



THE OHIO STATE UNIVERSITY

COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

EHE College Curriculum Committee Handbook

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The College Curriculum Committee Mission

The Curriculum Committee shall review and recommend action to the Dean on all curriculum policy, academic degrees, curricular and course proposals, and all academic proposals and procedural issues pertaining to the operation of on- and off-campus instructional programs. This document compliments the Education and Human Ecology Appointments, Promotion, and Tenure (APT) and Patterns of Administration (POA) documents.

Guiding Principles

The Curriculum Committee recognizes...

- The right of faculty to make content judgments about curriculum in their fields and disciplines.
- The judgment regarding content and quality will be made at the Tenure Initiating Unit (TIU) level.
- Its role in serving the interests of faculty across the College, not simply faculty who are presenting individual proposals.
- The guidelines of the University Office of Academic Affairs (OAA), College of Education and Human Ecology, and the department.
- All decisions made by the committee will be reported to the College Council.
- The College Council and the Faculty Cabinet are both sources of advice when the committee requires further clarification on difficult issues that may arise.
- The interdisciplinary nature of our College rests on the collegiality of the faculty.

Membership and Procedures

- Two tenure-track or clinical faculty members from each department preferably representing Undergraduate Studies and Graduate Studies (voting members)
- Each unit will appoint at least one alternate, in the event that a voting member cannot attend
- One member from each department representing the Associate Chair for Academic Affairs (non-voting)
- Associate Dean, Academic Affairs (non-voting)
- Assistant Dean for Academic Affairs (non-voting)
- Director, Academic Advising & Student Services, Education (non-voting)
- Director, Academic Advising & Student Services, Human Sciences (non-voting)
- Director, Curriculum Standards and Academic Policy (non-voting)
- Curriculum and Assessment Manager (non-voting)
- One undergraduate and one graduate student (non-voting); Student members are selected annually, rotated among departments, and recommended by voting committee members
- At least two-thirds of the voting members must be tenure-track faculty
- Quorum is a minimum of one voting member from each department
- Tie votes carry the motion
- Terms for voting members are staggered three-year terms

Committee Member Responsibilities

- The committee representatives from each Tenure Initiating Unit support the submission of academic proposals to the committee to ensure accuracy, completeness (preparation of all relevant materials, including syllabi and concurrence forms, and presentation of curricular rationale for change or introduction of a new course), and congruence with University, College and department requirements.
- Department associate chairs for academic affairs initiate motions to approve proposals from their unit, and in doing so, attest that each request has received faculty approval in the department in accordance with Patterns of Administration for curriculum approval.

- Committee members review meeting minutes and course materials prior to meetings.
- The Curriculum and Assessment Manager (a) manages the agenda in consultation with the Committee Chair and the Associate Dean, Academic Affairs, (b) sets meeting dates and times, (c) distributes meeting agendas, (d) collects and distributes all documents prior to committee meetings, (e) follows-through on action items, (f) reviews and obtains all signatures, (g) submits forms for next level of review, and (h) prepares and distributes meeting minutes.
- Committee Chair presents a report at each meeting of the College Council to summarize committee activities.
- The Committee Chair rotates across departments each year, with no department represented more than one consecutive term.
- The Committee Chair-Elect from the next department is elected at the first meeting of the year.
- The Chair-Elect serves as Chair in the following year and in the absence of the Chair.
- Committee meets 3-5 times a semester.
- Committee deliberations and decisions that cannot be deferred until autumn semester will be handled, if feasible, via electronic communications.

Faculty Rules Governing Degrees

See Appendix G: Faculty Rules Governing Undergraduate Degrees.

For Graduate rules, refer to the individual graduate program handbooks and the Graduate School Handbook ([Handbook - All | The Ohio State University Graduate School \(osu.edu\)](#)).

Submitting a Proposal

As faculty have responsibility for the University curriculum, all proposals to change existing curricula or develop new offerings must be developed by the faculty. The type of curriculum proposal will determine the process for approval. Specific differences between course and program proposal processes are addressed later in the handbook. Here, topics relevant to all proposals as well as the general process for submitting a proposal are outlined. For questions, please contact the Curriculum and Assessment Manager.

Curriculum Committee Validation of Unit Approval

Faculty and department chair approval must be obtained before a proposal can be submitted to the College Curriculum Committee. For all course requests, approvals must be added to the Notes field in curriculum.osu.edu. For program requests, the unit approval process must be noted in the chair's cover letter, including the outcomes of any faculty votes. The department determines specific rules for curriculum approval and processes within the unit, however, the College Curriculum Committee validates that the appropriate approvals have been obtained. Once the department has approved a curriculum proposal, the chair or proxy must submit the completed proposal to the Curriculum and Assessment Manager. Any academic proposal that is determined to be incomplete or non-compliant with University, College, or unit policies and procedures will be returned to the unit for revision.

Deadlines

College Curriculum Committee

To be included on the College Curriculum Committee agenda, materials must be received at least **two weeks prior** to the meeting. The Curriculum and Assessment Manager will inform chairs, associate

chairs, faculty, and curriculum contacts of College Curriculum Committee meetings once the dates are determined at the beginning of each autumn and spring semester.

Course proposals must be submitted to the College Curriculum Committee *at least* 10 weeks before the Registrar's deadlines. For one-time course offerings, submit proposals *at least* 2 weeks prior to the deadlines. The Committee will meet monthly during the autumn and spring semesters. Curricular committees do not meet during the summer.

Office of the University Registrar

The Office of the University Registrar (OUR) must receive information that involves new courses, changes to existing courses, course withdrawals, or one-time course offerings by the deadlines below:

Semester or Term	New course and course change forms to be included in normal registration for upcoming term, to Registrar by:	One time offering forms not to be included in normal registration to Registrar by:
Spring Semester	September 1	December 1
Summer Term	January 1	April 1
Autumn Semester	February 1	July 1

Fiscal Responsibility

The Committee reviews curriculum requests for completeness, including assurance from the proposing department that fiscal impacts have been considered and addressed. It is the responsibility of the chair to review fiscal implications across the department. For program requests, a completed Fiscal Impact Form (Appendix I: Fiscal Impact Statement for New Degree Programs) is required. The College Office of Finance and Business Services will provide assistance. In addition, proposals should include a cover letter from the chair that addresses fiscal implications.

For new course requests, a comment must be entered in the Notes field of the curriculum.osu.edu New Course Request form indicating whether the department will support the course with current resources. The department should indicate whether resources have been secured if new resources are necessary. See Appendix J: Financial Considerations for Course Requests.

Concurrence

The Committee ensures a good faith effort to obtain letters of concurrence from appropriate units across the university has been made. Questions regarding concurrence should be addressed to the EHE Office of Academic Affairs. Concurrence discussions should follow the process outlined below.

EHE Concurrence Process

The responsibility for requesting concurrence resides principally with the unit proposing a new or substantially revised course. Decisions related to concurrence are unit decisions, not decisions of individual faculty.

1. The unit proposing a new course should make a judgment about overlap with existing courses. Overlap can be determined by (a) looking for "key words" that are closely tied to other units, (b) examining titles and descriptions of existing courses and comparing them to the description and syllabus of the proposed course, and (c) consulting with faculty in the various units and content areas. If there is a significant overlap with another unit's existing courses or central areas of interest, if another unit's enrollment might be directly affected by the new course, or if a new course has other budgetary implications for outside units, then concurrence should be sought. Individual units should seek to address these issues by obtaining concurrence before submitting a

course to the EHE Curriculum Committee. Units can proceed with submitting an approval, however, if concurrence has been requested and the other unit has not responded within 10 business days during the regular academic year.

2. After the new course is submitted to the Curriculum Committee, the Committee and Assessment Manager will send out descriptions of the course to unit chairs in EHE, and to the Dean's office. Chairs (or their designated contact person) will have at least 10 business days to confer with their units and raise concerns. If no objections are raised, concurrence will be assumed. The Curriculum Committee will also check proposals to make sure units outside the College have been considered (this can facilitate approval with OAA).
3. If no objections have been raised, the Curriculum Committee can vote to approve the course. If objections have been raised, initial discussions will take place among unit leadership and relevant faculty of the existing units. Negotiations may involve modifying proposed courses, cross-listing or team-teaching courses, scheduling when courses are taught to avoid overlap, alternating course offerings, and so forth. If these negotiations produce an agreement and concurrence is obtained, the Curriculum Committee can vote to approve the proposed course.
4. If initial negotiations are unsuccessful, an official concurrence meeting with College and unit administrators, together with relevant faculty, will be arranged by the Curriculum Committee. At this point, the Curriculum Committee can only vote to approve the course after the official concurrence meeting has occurred.
5. If the official negotiations produce no agreement, the Curriculum Committee can vote to approve the course without concurrence.
6. Units have a right to appeal the Curriculum Committee decision to the Dean.

To improve the collegiality of the process, it is important that discussions between units begin as the course is being developed. Pressure to have a course approved by a certain date often adds unnecessary stress and acrimony to the process. If a unit is asked for concurrence, a negative response should include both a rationale and friendly suggestions for making the course acceptable.

Concurrence Requests from Other OSU Units or Outside Constituents

All concurrence requests from outside EHE, including those for course and program requests from OSU departments and concurrence requests coordinated by the Ohio Board of Regents should be submitted to the EHE Office of Academic Affairs to be reviewed and distributed by the Associate Dean, Academic Affairs. Any EHE faculty or staff member who receives a request for concurrence should forward it to the Associate Dean, Academic Affairs and the Curriculum and Assessment Manager. The Office of Academic Affairs will coordinate a response and ensure that all pertinent EHE departments and faculty are consulted for comments and approval.

Coding

All courses and programs must be assigned a Course Level (e.g., General Studies, Baccalaureate, Masters, Doctoral) and a Classification of Instruction Program (CIP) code. The combination of Course Level and CIP determines the funding model in which that course's full-time equivalent (FTE) enrollment is used to calculate State Share of Instruction (SSI) subsidy. In addition, the levels of courses taken by students are an important factor in many enrollment and student progress reports. Information regarding the assignment of CIP codes and subsidy level can be found in <http://go.osu.edu/codes>. Assistance is available from the Curriculum and Assessment Manager and the Office of the University Registrar.

Course Proposals

Overview

Below is a general description of the types of courses and the typical curricular flow processes. This narrative overview (followed by a pictorial representation) is designed to provide the reader with general guidelines and expectations.

Faculty initiate course requests and submit them to The Ohio State University's approval workflow site, curriculum.osu.edu (access can be authorized through the Curriculum and Assessment Manager). The curriculum.osu.edu site allows for submission of new course requests, course change requests, and one-time offering requests. Classes that require a one-time offering request are flexibly scheduled, off-campus, group studies, and study tour classes.

All course requests must include a copy of the course syllabus. Syllabi should include all the components outlined in the EHE syllabus template located at: <https://go.osu.edu/ehesyllabus>, plus any components required by relevant professional organizations, if applicable. New course requests must include completed concurrence forms, or letters or emails of concurrence from any unit on campus that has an interest in the subject matter of the proposed course. Concurrence issues should be resolved before the unit head approve new course requests.

Additional documentation is required for courses proposed as General Education, study tour, service-learning, or one-time offering.

Curriculum requests pass several stages of review before a course is entered into the Student Information System for scheduling by the Office of the University Registrar (see the Course Approval Flow Chart, below).

Types of Course Requests

See Appendix A: Determining Which Request Form to Use.

New Non-GE Course Request

The addition of a course that is new to the curriculum of a unit requires a New Course Request form (curriculum.osu.edu), a syllabus (see EHE Syllabus template, <https://go.osu.edu/ehesyllabus>), Quality Matter (QM) final results for distance learning courses (see EHE quality assurance process, <https://go.osu.edu/ehe-coursequalityassurance>) and possibly concurrences. If the course is intended to be a "Topics" course, please include at least two sample syllabi.

New GE Course Request

Please refer to section VII of the Arts and Sciences Curriculum and Assessment Operations Manual for detailed guidelines on the submission of courses for GE status-

http://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf

Course Change Request (Non-GE)

Course changes may occur over time to accommodate developments in a field of study, changes in personnel, and the developing curricular goals of a unit. Such changes may include, but are not limited to, the number, title, level, credit hours, description, content, structure, pre-requisites, or other special characteristics included in the Course Change Form. A change to an existing course requires a Course Change Form (submitted via curriculum.osu.edu), a syllabus which reflects the requested changes and final QM results if the change is to add distance learning as a mode of instruction (<https://go.osu.edu/ehe-coursequalityassurance>). If the content of a course is being altered significantly, please include a current and a proposed syllabus for comparison purposes. Concurrences may be required.

Course Change Request (GE)

If a proposer wishes to add or alter the GE status of an existing course, please refer to section VII of the Arts and Sciences Curriculum and Assessment Operations Manual for detailed guidelines on the submission of courses for GE status- http://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf. Other changes to a course (e.g., description) may also be part of such a course change request. Concurrences may be required.

Course Withdraw Request and Limbo

To ensure that the Course Offerings Bulletin (Book 3) reflects actual curricula being taught at the university, The Office of Academic Affairs will automatically place in 'limbo' all courses that have not been taught for three or more consecutive years (six years for courses offered in alternate years). These courses will be removed from the Course Offerings Bulletin, but not formally withdrawn. The Office of Academic Affairs will notify each dean and instructional unit of courses being placed in limbo. Alternatively, the unit may request formal withdrawal of the courses. All requests for withdrawal shall follow the usual curricular approval procedures. While a course is in 'limbo', it may be offered by scheduling the course through the appropriate instructional unit. If the offering is successful, i.e., the course is taught, notification to the Office of Academic Affairs will result in reinstatement of the course to the Course Offering Bulletin. Courses in 'limbo' that are offered, but not taught, will remain in 'limbo.' At the end of the course's fifth year (tenth year for courses offered in alternate years) in 'limbo,' the course will be automatically withdrawn. The dean and instructional unit will be notified of such action. Approved by the Council on Academic Affairs 1/4/84. (OAA Academic Organization and Curriculum Handbook)

If a course no longer fits into the curriculum, it should be formally withdrawn. Use curriculum.osu.edu to generate a Course change request form. In the course change information section, please explain why the course is being withdrawn. Select "yes" for the question "Is this a request to withdraw the course?"

One-Time Offering Requests: Group Studies/Flexibly Scheduled/Study Tour/Workshop/Off-Campus Courses

A One-Time Offering Request form is available in the Course and Program Entry and Approval System (curriculum.osu.edu). This form is used to request specific term offerings of Group Studies/Flexibly Scheduled/Study Tour/Workshop and/or Off-Campus courses. All such requests are for a single semester of offering and the courses are not permanently added to the Course Offering Bulletin as with New Course Requests. One-Time Course requests must complete the full approval process before a call number can be released by the Scheduling Office. At the College level, these requests are reviewed and approved by the Curriculum and Assessment Manager and Associate Dean, Academic Affairs. Approved one-time offering requests are shared as information items with the Curriculum Committee.

The One-Time Offering Request is found towards the bottom of the curriculum.osu.edu "Program and Course Home" page by clicking the button labeled "Create a new One-Time Offering Request." When all of the requested information has been entered in the appropriate fields and attachments have been uploaded, click "Save and Continue," then click "Approve" and the request will move along the approval workflow.

If you are the One-Time Offering Request initiator, enter all requested information. Approvers who receive a One-Time Offering Request for which any required material is missing will send the request back to the initiating unit for revision.

- Group Studies Request (X194): Group Studies Requests are intended to pilot a course or offer a single course for a special purpose (such as a visiting scholar). A One-Time Course Request Form (with "Group Studies" checked) is required to request a new or previously offered group studies course and should be accompanied by a syllabus. Care should be taken to ensure that a group

studies course does not encroach upon material being taught in established courses. Concurrences should be sought for such requests if appropriate. Regular course numbers must be sought for group studies courses taught three times with success. For each X194 topic an academic unit wishes to offer in any given semester, a One-Time Request form must be submitted. If a unit does not already have the appropriate Group Studies level shell course as a listing, a New Course Request must be submitted to create the permanent number for the department/unit. Thereafter, Group Studies requests may be submitted using a Group Studies Form, which must complete the approval process before a call number can be released by the Scheduling Office. Group Studies Request numbers include 1194, 2194, 3194, 4194, 5194, 6194, 7194, and 8194.

- Flexibly Scheduled Course: A One-Time Course Request Form (with “Flexibly Scheduled” checked) should be used to request a course for a concentrated period of time (less than one semester or term in duration) and should be accompanied by a syllabus. Concurrences should be sought for such requests if appropriate.
- Workshop/Study Tour/Off Campus Courses: A One-Time Course Request Form (with “Workshop,” “Study Tour,” or “Off Campus” checked off) should be used to request such courses and should be accompanied by a syllabus and any additional rationale or details deemed appropriate by the proposer. Concurrences should be sought if appropriate.

Honors Course

Any faculty member in a College of Education and Human Ecology academic unit may initiate a proposal for a new honors course or an honors version of an existing course. Once approved by the department, the proposal must then go to the College Curriculum Committee for their approval. Copies of any proposal involving the honors designation (H suffix for course number) should be submitted through the Course and Program Entry and Approval System (curriculum.osu.edu). The College Curriculum Committee has established the following criteria (all of which should be addressed either in the proposal form or within the accompanying materials) for an honors course or honors version of an existing course:

- a) Limited enrollment to ensure the opportunity for student participation and for faculty/student interchange. The recommended limits are 25 for standard honors courses and 15 for honors seminars.
- b) Structure and instruction which is different from a lecture, a laboratory, and discussion meetings and materials for a non-honors course covering the same or similar subject matter.
- c) Instruction by regular faculty members to ensure expertise with subject matter, experience with teaching and research, a role model of the professional in the discipline, and personal consultation.
- d) High expectations for student performance in writing, problem solving, logical thought, analysis, synthesis, and oral presentation.
- e) Content that transcends the textbook and introduces appropriate concepts, uses appropriate sources for intensive study of the topic, relates the discipline to other disciplines, and prepares the student for subsequent courses.
- f) Methodology that fosters the growth of intellectual attitudes and skills through individual exploration of the topic, introduction to research methods, and seminar participation.

- g) Syllabus that clearly presents goals and objectives, assignments, expectations of performance, timetables and deadlines, and basis for grading.
- h) Grading that neither penalizes nor rewards the student because of his or her honors status. The grades in an honors course are not curved, because the class is not a normal population.
- i) Work load and pace which both maintain the interest and challenge the ability of honors students.
- j) Communication of the enthusiasm and satisfaction which a scholar brings to his or her discipline.

Honors Forms

- a) Whether an academic unit is proposing an honors version of an existing course or a brand-new honors course, the unit should provide documentation as requested below and complete a New Course form on the Course and Program Entry and Approval System website (<https://curriculum.osu.edu>).
- b) In the event that an academic unit wishes to replace an existing non-honors course with an honors version, the unit should provide documentation as requested below and complete a Course Change form in the Course and Program Entry and Approval System.
- c) Since X194 courses require approval each time they are offered, the academic unit should provide documentation as requested below and complete:
 - a Group Studies Request form in the Course and Program Entry and Approval System if the unit has prior approval for the HX194 designation;
 - if the unit does not have prior approval for the HX194 designation, it will also have to fill out a New Course Request form to that effect in the Course and Program Entry and Approval System.

Please attach the following documents in curriculum.osu.edu:

- a) Explanation of Intended Audience for Honors Course
(Freshman, sophomore, specific area of study, open to students in any field of study, etc.)
- b) Syllabus for the Proposed Honors Course
In addition to covering the substance of the course, the syllabus should contain a statement that addresses the specific goals and expectations of the course. It also should include information about assignments, tests, references, and a grading scale that indicates how assignments will be weighed. With respect to reading assignments, the syllabus should indicate the number of pages included in the reading(s) required for each class meeting and, in cases where there is a non-honors version of the course, also indicate which readings are different from or additional to those required in the non-honors version.
- c) Syllabus of Existing Non-Honors Course

For comparative purposes, the College Curriculum Committee requires a copy of a syllabus for the already existing non-honors course, which will parallel the proposed honors version. If the proposal is for a new honors course, there obviously will be no syllabus for an already existing non-honors course available. In such cases, the proposer should include the syllabus from a non-honors course at a level comparable to the proposed course, so that the Committee has some standard within the department for comparative purposes.

d) Statement of Qualitative Difference

The College Curriculum Committee expects that honors courses will differ from non-honors courses in a variety of ways and so requires that the proposer include a statement that addresses the following items (with particular attention to the differences between the two versions of the course, if a non-honors version exists):

1. How the specific goals of the course will be achieved.
2. The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included.
3. The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field.
4. Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work.
5. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and students, and how such engagement will be achieved.
6. How an environment will be fostered that facilitates intellectual exchange among students (if applicable).
7. Ways that creative thinking will be an essential aspect of the course requirements.
8. How the course will embrace, as appropriate, interdisciplinary work and study.
9. Evidence of a pedagogical process that will demand a high level of intellectual output.

Honors Embedded Course

Ohio State University has a long-standing tradition of offering a strong Honors curriculum, consisting of over 300 small, faculty-taught courses. This commitment to an undergraduate Honors curriculum remains even in challenging economies. However, the university recognizes that in some colleges, standalone Honors courses will never be possible in upper-level courses, nor in some lower-level courses due to normally low enrollments. Therefore, in order to facilitate the offering of more Honors experiences to Honors students in selected non-Honors courses, the following guidelines will apply to the creation and monitoring of Honors experiences embedded within current non-Honors courses.

This process is not intended to be a replacement for offering Honors courses, but rather, an option that faculty may voluntarily offer to students once an Honors embedded (E) course is approved. E courses are not considered the equivalent of regular Honors courses, and therefore should not be considered an automatic entry to the next course in an Honors course sequence. Permission of instructor is required for entry to the next Honors course in a sequence if an Honors embedded course is taken.

- a) The Honors Embedded experience will be limited to no more than 12 Honors students enrolled within a non-Honors course. In cases where the demand for an Honors embedded experience is greater than 12 Honors students, departments are encouraged to offer a regular Honors section. Additionally, embedded Honors experiences cannot be offered in courses where Honors sections already exist, except on the regional campuses. Individual colleges and faculty may decide to set further limits on the E option.

- b) In general, tenure-track faculty will teach E component courses.
- c) Approval of a course for Honors embedded experience does not obligate faculty to offer such an experience each time the course is offered.
- d) Faculty who teach honors embedded courses may request Pressey Enrichment funds from the University Honors & Scholars Center to cover costs of honors enrichment activities (e.g., field trips).
- e) The colleges and the University Honors & Scholars Center will maintain a list of courses approved for embedded experiences in a manner accessible to both students and faculty, e.g., college and H&S web sites, Honors handbooks.
- f) Syllabi will be posted on the University Honors & Scholars website, along with these guidelines. Note that substantial changes to the approved E syllabus will require the approval process again.
- g) College Honors Committees and the University Honors Faculty Advisory Committee will review these guidelines periodically.
- h) The University Honors & Scholars Center will report annually to the Council on Academic Affairs on Honors embedded courses approved and offered, including number, enrollments, and student and faculty feedback.

Honors Students and Registration

- a) Students should carry an Honors designation to qualify for enrollment in the embedded Honors option, but non-Honors students have the option of obtaining special permission to enroll.
- b) Honors embedded courses will have a separate call number from the regular course. A code to designate “Enrollment by permission only” will be listed for these sections as well so that students cannot add the course without instructor approval.
- c) Once approval for the E course is obtained, E will be listed as an option for the course in the online University Course Bulletin and eventually the printed Course Bulletin (deadline for revisions typically in February).
- d) Students will register for the Honors embedded course at the time of registration. If they wish to drop the Honors embedded part of the course (and transfer to the regular course), they will need to do so by the usual withdrawal deadline (fourth Friday of regular term).
- e) No more than two Honors embedded courses will count for the six course Honors/upper division/graduate-level course requirement over the first two years, with the exception of the regional campuses, where any combination of Honors-embedded and Honors courses is permitted.

Proposal Components

- a) A new course request form in the Course and Program Entry and Approval System.

- b) A cover letter with a rationale for offering the Honors embedded course. Note that course proposals originating from a regional campus should be proposed for all regional campuses.
- c) A description of how the course will offer Honors students enhanced student/faculty interaction, including an estimate of such frequency.
- d) A description of the enhanced expectations and experiences, which need to be more rigorous and enriching in ways that constitute Honors content and not simply additional work. Proposals should give the approximate amount of additional hours expected of the student per week.

Additional Honors experiences may involve, but not be limited to:

- A related research project
 - A special in-class presentation
 - Presenting at an out-of-class activity related to the course
 - Developing a teaching tool related to the course or assisting a faculty member in course improvement/development
 - Enhance laboratory experience
 - Differential assignments/learning experiences based on the honor student's Honors program
 - Interaction with other students pursuing the E option.
 - College-wide enrichment experiences, such as an open-forum debate on a topic related to curricula in the College, a field trip to a research facility or industry location, or a prominently known guest speaker sharing research.
 - Delving more deeply into the methodology, structure, and/or theory; addressing more sophisticated questions; and satisfying more rigorous standards than are generally expected.
- e) A description of the grading. The student's grade should reflect all of the student's work in the course, including work done in common with other students, as well as work done for the Honors element. An agreement on grading procedures needs to be established in advance of the beginning of the course.
 - f) The syllabus for the regular course and the Honors embedded addendum. Note that the syllabus objectives should also reflect the Honors embedded experience.

For regional campuses, please make sure to work in coordination with the Regional Honors Director/Associate Dean.

Service-Learning Course Request ("S" designation)

Service-Learning courses are designed to enrich students' understanding of course content, broaden their appreciation of the discipline, and enhance development of civic responsibility. 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, and provides structured time for students to analyze and connect the service experience to learning.

Under semesters, there are two types of Service-Learning courses: Non-GE Service-Learning courses and GE Service-Learning courses.

For instructions on how to submit non-GE Service-Learning courses, please consult with the [Service-Learning Initiative](http://u.osu.edu/servicelearning/) (<http://u.osu.edu/servicelearning/>). The Service-Learning Initiative offers assistance for faculty interested in service learning, including course design and development, technical assistance,

grants, and detailed descriptions of the approval process. Once a course receives the “S” designation, the course will need to be taught with the service-learning component. (If an instructor wishes to offer an additional version of the course without service-learning content, he or she will need to create a separate non S-designated course in addition to the S-designated one.)

For instructions on how to submit GE Service-Learning courses, please see Section VII.B. of the Arts and Sciences Curriculum and Assessment Operations Manual-

https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf

Distance Learning Course

Proposals for both new courses and existing courses that wish to include the distance learning (DL) mode of instruction must be submitted via curriculum.osu.edu. When filling out the course submission form the submitter should choose “yes” for “Does any section of this course have a distance education component?” Three additional options will then appear on the screen:

1. 100% at a distance
2. Greater or equal to 50% at a distance
3. Less than 50% at a distance

The submitter should **select all** the categories that apply for the course.

Course requests with the “100% at a distance” box selected must go through the EHE Course Quality Assurance process before submitting a course request (see: <https://go.osu.edu/ehe-coursequalityassurance>).

The EHE Course Quality Assurance process is laid out in four steps:

1. Utilize the EHE Syllabus Template to set up course syllabi (<https://go.osu.edu/ehesyllabus>)
2. Review Course Learning Objectives to the QM11 review standards
3. Conduct a guided self-review of your syllabus and make updates as needed
4. Submit revised syllabus for a final QM11 review

Once the QM11 review is completed, the reviewer will provide you with a copy of the final QM review (pdf). A copy of the final QM review is uploaded to the course request on curriculum.osu.edu.

Course Proposals

Overview

Below is a general description of the course proposal curricular flow processes by department:

Educational Studies

The initiating faculty will input and upload course proposal documents into the department curriculum system*

It is recommended that faculty discuss course proposals with the Director of Curriculum Standards and Academic Policy in the EHE Office of Academic Affairs prior to entering the course into the department curriculum system

After entered into the department curriculum system, each person who approves the proposal will receive an email with his or her task, systematically

In the meantime, the Associate Chair receives the documents and sends to the appropriate curriculum committee within the department for feedback and approval

Once the department committee approves the course proposal, the Associate Chair or designee will send the materials to the Educational Studies' Academic Program Coordinator for curriculum.osu.edu input

When the courses are submitted to curriculum.osu.edu and have department approval, the Curriculum and Assessment Manager will receive notification that the courses are ready to be reviewed by the EHE Curriculum Committee

Faculty will attend Curriculum Committee to present/discuss new course requests or the UGSC or GSC chair can present the new course request if faculty is unable to attend.

6/17/2021: The department curriculum system is currently under construction and is not ready to go live. Please contact the Educational Studies Associate Chair for directions

Human Sciences

Faculty propose new course or course changes to program faculty and complete course syllabus

Faculty discuss new course or course change with the Director of Curriculum Standards and Academic Policy in the EHE Office of Academic Affairs and start course quality assurance process if the request is for an online course (<https://go.osu.edu/ehe-coursequalityassurance>)

Program representative will upload course materials in curriculum.osu.edu

Program representative submits cover letter indicating reason for course creation/change and indicate program level approval, syllabus and Quality Matters report to the Human Sciences Associate Department Chair

Human Sciences Undergraduate and/or Graduate Curriculum Committees review course materials

Once the courses are submitted to curriculum.osu.edu and have department approval, the Curriculum and Assessment Manager will receive notification that the courses are ready to be reviewed by the EHE Curriculum Committee

Teaching and Learning

1. Faculty Members	<ul style="list-style-type: none">• Create course syllabus using the EHE syllabus* template or program**• Complete the Institutional Data Policy Training on Buckeye Learn to gain access to curriculum.osu.edu• Once the Buckeye Learn training is complete, contact the Curriculum and Assessment Manager
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	<ul style="list-style-type: none"> If the mode of instruction is intended to be Distance Learning (DL), then the syllabus must go through the Quality Matters review
2. UGSC/ GSC	<ul style="list-style-type: none"> Syllabus/program sent to UGSC/GSC chair for consideration of approval Faculty member joins UGSC/GSC meeting for Q&A Committee votes on approval of course/program or revision/denial
3. Meet with Academic Services Director	<ul style="list-style-type: none"> Upon approval, faculty member requests meeting with the Academic Services Director to input the syllabus into curriculum.osu.edu If it is a new program request, the Teaching and Learning Associate Chair is asked for a letter of support from the department and will confer with the Director of Accreditation, Placement, & Licensure as needed Curriculum and Assessment Manager reviews request on curriculum.osu.edu for readiness for review by the college curriculum committee
4. EHE College Curriculum	<ul style="list-style-type: none"> Faculty member meets with college curriculum committee for a Q&A of the syllabus/program College curriculum committee votes on approval of course/program or revision/denial Once approved by the college curriculum committee, the course/program is moved to the next level of approval
5. University Approval	<ul style="list-style-type: none"> Faculty member meets with CAA for Q&A of the program CAA votes on approval of program or revision/denial***
<p>*If syllabus or program reflects similar content in another department, a letter of concurrence from said department is required</p> <p>**If faculty members are proposing a program, please reach out to UGSC or GSC chair for template and information needed for proposal</p> <p>***Upon approval from CAA, programs will work with the Director of Accreditation, Placement, & Licensure for approval through ODHE. Upon course approval, instructors can prepare to teach the course the semester reflected in the curriculum.osu.edu website.</p>	

Course Proposal Additional Information

Access to curriculum.osu.edu can be authorized through the Curriculum and Assessment Manager (Institutional Data Policy training (buckeyelearn.osu.edu) must be completed before authorization can be given)

All course requests must include a copy of the course syllabus. Syllabi should include all the components outlined in the EHE syllabus template (<https://go.osu.edu/chesyllabus>)

Additional documentation is required for courses proposed as General Education, Study Tour, Service-Learning, or One-Time Offering.

Curriculum requests pass several stages of review before a course is entered into the Student Information System for scheduling by the Office of the University Registrar (see Registrar Deadlines on page 5).

Course Proposals College Level and Beyond

EHE Curriculum Committee

Once the courses are submitted to curriculum.osu.edu and have department approval, the Curriculum and Assessment Manager will receive notification that the courses are ready to be reviewed by the EHE Curriculum Committee

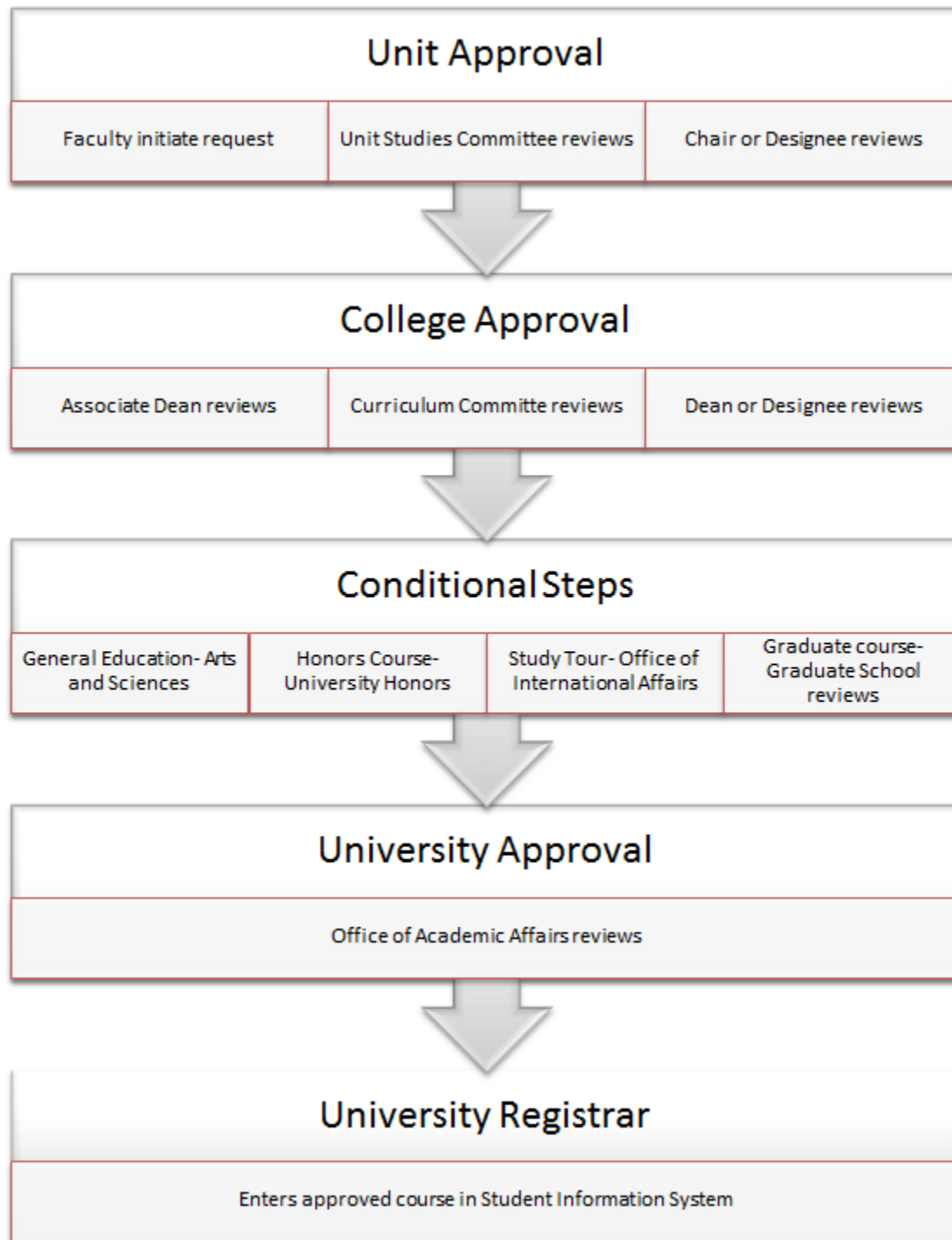
The EHE Curriculum Committee meets 4-5 times a semester (dates posted on EHE Faculty Staff Portal)

After the committee representatives from each tenure initiating unit supports the submission of a course request, the Curriculum and Assessment Manager approves the course request in curriculum.osu.edu on behalf of the College

Once College level approval is provided, the course request is moved to one of the following for the next level of review:

- ASC Curriculum Committee (GE)
- Graduate School/CAA Subcommittee
- Graduate School
- Office of Academic Affairs
- Council on Academic Affairs

Course Approval Flow Chart



Program Proposals

Overview

Program requests include requests for new majors, minors, specializations, dual degrees, or non-degree programs, licensure and endorsements at the undergraduate and graduate levels, as well as changes to existing programs. Faculty initiates such requests. With the exception of non-degree programs, which are submitted by email to the Curriculum and Assessment Manager, all proposals are submitted through curriculum.osu.edu. Because requesting a new program is a complicated process, EHE Office of Academic Affairs staff members are available to advise faculty about the steps to approval.

Many factors influence the information that is required for a program request and the steps in the approval process. Program characteristics may necessitate approval by additional review groups. For example, any undergraduate minor intended to be available to Arts and Sciences students must be reviewed and approved by The College of Arts and Sciences.

Program Proposals

General Information

The following guidelines are derived from the OAA Academic Organization and Curriculum Handbook, (<http://oaa.osu.edu/academicorganizationcurriculumhandbook.html>). Where appropriate, additional clarification and references have been added. Issues of unique or of particular importance to the College of Education and Human Ecology have also been included. These guidelines are intended to streamline the programmatic development/revision and approval process by making more transparent to departments the vetting guidelines used by the OAA Council on Academic Affairs. Consulting with your curricular associate or assistant dean early in the proposal development process will help ensure a more effective curricular approval process. Please make sure to also consult Appendix G: Faculty Rules Governing Undergraduate Degrees.

Timeline and Process

From the drafting of a proposal to its final approval often takes a substantial amount of time. This is determined to some extent by how quickly a proposal moves through the appropriate curricular channels. A number of factors determines timelines at the university level, including the nature of a proposal's content, whether or not the proposal includes all necessary sections and documentation, and workload of each of the university-wide committees and offices that it must pass through. The most successful proposals are well thought through and include all the required documents. Occasionally questions are raised and additional documents are requested. A speedy reply to questions and requests will enhance the ability of committees to make a recommendation.

Preliminary Prospectus for Establishing or Revising an Existing Program

If you are making modest revisions to an existing program, focus only on points 1, 2, and 4. Add additional information if appropriate.

Units wanting to develop new majors or modify existing majors within existing degree programs should submit the following preliminary information to the College Curriculum Committee and the Office of Academic Affairs at least three months before a full proposal is presented to relevant curricular committees. This information should be accompanied by a letter from the department chair indicating support for the proposed new or revised major.

1. State the title of the proposed major and indicate whether it is new or a modification of an existing major.

2. State the rationale for initiating the proposal. Briefly explain how assessment data has served as an impetus for the proposal (i.e., program review, reaccreditation data, or student data gathered).
3. Provide information regarding the relationship of the proposed major to the mission of the department/college. Describe the relationship of the proposed major to other majors in the department and college.
4. Indicate the proposed implementation date for the new major or the program change.
5. Indicate what departments or other units are responsible for the major and what departments or other units will play supportive roles for the major.
6. Describe the major in catalog style, including each concentration or option.
7. Provide details regarding the source of students for the new major. Provide estimates of the numbers of students (FTE) expected to enroll in this major over the next four-year period.
8. Indicate the availability of such a major at other leading universities.
9. Describe the impact the new major will have on facilities, faculty, and support services.
10. Estimate total costs, over and above current levels of operation, associated with the new major during the next four years. Explain how the department plans to meet these costs.
11. Indicate what faculty would participate in offering the major and what each one's area of specialization is relative to the major as currently conceived.

Proposal Submission Guidelines for Establishing a New Program or Revising an Existing Program

Please submit *new* majors in the Course and Program Approval System (<https://curriculum.osu.edu>). As for *changes* to programs, these cannot currently be submitted via the electronic system. For the time being, program changes should be submitted to the Curriculum and Assessment Manager, who will make sure that the revised program be reviewed by the College Curriculum Committee. Once approved at the College level, the proposal will move on to the University level for review and approval.

A proposal for a *new* program must be accompanied by a letter from the department chair or designee, and dean or designee (and, if applicable, the deans of any co-administering colleges) that describes resources committed to the program and the relationship of the new program to other priorities of the College.

If you are making *revisions* to an existing major, focus only on those points relevant to the revision, paying particular attention to the required information, rationale, assessment plan, and tabular comparison data as appropriate. Provide a copy of the current curriculum sheet with an ending effective date as well as the revised curriculum sheet with the beginning effective date. The College Curriculum Committee will review all program revisions. Program revisions should be submitted to the Curriculum and Assessment Manager by November 1 in order to be effective for summer semester of the following academic year.

1. General Information

- Name of proposed program
- Degree students completing the major will receive
- Proposed implementation date
- For program revisions, the end effective date of the current curriculum and the beginning effective date of the revised curriculum
- Academic units (e.g., department, college) responsible for administering the program
- Campuses of offering
 - If offered at a site other than the Columbus campus, provide documentation of the agreement between the EHE Department and site personnel verifying the roles of

each party with regard to oversight, administration, course offerings, and fiscal impact

- The Board of Regents (BOR) must be notified when any new or existing program is proposed for an existing OSU approved site. The EHE Curriculum Coordinator will coordinate with the OSU Office of Academic Affairs to notify BOR once the request has been approved by University committees
- Mode of instruction; percent of program delivered in person, hybrid, or distance
 - A change in mode of instruction may require notification to BOR. The EHE Curriculum and Assessment Manager will coordinate with the OSU Office of Academic Affairs to notify BOR once the request has been approved by University committees
 - All course requests or course change requests adding distance learning as a mode of instruction must go through the EHE Quality Assurance process (<https://go.osu.edu/ehe-coursequalityassurance>)

2. Rationale

- Describe the rationale/purpose of the program; it is important to justify any credit increases to an existing program.
- Describe how assessment data has served as an impetus for the proposal (i.e., program review, reaccreditation data, or student data gathered).
- Identify any unique characteristics or resources that make it particularly appropriate for Ohio State to offer the proposed program.
- Cite the benefits for students, the institution, and the region or state.
- Describe career opportunities and/or opportunities for graduate or professional study available to persons who complete the program.
- Describe any licensure, endorsement, or certification for which this program will prepare students.

3. Goals/Objectives and Evaluation of Program

- Provide a learning outcomes assessment plan for the program:
 - State the general and specific educational goals and student learning objectives of the program: *What knowledge, skills, and/or values should students attain who graduate with this program?* Goals should be broad goals, not detailed ones; a list of 3 to 11 goals is recommended. If the program has multiple Specializations / Sub-plans, multiple lists of goals may be presented if Specialization / Sub-Plan learning goals are different from, or in addition to, program learning goals.
 - Indicate the methods that will be used to assess whether the educational goals and learning objectives are being met: *How will you determine whether or not students are attaining the knowledge and skills being taught?*
 - Align an evaluation method with each educational objective and expected learning outcome students should achieve: *Which methods match up with which objectives? A method may match up with multiple objectives.*
 - Specify the criteria that will be used to evaluate successful student learning: *What are the measurements for success (e.g., 95% graduation rate, 80% placement rate within field in 5 years, 90% licensure rate)?*
 - Provide a time line over which the assessment plan will be implemented. One of the most common pitfalls of assessment is making the process too complicated (Walvoord, *Assessment Clear and Simple*, 2nd ed, 2010). A four-year plan can be both reasonable and yield meaningful results. For

help and resources in developing or refining your plan, contact the EHE Director of Assessment and Curriculum

- Describe how outcomes information will be used to improve student learning and program effectiveness: *How could the data you propose to collect (or have collected) over time be useful for improving the program in the future? Who will examine the data, when, and how will decisions be made based on the data collected?*

4. Relationship to Other Programs / Benchmarking

- Describe current programs in the department(s) and how they relate to the proposed program.
- Identify any overlaps with other programs or departments within the university. Append letters of concurrence or objection from related units.
- Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program.
- Specify any articulation arrangements (direct transfer opportunities) with other institutions that will be in effect for the program.
- Provide information on the use of consultants or advisory committees in the development of the program. Describe any continuing consultation.
- Indicate whether this program or a similar program was submitted for approval previously. Explain at what stage and why that proposal was not approved or was withdrawn.
- Indicate where students will be drawn from, e.g., existing academic programs, outside of the university. Estimate the mix of students entering the program internally and externally.

5. Student Enrollment

- Indicate the number of students you anticipate will be admitted to the program each year for the first four years of the program (full- and part-time if appropriate). Indicate any estimated summer enrollments if appropriate.
- For programs that are changing or being re-envisioned, include a transition policy statement that assures those students who began their degree under the old curriculum will not delay their graduation nor disrupt progress toward a degree. This may include a description of a preliminary program transition plan, how individual transition advising plans will be developed, and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.

6. Learning Goals and Assessment Plan for All Program Objectives

- The plan should be focused at the program rather than at the level of individual students or courses. The Michael V. Drake Institute for Teaching and Learning (DITL) can assist with developing an assessment program. The following are suggestions for program assessment components that can be included in the plan:
 - i. Indirect Measures, including: Number of applications to the program, Quality of the applicant pool (cGPA, diversity), Admissions to the program (% admitted, % matriculated), Student surveys (program satisfaction during enrollment), Student evaluations of instruction (Course satisfaction), Retention rates, Graduation rates, Cumulative student GPAs, Time-to-Certificate, Exit surveys at graduation, Alumni surveys (applicable employment, use of certificate).
 - ii. Direct Measures, including: Specific student evaluations to assess attainment of each SPA competency, e.g., proportion of students exceeding and meeting expectations associated with each of the SPAs (this can be collected as a set of numbers that can be compared over years of the program to measure student success and make targeted changes to increase it), cumulative course performance.

7. Curricular Requirements

- Provide curriculum advising sheet formatted to meet the College's standards. If the program has multiple specializations / sub-plans, multiple advising sheets may be attached. See Appendix D: Undergraduate Curriculum Sheet Components, Appendix E: Graduate and Non-Degree Curriculum Sheet Components
- List the courses (department, title, credit hours, description) which constitute the requirements and other components of the program. If any courses have prerequisites, please indicate so. Indicate which courses are currently offered and which will be new, which ones will be changed, and which ones may need to be withdrawn. When those new courses, course changes, and course withdrawals are put in curriculum.osu.edu, we recommend you indicate that those course requests are submitted as part of a larger programmatic proposal. As much as possible, the curriculum committees will review the course requests in conjunction with the major proposal.
- Include a curriculum map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended (see Appendix F: Sample Curriculum Map). (Note: If the program has multiple specializations / sub-plans, multiple maps may be attached.)
- State the minimum number of credits required for completion of the program.
- State the average number of credits expected for a student at completion of the program.
- Submit a sample four-year student plan that gives the average number of credits taken per semester by a typical student. See Appendix D: Undergraduate Curriculum Sheet Components
- Give the number of credits students are required to take in other departments; list the department, number of credits, and level (lower-division or upper-division undergraduate, masters, doctoral, or graduate/professional).
- If the program has an associated pre-major or area of interest, describe proposed pre-major requirements, which may include prerequisite courses and any minimum grade point or specialized grade point hour requirements. Alternatively, please provide an advising sheet.
- Give the number of credits a typical student might take as electives in other departments; list the department, number of credits, and level (lower-division or upper-division undergraduate, masters, doctoral, or graduate/professional).
- Describe other program requirements in addition to course requirements: e.g., examinations, internships, final projects.
- Identify the specialized professional association(s) from which accreditation will be sought. List any additional resources that will be necessary to gain such accreditation.
- Describe the number and qualifications of faculty. List current faculty, areas of expertise, and whether they have full- or part-time status. Describe the number and type of additional faculty needed in the same manner.
- Describe existing facilities, equipment, and off-campus field experience and clinical sites to be used. Indicate how the use of these facilities, equipment, etc., will impact other existing programs.
- Describe additional university resources (including advisors and libraries) that will be required for the new program.
- New programs require the completion of the Fiscal Impact Form (Appendix I: Fiscal Impact Statement for New Degree Programs). The College Office of Finance and Business Services will provide assistance. See also Appendix J: Financial Considerations for Course Requests.
- Describe the program as it would appear in the appropriate college bulletin.
- In an appendix: please attach syllabi for all the courses in the program.

Proposal Submission Guidelines for Establishing or Revising a Program Articulation Agreement

Program articulation agreements and 2+2 advising sheets provide means and tools for students at cooperating higher education institutions to complete coursework towards a degree with assurances from the institutions that the credit will transfer and count toward program and degree completion. The 2+2 advising sheets (sometimes 1+3 or other variation) utilize coursework that has been approved for inter-institution transfer as part of the Course Applicability System (CAS), do not alter program content or learning objectives, and are not subjected to the curriculum review process. The 2+2 sheets are created and maintained by the EHE Office of Academic Affairs.

Program Articulation agreements can utilize General, Technical, or Special credit (for details on these designations, see http://registrar.osu.edu/transfer_credit/TransferCreditCoordinatorHandbook.pdf) that has not been approved for inter-institution transfer as part of the CAS. Program faculty from EHE and the partner institution must work together to develop a plan which indicates which credit from the home institution will substitute for credit and program requirements in the EHE program. Program articulation agreements are subject to the curriculum review process. Such requests must be approved by the unit, College, the OSU Office of Undergraduate Education, and Council on Academic Affairs. Approval within the unit and College are the same for a program articulation agreement as any other undergraduate program request.

Components of a Program Articulation Agreement Request or Revision

1. Describe the rationale/purpose of the program
2. Include the current/approved curriculum sheet for EHE and the partner program
3. Include the new articulation curriculum sheet
 - a. Indicate which parts of the current EHE curriculum will be replaced by the transfer/articulation curriculum
 - b. Refer to the Faculty Rules in Appendix G for the minimum number of hours to be taken at OSU/EHE
4. Include a semester by semester plan, with indication of the courses that will be taken at OSU
5. Indicate how students will apply and be accepted to the OSU/EHE program
6. Provide terms for how the program will be administered (recruitment, communication, advising, handling of concerns/issues), program review and renewal
 - a. Updates on the status of articulation agreements must be provided to the College Curriculum Committee at least every three years

Department Program Proposal Information

Establishing a New Program or Revising an Existing Program Overview

New program requests which include requests for new majors, minors, specializations, dual degrees, or non-degree programs, licensure and endorsements, need to be entered into curriculum.osu.edu. As for *changes* to programs, these cannot be submitted via the electronic system. For the time being, program changes should be submitted to the Curriculum and Assessment Manager, who will make sure that the College Curriculum Committee review the revised program. Once approved at the College level, the proposal will move on to the University level for review and approval.

Educational Studies

New program request: initiating faculty obtain and complete OAA proposal documents (<https://oaa.osu.edu/academics-organization-curriculum-and-assessment-handbook>); Program change request: initiating faculty write a memo with all changes and rationale, and provide documents

The initiating faculty will input and upload program proposal documents into the department curriculum system*. It is recommended that faculty review program proposals with the Director of Curriculum Standards and Academic Policy in the EHE Office of Academic Affairs prior to entering the course into the department curriculum system

After entered into the department curriculum system, each person who approves the program proposal will receive an email with his or her task, systematically

In the meantime, the Associate Chair receives the program proposal documents and sends to the appropriate curriculum committee within the department for feedback and approval

Once the department committee approves the program proposal, the Associate Chair or designee will send the materials to the Educational Studies' Academic Program Coordinator for curriculum.osu.edu input (new program request). For a program change request, the Associate Chair or designee will send the completed proposal to the Curriculum and Assessment Manager

Following the submissions to curriculum.osu.edu and having department approval, the Curriculum and Assessment Manager will place the proposal on the agenda of the next EHE Curriculum Committee meeting

Faculty will attend Curriculum Committee to present/discuss the course or the UGSC or GSC chair can present the course

The department curriculum system is currently under construction and is not ready to go live. Please contact the Educational Studies Associate Chair for directions

Human Sciences

Faculty propose new program or program changes to program faculty

Faculty review new program or program revisions with the Director of Curriculum Standards and Academic Policy

Program representative submits cover letter indicating reason for program creation or program revision and indicate program level approval to Human Sciences Associate Department Chair

Human Sciences Undergraduate and/or Graduate Curriculum Committees review program proposal/program revision materials

Once the program proposal have department approval, the Associate Department Chair will send all program proposal materials to the Curriculum and Assessment Manager

The Curriculum and Assessment Manager will review the proposal for completion and place on the agenda of the next EHE Curriculum Committee meeting

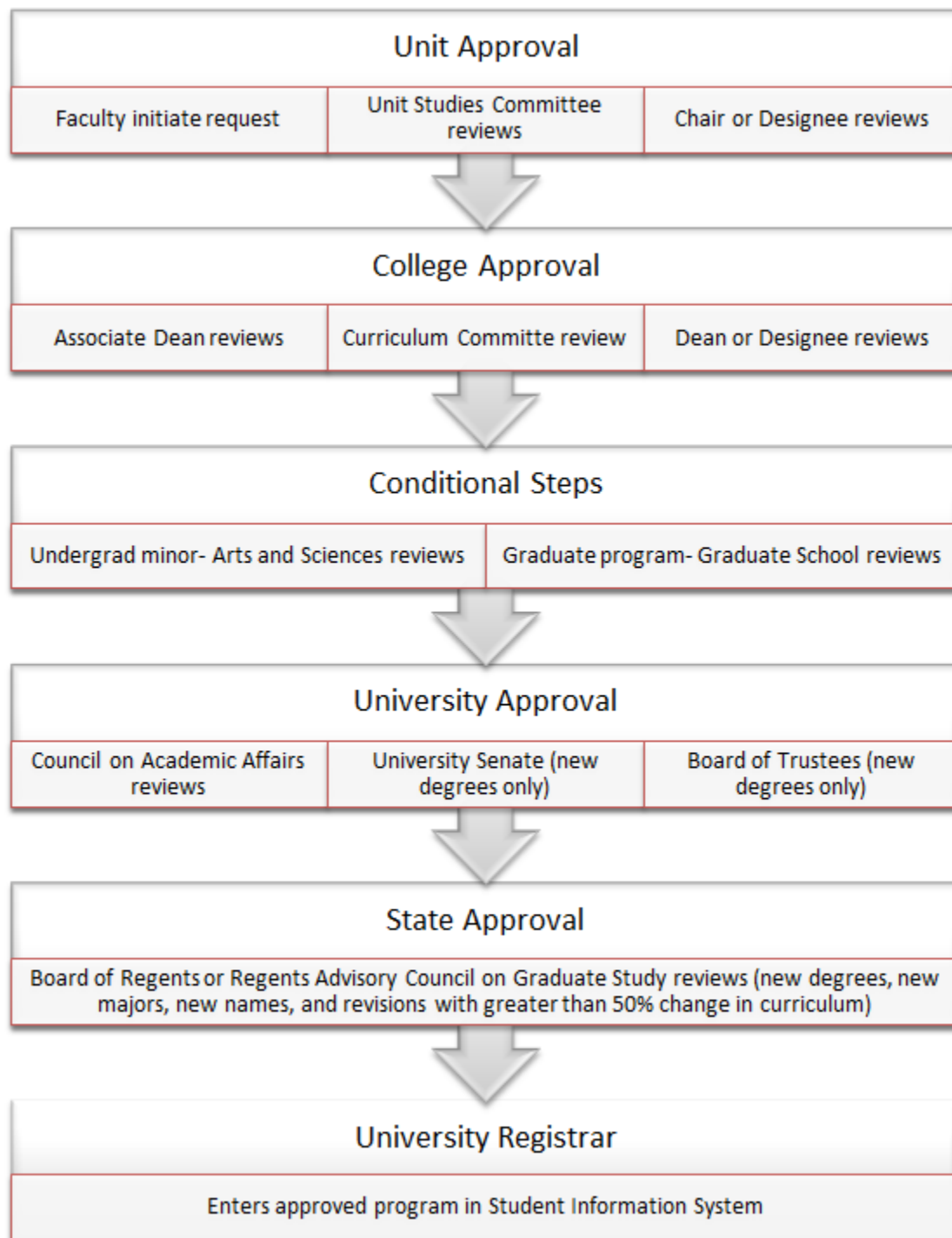
Teaching and Learning

6. Faculty Members	<ul style="list-style-type: none"> • Create course syllabus using the EHE syllabus* template or program** • Complete the Institutional Data Policy Training on Buckeye Learn to gain access to curriculum.osu.edu • Once the Buckeye Learn training is complete, contact the Curriculum and Assessment Manager • If the mode of instruction is intended to be Distance Learning (DL), then the syllabus must go through the Quality Matters review
7. UGSC/ GSC	<ul style="list-style-type: none"> • Syllabus/program sent to UGSC/GSC chair for consideration of approval • Faculty member joins UGSC/GSC meeting for Q&A • Committee votes on approval of course/program or revision/denial
8. Meet with Academic Services Director	<ul style="list-style-type: none"> • Upon approval, faculty member requests meeting with the Academic Services Director to input the syllabus into curriculum.osu.edu • If it is a new program request, the Teaching and Learning Associate Chair is asked for a letter of support from the department and will confer with the Director of Accreditation, Placement, & Licensure as needed • Curriculum and Assessment Manager reviews request on curriculum.osu.edu for readiness for review by the college curriculum committee
9. EHE College Curriculum	<ul style="list-style-type: none"> • Faculty member meets with college curriculum committee for a Q&A of the syllabus/program • College curriculum committee votes on approval of course/program or revision/denial • Once approved by the college curriculum committee, the course/program is moved to the next level of approval
10. University Approval	<ul style="list-style-type: none"> • Faculty member meets with CAA for Q&A of the program • CAA votes on approval of program or revision/denial***
<p>*If syllabus or program reflects similar content in another department, a letter of concurrence from said department is required</p> <p>**If faculty members are proposing a program, please reach out to UGSC or GSC chair for template and information needed for proposal</p> <p>***Upon approval from CAA, programs will work with the Director of Accreditation, Placement, & Licensure for approval through ODHE. Upon course approval, instructors can prepare to teach the course the semester reflected in the curriculum.osu.edu website.</p>	

Program Proposals Additional Information

New or revised licensure programs should be reviewed by the Director of Accreditation, Placement, & Licensure to ensure that the new program or proposed changes meet state and national licensure requirements. The Director of Accreditation, Placement, & Licensure will provide feedback for any necessary revisions. Once a program has met necessary requirements, the Director will provide a letter to the appropriate department committee.

Program Approval Flow Chart



Program Proposal Resources

Following are links to curriculum handbooks and guides, which provide outlines for what is required of a new program proposal. New program requests must include completed concurrence forms, or letters or emails of concurrence from any unit on campus that has an interest in the subject matter of the proposed program. Concurrence issues should be resolved before new program requests are approved by the unit head.

General

- [Council on Academic Affairs' Guidelines for Proposal Submission](#)

New and Revised Undergraduate Programs (including degrees, majors, and non-degree licenses and endorsements)

- [Office of Academic Affairs' Academic Organization and Curriculum Handbook \(PDF\)](#)
- [Board of Regents' Guidelines for Undergraduate Programs](#) (for **new** undergraduate programs only)

New and Revised Graduate Programs (including degrees, majors, and non-degree licenses and endorsements)

- [Office of Academic Affairs' Academic Organization and Curriculum Handbook \(PDF\)](#)
- [Regents Advisory Council on Graduate Study \(RACGS\) \(for new graduate majors or degrees only\)](#)
- [RACGS Handbook \(PDF\)](#) (for **new** graduate programs only)

New and Revised Certificates

- [Academic Organization, Curriculum, and Assessment Handbook 2021-22 \(osu.edu\)](#)

New Undergraduate Minors

- [The College of Arts and Sciences Curriculum and Assessment Operations Manual \(PDF\)](#)

New Graduate Interdisciplinary Specializations and Minors

- [Graduate School Handbook \(PDF\)](#)

Appendix A: Determining Which Request Form to Use

Activity	Request Form/Process
Adding a course	New Course Request
Adding a course that has been withdrawn	New Course Request
Bulletin Listing/Subject Area	Course Change Request
Course Number	Course Change Request
Course Title	Course Change Request
Course Description	Course Change Request
Credit Hours, Number	Course Change Request
Credit Hours, Fixed or Variable	Course Change Request
Length of Course	If different from regular University calendar, submit One Time Offering Request
Grading Basis (Letter, S/U)	Course Change Request
Course Component (i.e., Lec, Lab)	Course Change Request
Which Component is Graded	Course Change Request
Campuses of Offering	Course Change Request
Prerequisites/Corequisites/Exclusions	Course Change Request
Cross-Listings	Course Change Request
Subject Code or Subsidy Level	Course Change Request
Course Goals or Learning Objectives	Course Change Request
Content Topics	Course Change Request
Adding an Honors, Honors Embedded, or Service-Learning version of an existing course	New Course Request for Number with H, E or S designation
Texts or Course Materials	None
Grading Plan/Rubric	None
Assignments	None
Course Policies	None
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 Request for new courses
Combining two or more courses into one course	Course Withdrawal (found within Course Change Request form) for each existing course and New Course Requests for new courses
Offering a group studies topic (max 3 offerings of same topic before a regular course number must be requested)	One Time Offering Request
Offering an off-campus course	One Time Offering Request
Offering a course for less than the length of term	One Time Offering Request
Offering a study tour	One Time Offering Request

Offering a workshop topic (max 3 offerings of same topic before a regular course number must be requested) One Time Offering Request

Appendix B: Ripple Effects of a New Program/Program Change/Deactivation

Ripple Effects of a New Program/Program Change/Deactivation	
Does the Student Information System coding change?	Contact the Curriculum and Assessment Manager, who will serve as a liaison with the Office of the University Registrar.
How will the program be represented on College websites?	Contact the Curriculum and Assessment Manager, who will ensure that the program has been added to the EHE Majors and Programs website, http://ehe.osu.edu/academics/programs/
Does the initiation of a new program or program change impact scholarships or development/advancement?	Contact the EHE Scholarship and Honors Manager.
How will the EHE community be informed?	Contact the EHE Communication and Media Relations.
How will employers and students alumni connect for work and internships?	Contact the Career Development & External Relations office.
How will academic advisors and student services staff learn about the changes or the new program?	Contact the Graduate Studies coordinator/director for your unit, or the Director of Curriculum Standards and Academic Policy. A program meeting with advisors is recommended.
Will students have access to required courses that are offered outside your unit?	Plan regular annual correspondence with faculty and course scheduling staff to ensure seats are allotted for your students.
Does your change require notification to the Board of Regents? This is often the case with teacher education programs.	Check with the Curriculum and Assessment Manager, who will serve as a liaison.
Does the change affect offerings at the any of the regional campuses?	Contact regional campus Dean, faculty and advisors.
Do any course changes need to be requested as a result of a program change? (i.e., if a program is added to a regional campus, individual courses will also need to change campuses of offering to include regional campuses)	Contact the Curriculum and Assessment Manager for assistance.

Appendix C: Recommended Syllabus Components and Format

EHE instructional designers have refined the EHE syllabus template in partnership with the EHE curriculum committee. This template contains crucial policies that may be adjusted by individual instructors. Items in **bold** *must* be included in all EHE syllabi. Items not in bold are required only for operational syllabi (i.e., those distributed to students). The EHE syllabus template can be found at <https://go.osu.edu/ehesyllabus>.

Appendix D: Undergraduate Curriculum Sheet Components

Required components:

Name of the College, Department, degree, major, specialization (if applicable), plan code and subplan code

Date of last revision

Requirements for entering the pre-major

Requirements for entering the major

All General Education requirements as outlined by the Model of Semester-based General Education (GE) requirements (Appendix K)

University survey course (EHE 1100)

All major course requirements

Number of elective hours

Indication of minimum number of non-remedial credit hours to graduate (120), and the minimum number of credit hours necessary to complete all program requirements if they exceed 120 credit hours

Indication of the number of credit hours required to complete components of the curriculum, i.e., number of hours for GE, pre-requisite, core, supporting, and major courses

Indication of the subject, course number, course title, and credit hours for each course

Effective dates for the version of the curriculum

Sample semester-by-semester plan

- Indicate number of credits per term that would be required for a typical student
- Indicate typical point at which students would enter major
- Course prerequisites
- Indicate any required courses that are only taught once a year

BACHELOR OF SCIENCE IN _____, Major Name
Specialization Name
Effective Date

Effective for NFYS and New Transfer students admitted to the College of Education and Human Ecology (Effective Date)

COURSE & NUMBER	HRS	COURSE & NUMBER	HRS
UNIVERSITY REQUIREMENTS (46-50 hours)		PRE-MAJOR REQUIREMENTS (xx hours)	
Writing (choose two, 6 hours)		BOOKLIST 5555- Course Title	x
ENGLISH 1110.01 or 1110.02 or ¹ 1110.03	3	BOOKLIST 5555- Course Title	x
^{2,3} 2 nd Level Writing Course (2367)	3	BOOKLIST 5555- Course Title	x
		BOOKLIST 5555- Course Title	x
^{2,3} Literature (3 hours)	3		
		MAJOR REQUIREMENTS (xx hours)	
^{2,3} Arts (3 hours)	3	BOOKLIST 5555- Course Title	x
		BOOKLIST 5555- Course Title	x
Math (choose one or two, 3-7 hours)		BOOKLIST 5555- Course Title	x
Math Placement M or higher, MATH 1130, 1148 or Equiv	0-4	BOOKLIST 5555- Course Title	x
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list (Recommended: CSE 1111)	3		
		SUPPORTING COURSES (choose [number], xx hours)	
		BOOKLIST 5555- Course Title	x
Data Analysis (3 hours)		BOOKLIST 5555- Course Title	x
		BOOKLIST 5555- Course Title	x
⁴ Science (choose two or three, 10 hours)	10	BOOKLIST 5555- Course Title	x
Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.			
		FIELD EXPERIENCE (xx hours)	
		BOOKLIST 5555- Course Title	x
^{2,3} Historical Study (3 hours)	3		
^{2,3} Social Science (choose two, 6 hours)	6		
Take two social science courses from the University approved GE list. Choose from two different subcategories.			
^{2,3} Culture & Ideas or Historical Study (3 hours)	3		
^{2,3} Open Options (two courses, 6 hours)	6	Major Admission Requirement: Completion of 12 OSU credit hours with a 2.5 or higher CGPA	
Select two courses. Any university approved general education (GE) course may count. Any GE course not already taken, cross disciplinary or seminar courses and university approved study abroad or service learning courses may be used.			
EHE 1100 (1 hours)	1		
ELECTIVES (xx-xx hours)		TOTAL HOURS REQUIRED	120

¹ English 1110.03 must be taken concurrently with English 1193.03

² Students must complete one Social Diversity in the US course, which may be met by taking any 2367, Social Science, Art, Literature, Historical Study, or Cultures and Ideas course that meets this requirement.

³ Students must complete two Global Issues courses, which may be met by taking any 2367, Social Science, Art, Literature, Historical Study, or Cultures and Ideas courses that meet this requirement.

⁴ Two or three courses are needed to complete this requirement. Choose one biological and one physical science course. At least one course must contain a lab.

BACHELOR OF SCIENCE IN _____, Major Name

Specialization Name

Effective Date

Semester-by-Semester Guide

Effective for NFYS and New Transfer students admitted to the College of Education and Human Ecology (Effective Date)

Minimum hours required for graduation: 120

	Autumn		Spring		Summer
Year 1	GE Social Science MATH 1148 ENGLISH 1110.01 GE Arts/Global Issues EHE 1100 Elective	3 4 3 3 1 1	GE Historical Study GE Math & Log Analysis GE Literature/Global Issues BOOKLIST 5555 GE Social Science	3 3 3 3 3	
30/120		15		15	
Year 2	GE Historical Study/Cultures & Ideas BOOKLIST 5555 GE Second Writing/Social Diversity GE Biological Science BOOKLIST 5555	3 3 3 3 3	BOOKLIST 5555 BOOKLIST 5555 BOOKLIST 5555 GE Physical Science w/Lab GE Data Analysis	3 3 3 4 3	
61/120		15		16	
Year 3	BOOKLIST 5555 BOOKLIST 5555 BOOKLIST 5555 BOOKLIST 5555 GE Science	3 3 3 3 3	BOOKLIST 5555 BOOKLIST 5555 BOOKLIST 5555 Elective Elective	3 3 3 3 3	
91/120		15		15	
Year 4	BOOKLIST 5555 BOOKLIST 5555 Elective Elective GE Open Option	3 3 3 3 3	GE Open Option BOOKLIST 5555 BOOKLIST 5555 Elective Elective	3 3 3 3 2	
120/120		15		14	
Notes: <ul style="list-style-type: none"> Courses in bold are only offered once a year in the specified term Course term of offering is subject to change 					

BOOKLIST 5555- Pre-requisites
 BOOKLIST 5555- Pre-requisites
 BOOKLIST 5555- Pre-requisites
 BOOKLIST 5555- Pre-requisites
 BOOKLIST 5555- Pre-requisites
 BOOKLIST 5555- Pre-requisites

Appendix E: Graduate and Non-Degree Curriculum Sheet Components

Required components:

Name of the College, Department, degree, major, specialization (if applicable), plan code and subplan code

Date of last revision

All major course requirements

Number of elective hours

Indication of minimum number of credit hours to complete the program and graduate (number of hours post-bachelor's or post master's as applicable)

Indication of the number of credit hours required to complete components of the curriculum, i.e., number of hours for core, supporting, major, research, and thesis/dissertation

Indication of the subject, course number, course title, and credit hours for each course

Effective dates for the version of the curriculum

Sample semester-by-semester plan

- Indicate number of credits per term that would be required for a typical student
- Indicate typical point at which students would enter major
- Course prerequisites
- Indicate any required courses that are only taught once a year



Specialization Name (PLANCODE-XX, SUBPLAN CODE)

Specialization leading to [Name of Degree]

Program Requirements (xx hours)

Common Core (x hours)

BOOKLIST 5555 Course Title (3)
BOOKLIST 5555 Course Title (3)

Research Core (choose [number], x hours)

Text instructions

Sub heading:

BOOKLIST 5555 Course Title (3)
BOOKLIST 5555 Course Title (3)
BOOKLIST 5555 Course Title (3)
BOOKLIST 5555 Course Title (3)

Specialization Requirements (xx hours)

Required Courses (x hours)

BOOKLIST 5555 Course Title (3)
BOOKLIST 5555 Course Title (3)

Supporting Courses (take [number], xx hours)

BOOKLIST 5555 Course Title (3)
BOOKLIST 5555 Course Title (3)
BOOKLIST 5555 Course Title (3)
BOOKLIST 5555 Course Title (3)

Minimum hours

post-MA/MS: xx

Research Apprenticeship (x hours)

Text instructions

BOOKLIST 5555 Course Title (x)

For More Information:
Department of

Dissertation Requirement (x hours)

[Dept Name, Telephone
Number, Address,
Webpage, Email]

Text instructions

BOOKLIST 5555 Course Title (x)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

Appendix F: Sample Curriculum Map

Curriculum Map: [Major Name]

Program Goals:

1. Following successful completion of this course, the student will be able to....

Following successful completion of this course, the student will be able to....

Following successful completion of this course, the student will be able to....

Following successful completion of this course, the student will be able to....

	Goal 1	Goal 2	Goal 3	Goal 4
BOOKLIST 5555	B		B	
BOOKLIST 5556		B		B
BOOKLIST 5557	B		I	
BOOKLIST 5558	I	B		
BOOKLIST 5559	B			I
BOOKLIST 5560	I	I		
BOOKLIST 5561			I	I
BOOKLIST 5562	I		A	
BOOKLIST 5563		A		I
BOOKLIST 5564	A		A	
BOOKLIST 5565		A		A

B- Beginning

I-Intermediate

A-Advanced

Appendix G: Faculty Rules Governing Undergraduate Degrees

College of Education and Human Ecology
Summer 2012 and later (semester curriculum)

General College/Degree Rules – Bachelor of Science degrees

1. The Bachelor of Science (BS) degrees consist of a minimum of **120** semester hours. The minimum hours required for specific programs may be higher.
2. In the case of a student pursuing multiple majors, course work may overlap between the majors, provided that each major department allows such overlap and that each major has at least 18 unique (non-overlapping) semester hours. Similarly, there may be overlap between major course work and the General Education (GE)—again, with departmental permission and at least 18 unique, non-overlapping semester hours in each major.
3. In the case of a student pursuing multiple degrees, at least 30 additional semester hours (beyond the 120 hours required for a single degree) must be earned for each additional degree sought, and at least 18 of the additional 30 hours must be EHE or EHE-approved upper-division course work. The GE requirements for each degree must be fulfilled. No overlap between majors, or between either major and the GE, is permitted.

Rules Governing Majors

1. Courses taken on a Pass/Non-Pass (PA/NP) basis cannot be used on the major.
2. Overlap is permitted between the major and the GE except as expressly disallowed by the rules of the major and the GE.

Appendix H: Approved Minor Guidelines for the Students in the College of Education and Human Ecology

Required for graduation: No

Credit hours required: A minimum of __ credit hours. 1000 level courses shall not be counted toward the minor

Transfer and EM credit hours allowed: A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination

Overlap with the GEC: A student is permitted to overlap up to 6 credit hours between the GE and the minor

Overlap with the major and additional minor(s):

- The minor must be in a different subject than the major
- The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s)

Grades required:

- Minimum C- for a course to be listed on the minor
- Minimum 2.00 cumulative GPA for all minor course work
- Course work graded Pass/Non-Pass cannot count on the minor

Minor Approval: Early declaration of the minor and early consultation with an academic advisor to discuss course choices is highly encouraged.

Any variation from the coursework described on the minor sheet needs the approval of an academic advisor in the College of Education and Human Ecology. If you follow the course guidelines on the minor sheet with no variation, no additional approval is required.

When preparing to graduate:

- If “OK” appears next to your minor on your DAR, you have met the minor requirements and the minor can be officially approved.
- If “NO” appears next to your minor on the DAR, you must meet with an academic advisor or the academic program coordinator listed on the minor sheet
- If your minor does NOT appear on your DAR, you must meet with an academic advisor or the academic program coordinator listed on the minor sheet

Filing the minor program form: The minor program form must be filed with the student’s college/school at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor: Once the minor program is filed in the college office, any changes must be approved by an academic advisor

Appendix I: Fiscal Impact Statement for New Degree Programs

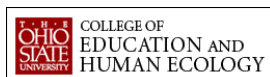
	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Head-count full time				
Head-count part time				
Full Time Equivalent (FTE) enrollment				
Projected Program Income				
Tuition (paid by student or sponsor)				
Externally funded stipends, as applicable				
Expected state subsidy				
Other income (if applicable, describe in narrative section below)				
TOTAL PROJECTED PROGRAM INCOME:				
Program Expenses				
New Personnel				
<ul style="list-style-type: none"> Faculty (e.g. tenure-track, clinical, professional) Full ____ Part Time ____ Non-instruction (indicate role(s) in narrative section below) Full ____ Part time ____ 				
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Tuition Scholarship Support (if applicable, describe in narrative section below)				
Stipend Support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (e.g., waived tuition and fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)				
TOTAL PROJECTED EXPENSE:				
NET				

Budget Narrative: (Use narrative to provide additional information as needed based on responses above.)

Appendix J: Financial Considerations for Course Requests

	QUESTIONS	IMPACT/GOAL
Establishing New Course	What is the highest level of student who could be taking the course?	Request highest subsidy level possible to maximize revenue.
Does this course replace an existing course (i.e., another course will be deactivated)?	Is it the same # of credit hours? Is it at the same subsidy level?	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
Will the course require new continuing resources?	What new resources will be needed on an on-going basis to offer the course? Examples include GA's, fee auths, lecturers, faculty, space, expendables, supervision cost?	Increased cost should be offset by increased revenue
Will the course require any initial financial investment?	Is there one-time, start-up costs to offer the course: renovation of space, equipment, server space, tech support, etc...?	One-time costs should be recoverable by net marginal revenue
Who is the target audience for the course?	Graduate, Undergraduate, EHE Students, Non-EHE Students?	EHE benefits in the budget model when students from programs which have fees in excess of University tuition & fees (e.g., Business, Law, Medicine, OT, PT, etc..) enroll in our courses
What is the expected course size, the minimum and the maximum number of students to enroll?	Has the breakeven analysis model been run to determine the minimum number of students to enroll to breakeven?	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
Are the credit hours from this course sustainable?	Is this a short-term course or is it a program/service course requirement?	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
Is the course cross-listed?	What is the expected % of students in the course who will enroll through EHE? Is the collaborating department participating in expending any resources to offer the course?	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
Is this course being proposed as a substitution for another course?	What is the subsidy level and credit hours of the course for which the substitution is being offered?	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

Appendix K: Model of Semester-based General Education (GE) Requirements



Model of Semester-based General Education (GE) requirements

Revised 3/12

<u>Requirements</u>	<u>Min. Units</u>	<u>Notes</u>
Writing	6	English 1110.01 or 1110.02 or 1110.03; any 2367
Literature	3	From University-wide approved GE list
Arts	3	From University-wide approved GE list
Math	3-5	
Basic Computational Skills program		Math placement M or higher or Math 1130 or 1148, specified by
Math & Logical Analysis		Next Math course past placement or other course from university approved Math & Logical Analysis list
Data Analysis	3	From University-wide approved GE list
Science from the	10	At least one course from the biological sciences and one course
from the Biological Science		physical sciences, including one lab course. Courses may be used
Physical Science		University-wide approved BA or BS list.
Historical Study	3	From University-wide approved GE list
Social Science	6	Two of the three categories: 1, 2, 3
Cultures & Ideas or Historical Study	3	From University-wide approved GE list
Open Options below)	6	Study abroad, service learning, another GE course (see variation
Social Diversity in the US	-	Overlap with 2367, Psych 1100 or Soc 1101, typically
Global Studies (2 courses)	-	Overlap with other GE courses, typically Lit, Art, C&I, History
Foreign Language thru 1103	0-12	BSEd in Foreign Language Education ONLY
<u>Open Options</u>		
Another GE approved course		
Service Learning course		
Study Abroad		
Cross-Disciplinary		Any 3597

Appendix L: Curriculum and Assessment Contact Information

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