP ☐  YEAR:  
(See OAA Handbook for instructions)

## A. Course Offerings Bulletin Information. Follow instructions in the OAA Academic Organization & Curriculum Handbook

1. **Course Number:**  
   Title:

2. Is this course required by any academic unit in its curriculum  
   YES ☐  NO ☐

List:

3. Is this request contingent upon other requests?  
   YES ☐  NO ☐

List:

4. How many students were enrolled the last year of offering?  
   Yr:  
   SU ☐  AU ☐  WI ☐  SP ☐

5. What are the reasons for withdrawal?

---

### APPROVAL SIGNATURES
(As needed. All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed)

- [ ] Approve [ ] Disapprove  
  **ACADEMIC UNIT CHAIR**  
  Date

- [ ] Approve [ ] Disapprove  
  Academic Unit Undergraduate Studies Committee Chair (Undergrad course)  
  Date

- [ ] Approve [ ] Disapprove  
  Academic Unit Graduate Studies Committee Chair (Undergrad/Grad course)  
  Date

- [ ] Approve [ ] Disapprove  
  School /College Undergrad Curriculum Committee (Undergrad/Grad course)  
  Date

- [ ] Approve [ ] Disapprove  
  School /College Graduate Curriculum Committee (Undergrad/Grad course)  
  Date

- [ ] Approve [ ] Disapprove  
  School Director (If Appropriate)  
  Date

- [ ] Approve [ ] Disapprove  
  **COLLEGE DEAN**  
  Date

- [ ] Approve [ ] Disapprove  
  Graduate School (If Appropriate)  
  Date

- [ ] Approve [ ] Disapprove  
  ASC Curriculum Committee Chair (If Appropriate)  
  Date

- [ ] Approve [ ] Disapprove  
  University Honors Center (If Appropriate)  
  Date

- [ ] Approve [ ] Disapprove  
  Office of International Education (study tour only)  
  Date

- [ ] Approve [ ] Disapprove  
  **ACADEMIC AFFAIRS**  
  Date
DEPARTMENTAL COURSE REVIEW CONCURRENCE FORM

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

**A. Information from academic unit initiating the request:**

Initiating Academic Unit: ____________________________ Date: ____________________________

Registrar’s Listing:

Course Number: __________ Level: U ☐ P ☐ G ☐ Credit Hours: __________

Course Title: __________________________________________________________________________

Type of Request: ☐ New Course ☐ Group Studies ☐ Workshop ☐ Study Tour ☐ Course Change

Academic Units with related interests asked to review the request:

Date responses are needed: ______________________________________________________________________

**B. Information from academic units reviewing the request:**

☐ The academic unit supports the proposal
☐ The academic unit does not support the proposal.

Please explain: _____________________________________________________________________________

_________________________________________________________________________________________

☐ The academic unit suggests:

_________________________________________________________________________________________

_________________________________________________________________________________________

Signature of Department Chair ____________________________ Signature of Graduate Studies Chair ____________________________ (if applicable)
**The Ohio State University**  
**Freshman Seminar Program Guidelines**

**Goals for the Freshman Seminar Program**  
Provide first-year students opportunities for contact with faculty in small group-discussion settings.  
Offer an introduction to frontier areas of scholarly pursuit, allowing freshmen a glimpse of current topics of research and study.  
Introduce students to unfamiliar academic areas.  
Provide insight into how faculty pursue scholarship in their disciplines.

**Instructional issues**  
**Course Format:** The course is intended to be taught in a seminar format and to involve significant student participation. The seminars are offered for either one or two credit hours. Meeting times and places can be flexible, for example, seminars may meet less often for extended periods of time. Syllabi should reflect an appropriate amount of coursework outside class for a one or two-credit hour course, that is, a maximum of two hours of academic work outside of the classroom per week per credit hour. Seminars may receive the “S” (service learning) designation by completing the appropriate proposal as outlined on the Curriculum and Assessment Office website: http://artsandsciences.osu.edu/currofc/

**Staffing:** Models for staffing the courses are flexible and might include a single faculty member or two faculty members, for instance team-teaching an interdisciplinary course. It is expected that there will typically be no more than two faculty teaching any individual seminar. With more instructors, students might not benefit from a sufficiently intense relationship with any individual faculty. Interdisciplinary offerings broaden student perspectives and we encouraged such seminars.

Faculty may choose to have a peer leader (usually a student who has taken the seminar in a previous quarter) who will assist with group discussions and planning. Peer leaders will be paid a stipend of $150/credit hour and complete a contract with the Program office.

**Grading:** Courses may be graded using a letter grades or Satisfactory/Unsatisfactory. Courses using letter grades are offered under a decimalized section of Arts & Sciences 137, whereas S/U courses are under Arts & Sciences 138.

**Content Focus:** Seminars should introduce first-year students to areas of research, scholarship, and study within a specific discipline or across disciplines. (Seminars could be offered in the spring to offer exposure to the Denman Undergraduate Research Forum. These seminars might involve guest presentations by students and faculty involved in Denman projects, as well as a required presence at the Denman for enrolled students.)

**Enrollment:** Seminars are open to all first-year students, and each student may enroll in only one seminar. Enrollment is capped at 18 with a minimum enrollment of 10 necessary to offer the course.

**Course Evaluation:** Student feedback is a central part of the evaluation process, and faculty will be asked to distribute student evaluation forms specific to the Freshman Seminar Program. In addition, faculty will be asked to complete a Faculty Course Evaluation form.

**Course Approval Process**  
Proposals should include the following:

1. A sample syllabus that includes the course goals, a brief description of the content, the distribution of meeting times, a weekly topical outline, a listing of assignments, grade assessment information (including whether the course will be graded by letter grades or Satisfactory/Unsatisfactory), the required textbooks and/or reading list, and the academic misconduct and disability services statements (sample statements can be found at http://artsandsciences.osu.edu/currofc/resources.cfm). Sample syllabi can be found at http://freshmanseminars.osu.edu.
2. A brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

Proposals will be reviewed by a Subcommittee of the Colleges of the Arts and Sciences Committee on Curriculum and Instruction. The membership of this subcommittee reflects both colleges within the Arts and Sciences and the professional colleges.

Courses are approved with the understanding that approval is attached to the individual faculty member(s) submitting the proposal. If the course is to be offered in future quarters with a different instructor, it will need to be resubmitted.

Once approved, faculty may offer their seminar more than once in an academic year and in subsequent academic years, as long as there is a demand for seminars. A current syllabus must be resubmitted to the subcommittee after a period of five years.

**Compensation**

For the initial offering of a seminar, a $2,500 stipend ($1,000 of which is for course development) will be allocated to the instructor of each course, either as a cash stipend or research support, depending on the faculty member’s preference for the initial offering of the seminar. For subsequent offerings of the seminar, $1,500 will be awarded.

If two or more faculty team-teach a course, the stipend will be divided between them.

For more information on Freshman Seminars: [http://freshmanseminars.osu.edu/index.cfm](http://freshmanseminars.osu.edu/index.cfm)
Course Information.
1. Attach a sample syllabus that includes the following. Sample syllabi can be found at http://freshmanseminars.osu.edu.
   a) The course goals,
   b) A brief description of the content,
   c) The distribution of meeting times,
   d) A weekly topical outline,
   e) A listing of assignments,
   f) Grade assessment information (including whether the course will be graded by letter grades or Satisfactory/Unsatisfactory),
   g) The required textbooks and/or reading list, and
   h) The academic misconduct and disability services statements (sample statements can be found at http://artsandsciences.osu.edu/currofc/resources.cfm).

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s). The paragraph will be included in materials for first-year students.

Proposer’s Name(s) and Academic Unit(s)

Signature(s) of Proposer(s)

E-mail Address(es) of Proposer(s) Contact Phone Number

Date of Submission

Signature(s) of Head(s) of Academic Unit(s)

Please indicate how many quarters you would like to offer the seminar and which quarters: ____ AU ____ WI ____ SP

This request form and the attachments should be mailed to the Director, Jessica Mercerhill, 4132 Smith Lab, 174 West 18th Avenue, or e-mailed to mercehill.1@osu.edu. For additional information, please call 292-6248.
The Colleges of the Arts and Sciences  
ASC Clusters Pilot Program  
Proposal Form

Please see the “ASC Clusters Guidelines” for other materials required to complete your Clusters Proposal.

For each faculty member involved in the Cluster proposal, please fill out a separate form.

Proposer’s Name and Academic Unit

Signature of Proposer

E-mail Address of Proposer  Contact Phone Number

Date of Submission

Signature of Head of Academic Unit

This request form and the attachments should be mailed to the Program Director, Jessica Mercerhill, 4132 Smith Lab, 174 W. 18th Ave, or e-mailed to mercerhill.1@osu.edu. For additional information, please call 292-6248.

Rev. 6/18/2007
The Colleges of the Arts and Sciences
ASC Clusters Pilot Program Guidelines

PART I: ASC CLUSTERS PILOT PROGRAM DETAILS

Rationale: The Clusters will be a series of integrated, interdisciplinary courses that satisfy General Education Curriculum requirements, built around a broad theme. Faculty from multiple academic units will jointly develop and execute the Cluster, in order to give the courses a coherence unavailable in distinct classes. The ASC Committee on Curriculum and Instruction (CCI) welcomes proposals that explore different delivery mechanisms for clusters during this pilot phase, and will be working with participating faculty and departments to best determine the most sustainable structure for an on-going initiative.

Goals for the ASC Clusters

- Enhance the cohesiveness of General Education Curriculum learning outcomes through an extended interdisciplinary learning experience.
- Continue the process of curricular reform and redesign of the general education experience in a manner that strengthens core abilities of analytic reasoning, effective communication, and critical thinking.
- Help students explore new fields, critically examine interconnections among disciplines, and synthesize more holistic views of the function of those fields in the world.

Timeline of Pilot

For the pilot, The Colleges of the Arts and Sciences expects to sponsor the development of fifteen Clusters (including one Honors Cluster) according to the following schedule:

Year 1 of Pilot – 2007-2008

Offer five Clusters in a pilot program. Each Cluster will have a maximum of 120 students.

Year 2 of Pilot – 2008-2009

Offer seven new Clusters for a total of twelve. Increase maximum seats of Clusters based on demand.
Year 3 of Pilot – 2009-2010

Offer three new Clusters. It is expected that the fifteen approved Clusters will rotate, with twelve Clusters offered annually.

**Instructional Issues**

**Course Format:** To encourage innovation, the pilot Program will explore various models of delivery, requiring only that the Cluster include:

1. A multiple (two or three) course sequence;
2. A broader, interdisciplinary theme;
3. Content that spans at least two GEC categories, and;
4. Involvement of faculty from at least two academic units.

Possible Cluster models might include:

- A “three-quarter course sequence,” two lecture courses and a seminar, with at least three faculty members from varied departments, as envisioned by the McHale Committee.
- A multiple course sequence taught within one or across two quarters.
- Rather than three faculty members, perhaps two faculty will offer a Cluster consisting of a two course sequence of five-credit lecture/breakout classes.

Syllabi should reflect an appropriate amount of coursework outside class for a five-credit hour course; that is, approximately two hours of academic work outside of the classroom per week per credit hour.

Cluster proposals may include both existing and new courses, but preference will be given to proposals that show substantial creative initiative toward meeting the goals of the program.

**Staffing:** Because the ASC Clusters are designed to be both interdisciplinary and integrated, proposals must involve faculty from at least two different academic units. All supporting instructors, including lecturers and/or Graduate Teaching Assistants, will be selected and hired by the participating academic units.

**Grading:** Courses will be letter graded.

**Content Focus:** Each Cluster’s focus will be necessarily broad in order to accommodate examining its theme from multiple fields and angles. For 2007-2008, all content should be designed with first- and second-year students in mind – rigorous enough to challenge the students; straightforward enough to be accessible to the students; and intriguing enough to captivate the students. Additionally, because Cluster courses will receive GE credit, each course must be designed to fulfill GEC goals and learning objectives.

**Enrollment:** For the pilot, an ASC Cluster cohort will be a maximum of 120 students.
**Assessment:** As a pilot program, assessment will be crucial in determining if the ASC Clusters succeed in their initial goals. We anticipate this will be accomplished through multiple means, including:

1) Working with faculty to locate Cluster students who are participating in the current Collegiate Learning Assessment (CLA) sample. This will allow us to compare Cluster students with non-Cluster students to determine if Clusters are more effective at achieving our initial goals than distinct GEC courses.
2) Student/Faculty/GTA evaluation forms (hopefully online) to be completed at the end of each course and of the Cluster.
3) Tracking of student demographics to determine enrollment trends among Cluster students.
4) Tracking students after their Cluster to determine academic success, enrollment in courses related to the Cluster, increased engagement with faculty, etc.

**Funding**

All income generated from the Cluster courses will stay with the department or college/school of the participating faculty.

Funds up to $7,500 per course in the Cluster (e.g. a three course sequence could receive a maximum of $22,500) can be requested by the participating academic units of the five selected Clusters. These funds are intended to offset some replacement costs to support lecturers, summer appointments, overload appointments, course materials, and/or other expenses while faculty members develop Cluster courses.

The amount of funding awarded will be determined by the Freshman Seminar Subcommittee of the Colleges of the Arts and Sciences CCI (“Subcommittee D”) and will be based on the amount of work required to develop and/or incorporate a course into this Cluster. It is expected that an existing course marginally altered will receive a minimal award; a brand new course designed expressly for the Cluster may receive maximum funding.

**ASC Cluster Approval Process**

Proposals will be reviewed according to the following process:

1. Proposals will first be reviewed by Subcommittee D. Subcommittee D is wellpostured to consider these proposals, as it has broad representation from across the Arts and Sciences as well as from the professional colleges. Subcommittee D will evaluate the proposed Cluster’s potential to successfully achieve the goals of the Cluster Program. Subcommittee D will only award proposals that show substantial creative initiative toward meeting the goals of the program.

2. If the accepted Cluster contains newly created courses, the new courses will receive the appropriate review and approval within the proposed Cluster’s academic unit and/or college.
3. If the accepted Cluster contains newly created courses, the new courses will then be reviewed by The Arts and Humanities Subcommittee and/or The Natural and Social Science Subcommittee, both of the Colleges of the Arts and Sciences CCI. These subcommittees will evaluate the new Cluster courses for their compliance with GEC standards and confirm which GEC categories the new Cluster courses will fulfill.

Membership of all three Subcommittees reflects colleges within the Arts and Sciences and the professional colleges.

The Arts and Sciences expects that professional colleges may elect to run pilot Cluster offerings outside of the ASC pilot. The CCI and The Office of Interdisciplinary Programs will ensure that all university offerings will be presented to students as a unified set of opportunities. While it is anticipated that some of the ASC offerings will involve departments from outside the Arts and Sciences, the CCI will work to coordinate discussions of the development of its pilot program with discussions that take place in individual professional colleges, so that maximum opportunities for collaboration are pursued. The CCI will also ensure that the approval process for GEC credit for professional college clusters includes significant professional college participation.

ASC Clusters will be approved with the understanding that approval is attached to the Cluster theme and course syllabi of the proposal. Approval is also conditional on the proposing academic units agreeing to offer the Cluster for at least two years during the pilot.

At the end of the Pilot (Spring 2010), all ASC Clusters will be reviewed to determine their success in meeting the original goals of the program.

**PART II: ASC CLUSTER PILOT PROGRAM PROPOSAL**

**Step 1 – Initial ASC Cluster Proposal**

According to the ASC Cluster Approval process, all ASC Cluster Proposals will first go to Subcommittee D. This Subcommittee will evaluate all proposals for their potential to meet the goals of the ASC Clusters program.

In addition, each year Subcommittee D will nominate the proposals that possess the most potential to excel in the program goals to receive funding. Non-funded Clusters can still be offered and may be eligible for subsequent funding.

ASC Cluster Proposals should include the following:

A. The ASC Cluster Proposal Form with all accompanying signatures.

B. A brief description (500 words or less) of the model and implementation process for the Cluster, including:
   a. A summary of the Cluster theme.
   b. The number of courses, and how each fits within the Cluster.
c. A rationale for how and why the Cluster will be spread over one, two, or three quarters.
d. A clear breakdown of how faculty will divide the foci of the course: e.g., who will handle the various approaches, how/why those approaches will be integrated in this way, etc.

C. A statement detailing how the Cluster courses meet the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which they are being proposed (see the GEC Model Curriculum and the Guidelines for the Model Curriculum Documents, available at [http://artsandsciences.osu.edu/currofc/resources.cfm](http://artsandsciences.osu.edu/currofc/resources.cfm)).

D. A brief summary, addressing how the Cluster design and implementation fulfills the following goals (especially in contrast to multiple, discreet GEC courses):
   a. Enhance the cohesiveness of General Education Curriculum learning outcomes through an extended interdisciplinary learning experience.
   b. Continue the process of curricular reform and redesign of the general education experience in a manner that will strengthen core abilities of analytic reasoning, effective communication, and critical thinking.
   c. Help students explore new fields, critically examine interconnections among disciplines, and synthesize more holistic views of the function of those fields in the world.

E. A brief outline of each course in the Cluster, including:
   a. Course goals,
   b. Brief description of the course content
   c. Listing of general topics to be covered

F. A detailed funding request and justification. Funds up to $7,500 per course in the Cluster (e.g., a three course sequence could receive a maximum of $22,500) can be requested by the participating academic units of the nominated Clusters. These funds are intended to offset some replacement costs to support lecturers, summer appointments, overload appointments, course materials, and/or other expenses while faculty members develop Cluster courses.

The amount of funding requested should be based on the amount of work, time, and expense required to develop and/or incorporate a course into this Cluster. It is expected that an existing course marginally altered should receive a minimal award; a brand new course designed expressly for the Cluster may receive maximum funding.

Proposals for an Honors ASC Cluster should also include a brief explanation of how the proposed Cluster will differ from a standard Cluster (interested faculty may wish to review the Honors course guidelines available at [http://artsandsciences.osu.edu/currofc/resources/forms/HonorsCourseProposal.doc](http://artsandsciences.osu.edu/currofc/resources/forms/HonorsCourseProposal.doc)).

**Step 2 – Approved ASC Cluster Proposal**

If the approved ASC Cluster contains newly designed courses, the participating faculty/academic units must:

1) Receive the appropriate review and approval within the proposed course’s academic unit and/or college.
2) Submit the new course proposal to Subcommittees B & C, who will evaluate proposals for GEC content and assessment plans— for details regarding GE Curriculum approval, see [http://artsandsciences.osu.edu/currofc/](http://artsandsciences.osu.edu/currofc/)
Curriculum Committee Handbook

Once these steps are accomplished, or if the approved ASC Cluster contains no newly designed courses, the participating faculty/academic units must submit a final proposal that includes the following:

A. Sample syllabi for each course in the Cluster that include:
   a. Course goals, GEC goals, and Cluster goals (can be grouped or distinct)
   b. Brief description of the content,
   c. Distribution of meeting times,
   d. Listing and explanations of all assignments,
   e. Grade assessment information,
   f. Required textbooks and/or reading list, and
   g. Academic misconduct and disability services statements (sample statements can be found at http://artsandsciences.osu.edu/index.cfm?ID=currofc/faculty.cfm).

B. Weekly topical outlines with integrated reading assignments, for each course in the Cluster.

Revised 4-30-2007

For more information on ACS Clusters, please see: http://artsandsciences.osu.edu/currofc/asccluster.cfm
Service Learning Courses

For more information, please see: http://service-learning.osu.edu/index.php

Process for Requesting the “S” Designation

On May 30, 2007, the Council on Academic Affairs approved the proposal for policies and procedures for listing service-learning courses with an “S” suffix. This addition makes it easier for students to locate service-learning courses and provides standards for course design across the university.

Faculty should use the resources on this page and in the linked pages to prepare for requesting the S designation for a service-learning course.

Examples from the October 24, 2008, workshop, including a syllabus and completed S-Designation Request Form, are on the Workshop Resources page.

Definition

A Service-Learning course

- uses experiential strategies characterized by student participation in an organized service activity
- is connected to specific learning outcomes
- meets identified community needs
- provides structured time for students to analyze and connect the service experience to learning

Checklist for the Development of Service-Learning Courses

Elements of a Service-Learning Course

S-Designation Request Form

Procedure for Adding “S” to Existing and New Courses

Flowchart of the procedure (PDF, 61KB)

Addition of S suffix to existing courses

- Appropriate course change form is submitted according to existing procedures within the department/school and college.
- Course syllabus and S-Designation Request Form are submitted to the Service-Learning Scholars Roundtable (SLSR) for advice and comment from a committee of five university faculty/staff who are SLSR members from areas appropriate to the content of the proposed course.
- College Curriculum Committee reviews advice and comment from the SLSR committee and approves/disapproves. In the Colleges of the Arts and Sciences, the review is conducted by the office of the Associate Executive Dean for Curriculum and Instruction.

Procedure for proposing a new course with S suffix

- Course is proposed according to existing procedures within the department/school and college.
- Course syllabus, checklist, and S-Designation Request Form are submitted to the Service-Learning Scholars Roundtable for advice and comment.
- Faculty and departments are strongly encouraged to use the expertise of the Service-Learning Initiative (SLI) in course development.
Curriculum Committee Handbook

- The Program Director of the SLI convenes a committee of five university faculty/staff who are SLSR members from areas appropriate to the content of the proposed course.
- College Curriculum Committee reviews advice and comment from the SLSR committee and approves/disapproves. In the Colleges of the Arts and Sciences, the review is conducted by the office of the Associate Executive Dean for Curriculum and Instruction.

Course change forms

On the Registrar’s Forms page, see Course Change Request, New Course Request, and specific forms for the Colleges of the Arts and Sciences.
## Curriculum Committee - Financial Considerations for Course Requests

<table>
<thead>
<tr>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing New Course</td>
</tr>
<tr>
<td>Does this course replace an existing course (i.e., another course will be deactivated)?</td>
</tr>
<tr>
<td>Will the course require new continuing resources?</td>
</tr>
<tr>
<td>Will the course require any initial financial investment?</td>
</tr>
<tr>
<td>Who is the target audience for the course?</td>
</tr>
<tr>
<td>What is the expected course size, the minimum and the maximum number of students to enroll?</td>
</tr>
<tr>
<td>Are the credit hours from this course sustainable?</td>
</tr>
<tr>
<td>Is the course cross-listed?</td>
</tr>
<tr>
<td>Is this course being proposed as a substitution for another course?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPACT/GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request highest subsidy level possible to maximize revenue</td>
</tr>
<tr>
<td>Loss of revenue if # of credit hours are reduced and class size remains the same or if subsidy level is less than the course it is replacing</td>
</tr>
<tr>
<td>Increased cost should be offset by increased revenue</td>
</tr>
<tr>
<td>One-time costs should be recoverable by net marginal revenue</td>
</tr>
<tr>
<td>EHE benefits in the budget model when students from programs which have fees in excess of University tuition &amp; fees (e.g., Business, Law, Medicine, OT, PT, etc..) enroll in our courses</td>
</tr>
<tr>
<td>Department/School should be aware of the course’s potential loss or gain of revenue to determine value of it to the organization if it is does not at least breakeven and becomes a subsidized course</td>
</tr>
<tr>
<td>Growth in the budget model partly relies on growth or maintaining enrollments; courses which are not able to sustain enrollment from year-to-year result in margin losses</td>
</tr>
<tr>
<td>Revenue for cross-listed courses is shared between academic units. GOAL – cost should be shared as well or an agreement regarding revenue sharing outside of the model can be developed</td>
</tr>
<tr>
<td>It is beneficial for substitution courses to be at the same or greater credit hour and subsidy level as the required course. Substitution courses offered at fewer credit hours or a lower subsidy rate negatively impact the budget</td>
</tr>
</tbody>
</table>