



# THE OHIO STATE UNIVERSITY

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## COLLEGE OF EDUCATION AND HUMAN ECOLOGY

College Curriculum Committee Handbook

EHE Office of Academic Affairs  
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<http://ehe.osu.edu/assessment/>

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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
- 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)
- College Curriculum Coordinator (non-voting)
- Assistant Dean for Undergraduate Student Services (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 Committee Coordinator (a) manages the agenda in consultation with the Committee Chair and the Associate Dean, Academic Affairs, (b) sets meeting dates and times, (b)

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.

### **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 see the EHE curriculum coordinator, 172 Arps Hall, [odum.11@osu.edu](mailto:odum.11@osu.edu), 614-292-3180.

#### ***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. Specific rules for curriculum approval and processes within the unit are determined by the department, however, the College Curriculum Committee validates that the appropriate approvals have been obtained. Once a curriculum proposal has been approved by the department, the chair or proxy must submit it to the College Curriculum Coordinator. 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 College Curriculum Coordinator will inform chairs, associate chairs, faculty, and curriculum contacts of College Curriculum Committee meetings schedules 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

Information that involves new courses, changes to existing courses, course withdrawals, or one-time course offerings must be received by the Office of the University Registrar (OUR) by the deadlines below.

#### **Deadlines to the Registrar**

<b>Semester or Term</b>	<b>New course and course change forms to be included in normal registration for upcoming term, to Registrar by:</b>	<b>One time offering forms not to be included in normal registration to Registrar by:</b>
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 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 College Curriculum Coordinator. 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 EHE Curriculum Coordinator 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 EHE Office of Academic Affairs). 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 guidelines (see Appendix C: Recommended Syllabus Components and Format), 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 new course requests are approved by the unit head.

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 (submitted via curriculum.osu.edu), a syllabus (see Appendix C: Recommended Syllabus Components and Format), 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](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) and a syllabus which reflects the requested changes. 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](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, p. 70)

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 Coordinator 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](http://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:

- 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.
- 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.
- 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.
- High expectations for student performance in writing, problem-solving, logical thought, analysis, synthesis, and oral presentation.
- 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.
- Methodology that fosters the growth of intellectual attitudes and skills through individual exploration of the topic, introduction to research methods, and seminar participation.
- Syllabus that clearly presents goals and objectives, assignments, expectations of performance, timetables and deadlines, and basis for grading.
- 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.
- 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.

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 which 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 to be 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, the E component will be taught by tenure-track faculty.
- 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) E 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.

#### 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.

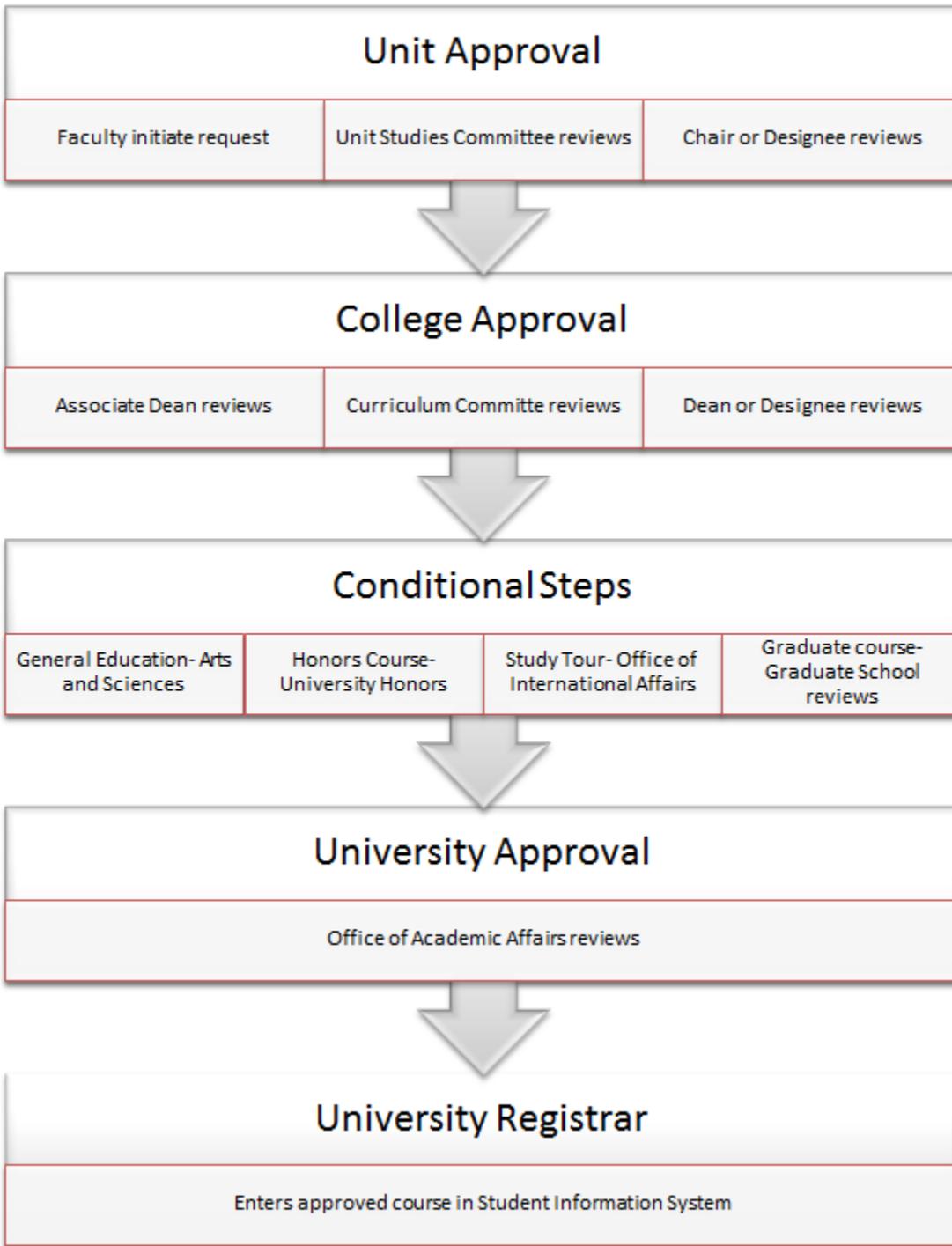
For instructions on how to submit non-GE Service-Learning courses, please consult with the [Service-Learning Initiative](http://service-learning.osu.edu/) (<http://service-learning.osu.edu/>). The Service-Learning Initiative offers assistance for faculty interested in service learning, including course 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-  
[http://asccas.osu.edu/sites/asccas.osu.edu/files/ASC\\_CurrAssess\\_Operations\\_Manual.pdf](http://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf).

***Questions the Curriculum Committee may ask during review***

1. Are the learning objectives appropriate for the level of the course? See Appendix L: UCAT Verbs for Learning Objectives
2. If proposed as a 5000 level course, is the level listed as undergraduate and graduate?
3. Is the appropriate numbering convention used (see <http://go.osu.edu/numbering>)?
4. If repeatable, do the limits make sense?
5. For the intended rank, is the highest possible subsidy level appropriate?
6. Has concurrence been obtained?
7. Does the syllabus include all necessary components? See Appendix C: Recommended Syllabus Components and Format.
8. If proposed as a General Education, honors, service-learning, or study abroad course is the appropriate documentation attached? Contact the EHE Office of Academic Affairs for assistance.
9. If required for a program, will it be offered frequently enough to allow adequate student progress?
10. At what campuses is the course offered?
11. Is the proposal neat and free of errors?
12. Program assessment questions:
  - a. Has a revised version of the program curriculum map showing how the new course meets program goals or learning objectives been provided?
  - b. Is the course proposed as a result of program assessment activities (i.e. to address a gap in student learning)?
  - c. How will faculty assess the proposed change in the curriculum?
  - d. Is the course proposed as result of a specialized accreditation review?

*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. Such requests are initiated by faculty. With the exception of non-degree programs, which are submitted by email to the Curriculum Coordinator, all proposals are submitted through [curriculum.osu.edu](http://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, pages 27-31 (<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. Timelines at the university level are determined by a number of factors, 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--this feature is still in development. For the time being, program changes should be submitted to the College Curriculum Coordinator, 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. All program revisions will be reviewed by the College Curriculum Committee. Program revisions should be submitted to the College Curriculum Committee 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 administrating 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 Coordinator will coordinate with the OSU Office of Academic Affairs to notify BOR once the request has been approved by University committees

## 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*, 2<sup>nd</sup> 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. 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 which 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 the 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 collaboratively by the EHE Office of Academic Affairs and the Office of Undergraduate Student Services.

Program Articulation agreements can utilize General, Technical, or Special credit (for details on these designations, see [http://registrar.osu.edu/transfer\\_credit/TransferCreditCoordinatorHandbook.pdf](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**

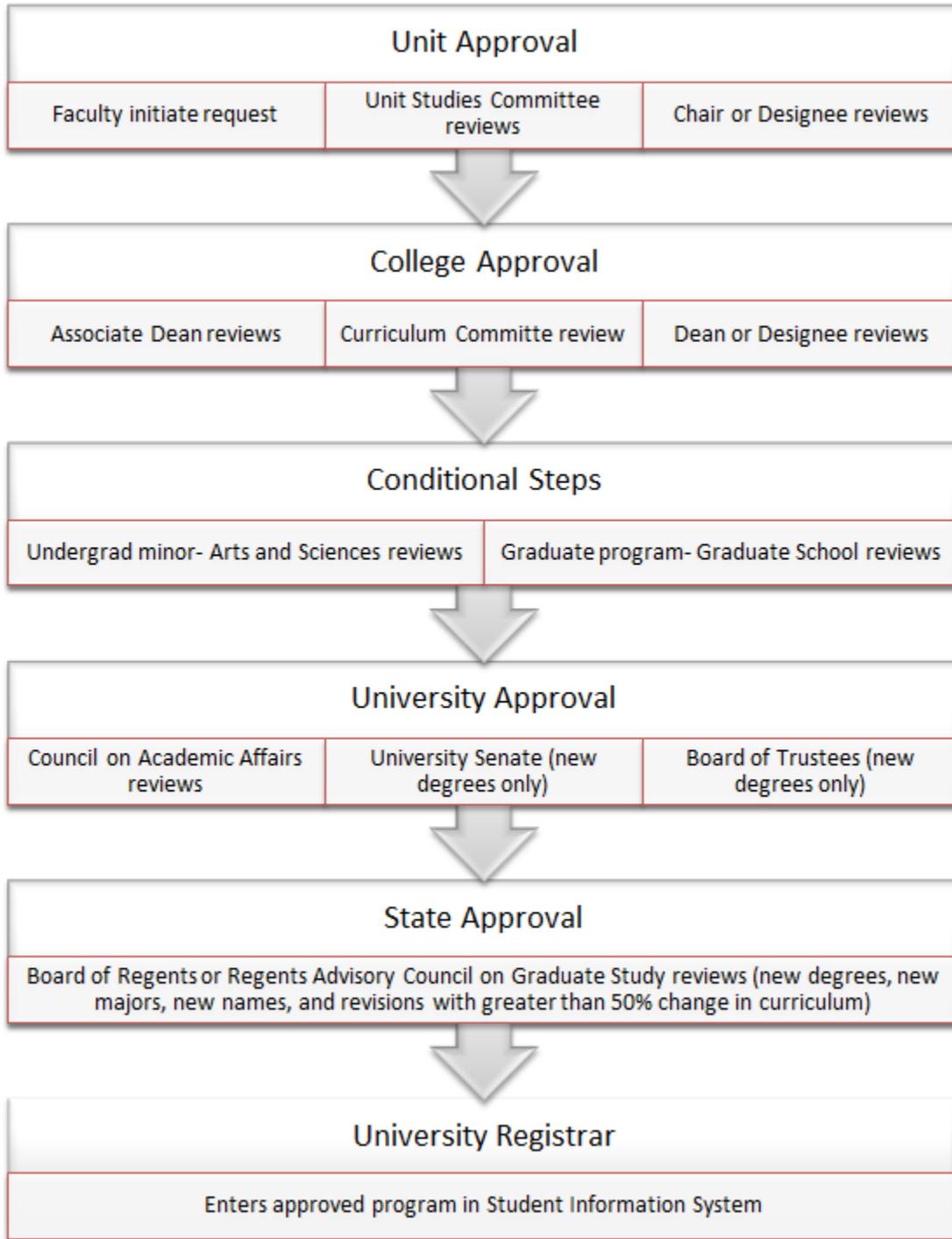
1. Describe the rationale/purpose of the program

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

***Questions the Curriculum Committee may ask during review***

- Have all components been provided as required by appropriate curriculum handbooks?
- What are the credit hour totals? Can students complete the program in a timely fashion?
- Has concurrence been obtained?
- Does the proposal include an assessment plan for the program?
- Do requirements and courses align with program goals and learning objectives?
- What are the conditions to enter the program?
- If the program has subplans/specializations, should the name of the subplan/specialization print on students' transcripts?
- Has there been consultation with servicing units? Is there assurance that the needed courses will be offered and open to the students in the new program?
- How does this program compare with similar programs at benchmark institutions?
- Does the proposed program put OSU on the forefront of undergraduate or graduate education?
- How do changes impact existing and future students?
- At what campuses is the program offered?
- Is the proposal neat and free of errors?

*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 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**

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

**APPENDIX B: RIPPLE EFFECTS OF A NEW PROGRAM/PROGRAM CHANGE/DEACTIVATION**

<b>Ripple Effects of a New Program/Program Change/Deactivation</b>	
<b>Does the Student Information System coding change?</b>	Contact the EHE Curriculum Coordinator, who will serve as a liaison with the Office of the University Registrar.
<b>How do students select the program when they are applying to the University?</b>	Contact the EHE Curriculum Coordinator, who will serve as a liaison with the Graduate School or Undergraduate Admissions as applicable.
<b>How will the program be represented on College websites?</b>	Contact the EHE Curriculum Coordinator, who will ensure that the program has been added to the EHE Majors and Programs website, <a href="http://ehe.osu.edu/academics/programs/">http://ehe.osu.edu/academics/programs/</a>
<b>Does the initiation of a new program or program change impact scholarships or development/advancement?</b>	Contact the EHE Director of Scholarships and Director of Advancement.
<b>How will the EHE community be informed?</b>	Contact the EHE Communication and Media Relations.
<b>How will employers and students alumni connect for work and internships?</b>	Contact the EHE Curriculum Coordinator, who will serve as a liaison with the EHE Director of Career Services.
<b>How will academic advisors and student services staff learn about the changes or the new program?</b>	Contact the Graduate Studies coordinator/director for your unit, or the Assistant Dean for Undergraduate Student Services. A program meeting with advisors is recommended.
<b>Will students have access to required courses that are offered outside your unit?</b>	Plan regular annual correspondence with faculty and course scheduling staff to ensure seats are allotted for your students.
<b>Does your change require notification to the Board of Regents? This is often the case with teacher education programs.</b>	Check with the EHE Curriculum Coordinator, who will serve as a liaison.
<b>Does the change affect offerings at the any of the regional campuses?</b>	Contact regional campus Dean, faculty and advisors.
<b>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)</b>	Contact the EHE Curriculum Coordinator for assistance.

## APPENDIX C: RECOMMENDED SYLLABUS COMPONENTS AND FORMAT

Items in **bold** *must* be included in the syllabus template document. Items not in bold are required only for operational syllabi (i.e., those distributed to students) but not for the syllabus template. However, please feel free to include this information in the template if it is available. If you have an existing operational syllabus that includes all the elements below, you may submit that document in lieu of this template.

**The Ohio State University**

**College of Education and Human Ecology**

**Department of \_\_\_\_\_**

**Department Abbreviation and Course Number/Semester/Year**

Class Meeting Day/Time/Location (if known)

**Preparer name** (OAA requests preparer information)

Instructor Name, Office, Phone, E-mail, Office Hours

**Course Title, Credit Hours, Description, and Prerequisites (from Course Offering Bulletin),  
Undergraduate or Graduate Level**

Semesters offered, exclusions, cross-listing

**Course Objectives/Learning Outcomes** – Course objectives/Learning Outcomes should align to program goals. Illustrate the alignment by including a program curriculum map with course requests (see Appendix F for sample curriculum map) and by providing a table similar to the one shown here:

Objective	Program Goal or Standard	Course Assessment
Following successful completion of this course, the student will be able to....	Program Standard or Goal 1	Lesson plan assignment
Following successful completion of this course, the student will be able to....	Program Standard or Goal 5	Midterm and final examination

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

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

**Grading Scale** – Example grading scale as listed on Carmen

A	93-100%	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	E	59% or less

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

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

**Assignment Details** – Description, format, due dates, evaluation criteria, examples

**Policies for Missed Exams/Quizzes** - Make-up options, acceptable reasons, notification of absence, etc.

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

**(Following is the COAM recommended syllabus statement for academic integrity)**

**Academic Integrity (Academic Misconduct)** -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html))

**(Following is the ODS recommended syllabus statement for disability accommodations)**

**Office of Disability Services Statement** – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Grievances and Solving Problems** – (Example statement) According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor*:"

Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first *to the supervising instructor*, then to the chairperson of the assistant’s department. “

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

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**U/G Courses** -- If a U/G course, state differences in expectations for undergraduate and graduate students.

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

**Technology** -- Required **for Teacher Licensure and/or Council for the Accreditation of Educator Preparation (CAEP)** -- Describe the role of technology in the proposed course. For educator licensure courses, promote the possible use of products from the course in students’ electronic portfolios.

## 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)

<b>COURSE &amp; NUMBER</b>	<b>HRS</b>	<b>COURSE &amp; NUMBER</b>	<b>HRS</b>
<b>UNIVERSITY REQUIREMENTS (46-50 hours)</b>		<b>PRE-MAJOR REQUIREMENTS (xx hours)</b>	
<b>Writing (choose two, 6 hours)</b>		BOOKLIST 5555- Course Title	x
ENGLISH 1110.01 or 1110.02 or <sup>1</sup> 1110.03	3	BOOKLIST 5555- Course Title	x
<sup>2,3</sup> 2 <sup>nd</sup> Level Writing Course (2367)	3	BOOKLIST 5555- Course Title	x
		BOOKLIST 5555- Course Title	x
<sup>2,3</sup> <b>Literature (3 hours)</b>	3		
		<b>MAJOR REQUIREMENTS (xx hours)</b>	
<sup>2,3</sup> <b>Arts (3 hours)</b>	3	BOOKLIST 5555- Course Title	x
		BOOKLIST 5555- Course Title	x
<b>Math (choose one or two, 3-7 hours)</b>		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		
		<b>SUPPORTING COURSES (choose [number], xx hours)</b>	
		BOOKLIST 5555- Course Title	x
<b>Data Analysis (3 hours)</b>		BOOKLIST 5555- Course Title	x
		BOOKLIST 5555- Course Title	x
<sup>4</sup> <b>Science (choose two or three, 10 hours)</b>	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.			
		<b>FIELD EXPERIENCE (xx hours)</b>	
		BOOKLIST 5555- Course Title	x
<sup>2,3</sup> <b>Historical Study (3 hours)</b>	3		
<sup>2,3</sup> <b>Social Science (choose two, 6 hours)</b>	6		
Take two social science courses from the University approved GE list. Choose from two different subcategories.			
<sup>2,3</sup> <b>Culture &amp; Ideas or Historical Study (3 hours)</b>	3		
<sup>2,3</sup> <b>Open Options (two courses, 6 hours)</b>	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.			
<b>EHE 1100 (1 hours)</b>	1		
<b>ELECTIVES (xx-xx hours)</b>		<b>TOTAL HOURS REQUIRED</b>	<b>120</b>

<sup>1</sup> English 1110.03 must be taken concurrently with English 1193.03

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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 <b>BOOKLIST 5555</b> BOOKLIST 5555 GE Science	3 3 3 3 3	BOOKLIST 5555 BOOKLIST 5555 <b>BOOKLIST 5555</b> Elective Elective	3 3 3 3 3	
91/120		15		15	
Year 4	BOOKLIST 5555 <b>BOOKLIST 5555</b> Elective Elective GE Open Option	3 3 3 3 3	GE Open Option BOOKLIST 5555 <b>BOOKLIST 5555</b> Elective Elective	3 3 3 3 2	
120/120		15		14	

**Notes:**

- 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

## 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)

### Dissertation Requirement (x hours)

*Text instructions*

BOOKLIST 5555 Course Title (x)

For More Information:  
Department of  
[Dept Name, Telephone  
Number, Address,  
Webpage, Email]

*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....
2. Following successful completion of this course, the student will be able to....
3. Following successful completion of this course, the student will be able to....
4. 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: varies

Transfer credit hours allowed: A maximum of 6

Overlap with the GEC: Permitted, unless specifically disallowed by an individual minor program

Overlap with the major:

- The minor must be in a different subject than the major
- Courses specified on the major that are also part of an established minor can be counted toward both the major and the minor

Overlap between minors: Each minor completed must contain 12 unique hours

Grades required:

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

Approval required: 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 a department/school or the academic program coordinator 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: Students must declare their minor with the College of Education and Human Ecology at least by the time the graduation application is submitted. Early declaration is highly encouraged.

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
<b>Projected Enrollment</b>				
Head-count full time				
Head-count part time				
Full Time Equivalent (FTE) enrollment				
<b>Projected Program Income</b>				
Tuition (paid by student or sponsor)				
Externally funded stipends, as applicable				
Expected state subsidy				
Other income (if applicable, describe in narrative section below)				
<b>TOTAL PROJECTED PROGRAM INCOME:</b>				
<b>Program Expenses</b>				
New Personnel <ul style="list-style-type: none"> <li>• Faculty (e.g. tenure-track, clinical, professional)               <ul style="list-style-type: none"> <li>Full ____</li> <li>Part Time ____</li> </ul> </li> <li>• Non-instruction (indicate role(s) in narrative section below)               <ul style="list-style-type: none"> <li>Full ____</li> <li>Part time ____</li> </ul> </li> </ul>				
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)				
<b>TOTAL PROJECTED EXPENSE:</b>				
<b>NET</b>				

**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
<i>Foreign Language thru 1103</i>	<i>0-12</i>	<i>BSEd in Foreign Language Education ONLY</i>
<u>Open Options</u>		
Another GE approved course		
Service Learning course		
Study Abroad		
Cross-Disciplinary		Any 3597

## APPENDIX L: UCAT VERBS FOR LEARNING OBJECTIVES

# UCAT Verbs for Learning Objectives

UNIVERSITY CENTER FOR THE ADVANCEMENT OF TEACHING

 Added by [Nicholas Holmer](#), last edited by [Teresa Johnson](#) on Aug 10, 2010

## Sample Verbs For Learning Objectives

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Describe	Apply	Analyze	Arrange	Appraise
Define	Discuss	Assign	Appraise	Assemble	Assess
Give	Explain	Demonstrate	Calculate	Collect	Check
Label	Express	Dramatize	Categorize	Combine	Choose
List	Identify	Employ	Compare	Compose	Compare
Match	Locate	Illustrate	Contract	Conclude	Critique
Name	Recognize	Interpret	Criticize	Construct	Decide On/To
Recall	Report	Operate	Debate	Create	Discriminate
Record	Restate	Practice	Diagram	Design	Estimate
Relate	Review	Schedule	Differentiate	Determine	Evaluate
Select	Tell	Shop	Distinguish	Diagnose	Grade
State	Translate	Sketch	Examine	Differentiate	Inspect
Tell		Use	Experiment	Dissect	Judge
Underline			Inspect	Examine	Measure
Write			Inventory	Formulate	Monitor
			Question	Manage	Rank/Rate
			Relate	Organize	Research
			Solve	Plan	Review
			Test	Prepare	Revise
				Propose	Score
				Refute	Select
				Set Up	Value

## Attitudinal Verbs

Receiving	Responding	Valuing	Organizing	Characterizing
Listen To	Reply	Attain	Organize	Believe
Perceive	Answer	Assume	Select	Practice

**APPENDIX L: UCAT VERBS FOR LEARNING OBJECTIVES**

Be Alert To	Follow Along	Support	Judge	Continue To
Show Tolerance Of	Approve	Participate	Decide	Carry Out
Obey	Continue		Identify With	

**Skills Verbs**

Assemble	Diagram	Implement	Package	Refill	Sketch
Attach	Dictate	Inspect	Perform	Regulate	Sort
Balance	Direct	Instruct	Plant	Renovate	Splice
Build	Dismantle	Interview	Portion	Repair	Stratify
Bundle	Document	Lift	Position	Replace	Sterilize
Calibrate	Draw	Line	Prepare	Reproduce	Tape
Care For	Duplicate	Load/Reload	Press	Retrieve	Terminate
Clean	Edit	Locate	Process	Route	Transfer
Code	Execute	Log	Program	Save	Transplant
Collate	Fix	Make	Proofread	Search	Treat
Collect	Format	Manage	Propagate	Secure	Trim
Conduct	Gather	Measure	Prove	Select	Troubleshoot
Conserve	Grade	Mix	Provide	Separate	Verify
Construct	Grid	Mount	Prune	Sharpen	Wash
Control	Harvest	Operate	Raise	Simplify	Write
Design	Highlight	Organize	Recheck	Simulate	

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