Ohio University
University Curriculum Council (UCC)
Guidelines for Submission of New Course Proposals and Course Changes

Effective November 9, 2021

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This document summarizes the current guidelines of the University Curriculum Council (UCC) as pertaining to new course proposals and course changes. The Individual Course Committee (ICC), composed of representative faculty from across the university, reviews proposals for new courses and course changes (including course deletions) and enforces the current guidelines before UCC review. ICC is committed to upholding academic rigor and maintaining consistency for individual courses across the university. Courses submitted to fulfill General Education requirements are also considered by the Individual Course Committee with consultation from the General Education Committee. No permanent change is effective without the approval of the University Curriculum Council. All new course proposals, changes in existing courses, and course deletions must be submitted through the Ohio Curriculum Enhancement and Approval Network (OCEAN).

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Course Approval Process for New Courses and Course Changes

Once a course change or new course has been created by the Contact person, the order of approval is as follows:

- DSCC: Department/School Curriculum Committee (optional)
- DCSD: Department Chair/School Director
- CCC: College Curriculum Committee
- CDEAN: College Dean
- ICC: Individual Course Committee
- UCC: University Curriculum Council

ICC Meeting Schedule and Procedures

The Individual Course Committee (ICC) meets once per month, one week before each UCC meeting. Courses normally undergo one full review by the committee. For a course to have a full committee review in any given month, the course must be at the ICC level of review at least 18 calendar days before a regular meeting. This lead time is necessary to organize the courses for review and for the committee members to have time to review courses prior to each meeting. The subsequent review(s) of a course at the ICC level (after ICC has requested corrections/revisions) is typically done by the Chair or Vice Chair. In some cases, a course may undergo another full review of the committee—depending on the extent of the revisions or issues involved. If a course is approved at ICC, it is put on the agenda for the next UCC meeting). Specific dates can be found on the UCC website. For further information, see *ICC Timeline* below.

All courses that include a general education component are reviewed by both the ICC and the General Education committee of UCC; these reviews take place in parallel. If the General Education committee does not approve the course for inclusion in the requested Gen Ed category, ICC will return the course so that the Contact can remove or modify the Gen Ed tag.

Special Information for Course Changes

Course Changes vs. New Courses

Proposed course changes should be done only to make minor modifications in existing courses. For example, typical minor changes may include revisions to a requisite or grade eligibility code. Revisions may also include minor wording changes to course name, course description, course learning outcomes, and course topics. The Individual Course Committee (ICC) may pose questions and concerns about course changes if the changes appear to be more significant. In such a case, the ICC may request a new course proposal. ICC does not apply a "percentage of change" measure as guidance. However, changes in total credit hours (increasing or decreasing) will usually require the submission of a new course proposal if they expand or reduce the scope of the learning outcomes.

Kinds of Course Change

Some course changes do not require approval through the curriculum process. Generally speaking, things that are not reflected in the Catalog or Course Offerings listing do not need UCC approval. Examples include changes to texts/readings, key grade factors, and/or using a different summative experience to achieve the same outcomes. Using a different pedagogical approach (e.g., flipped classroom) to achieve the same outcomes would not require curriculum approval. Converting an individual course to online delivery does not require UCC approval (note, however, that changes to program delivery are not in the scope of this document). However, if you do change these things when submitting a course change request, please do note and explain them in the "What are you changing" field (below).

Expedited Review

Some course changes are eligible for "Expedited Review". These changes are fully reviewed by the College Curriculum Committee, but do not pass through full ICC review. Please refer to Appendix I. Expedited review for a course change must be requested in the "Reason for Change" field (preferred) or a comment in the course change document. The CCC must conduct a final review of the requested changes and confirm that expedited processing is approved. We recommend a comment with the text "Expedited Approval is Requested".

The official, approved document titled "General Principles for Expedited Course Change Approval" on the UCC web site contains the same content as Appendix I.

Course Update/Refresh

It is recognized that courses which fulfill long-standing needs in an academic unit may need more than minor changes to have the content updated based on research, advances in academic fields, and/or changes in certification/accreditation requirements. The revisions for such an update would focus only on the content of the course, and include possible updates to any of the following: Course name, course description, course topics, and possibly student learning outcomes. If a course is approved for course update/refresh, the course will retain the same course number.

When requesting a course update/refresh, please specifically address the following in the change explanation field:

- The requested change is to update/refresh course.
- Note each change requested.
- Describe the function of the course in the curriculum—and note that the course will continue to serve the same function in the curriculum.

It may be necessary to seek consultation(s) with one or more academic departments who were originally consulted on the course. Other academic departments (not consulted when the course was first approved) may need to be consulted depending upon the nature of the content changes. Enter all departments to be consulted in the "Relation" section in OCEAN. **A follow-up by e-mail requesting a review must be sent to these departments.** This follow-up, and the response from each department, must be documented in the discussion section. If no response has been received after 2 weeks, this non-response must be noted in the discussion section. The follow-up e-mail must mention this 2-week deadline.

Course Change Fields in OCEAN

List each change to the course AND the reason for each change (previously *Reason for Change*).

A course change proposal must include a <u>list of all changes</u> proposed in the document with an explanation of the academic reason for the change in the *Reason for Change* section. Extra care should be taken if changes are added after the document is first submitted; these additional changes must also be explained in the Reason for Change section, not just in the Discussion Comments. ICC will no longer accept "Q2S conversion errors or omissions" as the reason for a change. Some courses in OCEAN will have missing content in the *Course Topics* section, if they were approved before such content was required. OCEAN 2.0 will require you to fill in this content before saving. Please do, and note that you have provided them because they were missing. (ICC will not return the course specifically for failing to explain that you have provided missing information, but it will return the course if it is confused about the reason for new information; please help us avoid confusion.)

All other sections of the Course Change form should follow the guidelines below for New Courses.

Deletion of a course

A course is can deleted by the academic department through a course deactivation document in OCEAN. A course deactivation must contain the rationale for deleting the course and show that related departments have been consulted before deleting the course.

Effective Dates for Course Changes

After a course change has been approved, a determining factor of when the change will be effective relates to the timing of course offerings published by the Registrar's office and their availability to students. For example, a course requisite cannot change after the offerings have been published and students are in the process of registering for courses. Proposals for all course changes should be submitted to the University Curriculum Council (UCC) in time to meet the following deadlines:

- To go into effect Fall semester: Must be approved no later than the January UCC meeting of the prior academic year.
- To go into effect Spring semester: Must be approved no later than the last UCC meeting of the prior academic year (typically in April).
- To go into effect Summer semester: Must be approved by UCC no later than the last UCC fall semester meeting of the same academic year (typically in December).

Effective dates for new course proposals are discussed later in this document.

ICC Timeline

All new course and course change or deletion requests will be considered at the ICC meeting for which they were submitted. By UCC resolution (Fall 2015):

"The ICC normally makes a decision about whether to put a course change or new course forward to UCC or to send it back to the proposer at the first meeting at which the proposal is considered. If the ICC is unable to come to a decision or significant issues remain unclear, it

may hold a course proposal over to the next meeting (normally adding an additional month to the process). During this time, the committee should, through conversations with the proposal's sponsors, seek to clarify any sources of confusion and make any necessary revisions. After the second meeting, ICC must either forward the course to UCC for a vote or send it back to the proposer unless the proposer or proposing program asks the committee to retain it another month for further discussion and clarification."

UCC further resolved:

"If Individual Course Committee or the Programs Committee either refuses to approve a proposal or requires revisions that the proposer considers unacceptable and informal consultation has not resolved the issue, the proposer may appeal the committee decision within two committee meetings of the decision or request. The college designee for UCC should represent the proposing faculty member or unit at the committee meeting, supported by the faculty member and/or disciplinary representatives. If the committee and the college are unable to reach an agreement, the proposal will move to UCC as a whole for action."

Extraordinary circumstances may occasionally require approvals to be revisited. In accordance with Sturgis's parliamentary procedures, any member of UCC may move to reconsider a UCC vote. Normal voting rules govern motions to rescind a previous motion (approved course or course change).

Temporary Approval of Courses

New courses and course changes may be granted temporary approval for one semester. Temporary approval is granted in cases where UCC approval has not occurred in time to meet published guidelines. A college dean and the associate provost for faculty and academic planning must approve temporary course offerings. Before this approval, the course must have been approved by the appropriate college curriculum committee. General education courses may not be offered on a temporary basis. Temporary course approvals do not require formal approval from the ICC; however, ICC is regularly notified of all temporary course offerings. New (permanent) courses submitted in OCEAN that were previously offered as temporary courses should have the toggle set to "Yes" for "Was this course ever offered as temporary or experimental?" This will ensure the temporary and permanent versions of the courses are linked appropriately for requisite checking, repeat/retake checking, and degree requirements.

General information on data required for new course or course change documents

If a new course is created to specifically replace another course, the old course should be listed as the answer to the question in OCEAN, **"Is this course functionally equivalent to an existing course?"** Functionally equivalent courses will be treated the same way a renumbered course is treated after the course is approved. A new course is considered functionally equivalent to an old course when all of the following are true:

- The new course will replace a specific course that will be deleted from the curriculum;

- The new course can fulfill requirements that previously required the old course (including requisites); and
- The new course should always be treated as a retake of the old course (students completing both courses would lose credit for the first course completed).

Course Numbering

Generally, the course level dictates the course number (e.g., 1000-level courses are intended for first year students). There are specific guidelines for dual-listed courses and the use of letters in course numbers. In addition, there are reserved course numbers for various instruction types. Complete course numbering guidelines may be found in Appendix A.

Course Name

The name of a course should give a brief, general description of the subject matter covered. A total of 100 maximum characters may be used for a long course name. The short (abbreviated) name should be as clear as possible within the length limit (maximum 30 characters). If the full name of a course is already 30 characters or less, no abbreviation should take place (the name and the short name should be the same in this case). The short name will appear on students' records. In determining a course name, give attention to capitalization, standard abbreviations, and acronyms. See Appendix B for guidelines for course names.

Course Description

The course description is a brief summary (800 maximum characters including spaces) of the content of the course. Course Description guidelines are as follows:

- Provide a concise yet comprehensive summary of the course content.
- Do not include syllabus-level information likely to change over time (e.g., assignments, activities, presentation modes, etc.)
- Write in the present tense (e.g., "Students investigate…" not "Students will investigate…").
- Use the word "course" sparingly.
- Avoid rhetorical questions.
- Avoid language that may be construed as promoting or advertising the course.
- Avoid discipline-specific jargon or specialized terms unlikely to be understood by potential students.

Typical Offering

For informational purposes, the frequency at which a course will typically offered should be selected.

Course Credit

Course credit for formal courses (e.g., lecture, seminar) is based on the number of contact hours. (Refer to the section on course components further down). For example, one hour lecture OR one hour seminar equals one hour semester credit.

Course credit for courses delivered online must be based on the level of effort expected of the students, as compared to the level of effort for an in-class course with the same course credit.

Course credit for laboratory:

Undergraduate: One semester credit hour equals a minimum of 2 contact hours but not more than 3 contact hours for lab.

Graduate Courses

For graduate courses, the number of credits should be equal to or within one hour of the lecture hours or the combination of lecture and lab credit hours as determined by the formula. In other words, a graduate course can earn one credit more than the number of hours that it meets given the expected workload of the course.

Variable Credit

Variable credit courses are typically independent studies, thesis, research, practicum, or special topics. Variable credit courses should be listed as repeatable, and the maximum repeat hours should be a multiple of the end range of variability. For example, if a course is variable for 1-6 hours, then the maximum repeat hours should be 6, 12, 18, 24, etc. A value of "999" may be used regardless of the course credit hours to allow unlimited repeats.

Grade Eligibility Codes

Grade eligibility codes are as follows: (note: WP, WF, WN, I, FN, and FS apply to all grade eligibility codes)

01: A-F

02: A-F, PR

03: A-F, CR

04: A-F, CR, PR

05: F, CR, PR

06: F, CR

07: F, CR, NC (OPIE and some OHIO Honors courses only)

- GEC 01 is appropriate for almost all undergraduate and graduate courses. **The rationale for proposing a GEC other than 01 must be explained**.
- GEC 02, 04, and 05 (which allow in-progress grade) may be used in certain other courses specifically designated by the department with the approval of the dean. Such courses are those where a project or course of study extends over more than one semester.
- GEC 03, 04, 05, and 06 (which allow for CR grade) are to be used only for certain specified courses and only by prior approval of the college curriculum committee and the University Curriculum Council. When a CR grade will be used in a course, it must be used for every student in that section of the course and this will be so announced by the instructor at the start of the course. The blanket CR will not apply to independent studies or independent reading. In unusual circumstances, the dean may allow CR to be assigned to individual students.
- Generally, all thesis and dissertation courses should have a code that includes PR and/or CR.

Special Course Type

A course may be marked as "Special Topics", "Developmental", "HTC Tutorial", or "Departmental Honors." Additional considerations for some of these course types are given [later in this document](). Several of the special course types require specific course numbering choices.

Course Retakes and Repeats

Retakable

This means that a student may retake a course for a different grade to replace the original grade (even if the retake grade is lower). The credit hours do not accumulate.

Undergraduate. All undergraduate courses with fixed content are retakable. All grades appear on a student's transcript, but only the last (most recent) grade counts in the GPA calculation. A student may retake a course only two times—after the initial take (three total, excluding withdrawals). There is no accumulation of credit hours.

Graduate. Graduate courses are not retakable (as defined above). In the event that a graduate student must take a class second time to achieve a sufficient grade for it to count toward a graduate program, the original grade stays on the transcript and in the GPA calculation.

Honors tutorial courses are not retakable; they are repeatable. They are not retakable because they are one-on-one tutorial courses.

Repeatable

This means that a student may register for a course again for additional credit hours, such as practicum courses, special topics courses, research, thesis, or independent study. The hours will accumulate.

Undergraduate and graduate courses may be repeatable. If a course is repeatable, the maximum repeatable hours must be identified and must be a multiple of the maximum credit hours of the course, unless unlimited repeats are permitted. Maximum repeatable hours include the total hours earned from all repeat attempts plus the hours earned when the course was first taken. For example, a 3-credit hour class may have maximum repeatable hours of 6, which means the student can repeat the course one time. In very limited cases, enter a number such as "999" if there is no limit. A course with fixed content is not repeatable. A course with fixed credit hours may be repeatable if the content changes from one offering to the next. In all cases where a course is repeated, all grades will appear on DARS reports and will contribute to GPA calculation.

Note regarding Special Topics courses (e.g., 2900, 4900): Special Topics are courses that vary from offering to offering with respect to the content (topic). For example, a Special Topics course in Communication Sciences and Disorders may include the following topics as offerings: Traumatic Brain Injury, Autism, Cleft Palate, and Cochlear Implants. A student who has taken the course for Autism may repeat the course for the topic Traumatic Brain Injury and receive additional credit. Thus, a special topics course is repeatable because the content changes. Within a special topics course, a particular topic (content) is not repeatable. For example, an undergraduate student who took Autism may retake Autism to replace the original grade. Please note that the OCEAN system does not allow for specific subfields for each topic; however, the proposal should include some examples of topics to be taught in the special topics

course. Special topics courses are always intended to be scheduled with a specific topic, and it is not appropriate to schedule a special topics course with the generic title (i.e., Special Topics in [subject area]) and no specific topic. The topic of the course will be printed in the course offerings, on a student's class schedule, and on a student's transcript.

Reasons for Course Creation and Other Notes (previously *Additional Resources*)

For new courses, please use this field to provide the reason the course is being created. To facilitate tracking and communication within the unit and the college offering the course, resources required to offer the course can also be added here. This information is not visible to students in the catalog.

Course Learning Outcomes

Course learning outcomes are what the instructor expects students to know or be able to do upon the completion of the course. All courses submitted to ICC are expected to have observable and measurable learning outcomes. For example, "be able to understand" is not measurable; while "be able to demonstrate understanding" is acceptable, more specific outcomes that require understanding to achieve are preferable.. This includes all course change documents.

There should be more than one learning outcome, but there is no exact number of outcomes that are required or expected. Typically, courses have between 5 and 10 learning outcomes. The inclusion of action words is expected (e.g., define, explain, describe, solve, apply, analyze, compare, evaluate, create, etc.). See Appendix D for examples of measurable actions and course learning outcomes. ***The outcomes must be worded as follows: "Students will be able to…"*** The outcomes as provided in OCEAN are expected to form the basis for the learning outcomes on course syllabi. Learning outcomes are published in the course catalog.

Learning outcomes should not normally describe course activities. The only exceptions to this rule are cases when the ability to create a particular work product going forward is the goal of the course. For example, a teaching practicum can legitimately say that the ability "to create an effective lesson and assessment plan" is a course outcome). General Education courses must have 1) learning outcomes that are specific to the course (e.g., created by the instructor and/or program) and 2) learning outcomes that reflect the knowledge goals and/or common goal(s) associated with which it is associated. The common goal learning outcomes can be found in Appendix F.

*Course proposals that include learning outcomes specified for TAG (Transfer Assurance Guide) courses by the Ohio Department of Higher Education should list these specified learning outcomes in the discussion section (see https://www.ohiohighered.org/transfer/tag/definitions).

Prerequisites

See Appendix E for standard requisite text to be used in the "Prerequisites Description" section of OCEAN. All courses referenced in the description must be entered in the "Prerequisite Courses" list in the same section, to create a formal link to these courses.

If permission is part of the requisite, students will be required to obtain formal permission via the class permission process in order to enroll in the course.

3000- and 4000-level courses should require junior or senior standing, respectively, and/or appropriate requisite course(s).

It is possible to use the Prerequisites to restrict a course to the majors of one or multiple degree and/or certificate programs. However, in a resolution from June 20, 1988, Faculty Senate requests that ICC "require an explanation for any 'majors only' limitation proposed for any course reviewed by the Committee". **If the Prerequisite section contains a majors-only request, the course comment section must contain a justification for this request**, along with appropriate discussion of that request at the department and college level.

"No Credit If" Restrictions

A separate "No Credit If" section is used if students cannot get credit for the proposed course and one or more other courses. All such courses must be listed here, with the correct no-credit option (Sequence, Duplicate, or Limit; please consult the built- in help in OCEAN for definitions of these options. The OCEAN help desk refers to the course for which the OCEAN document is being prepared as "Course A", and the course selected in the no-credit-if list as "Course B").

Course Components (instruction type)

Possible course components include the following: Lecture, Tutorial, Seminar, Laboratory, Studio, Clinical, Practicum, Field Experience, Internship, Cooperative Education Program, Independent Study, Research, Thesis/Dissertation, Discussion, Recitation. See [Appendix C](#) for descriptions.

The most common primary component is "lecture," even for courses that use class discussion or other kinds of active learning. Many courses will have "lecture" or "seminar" as the primary and only component. However, for example, a course can have "lecture" as the primary component, and "lab" as the secondary component—and they will be scheduled as separate sections. Discussion and Recitation may not serve as primary components. Tutorial and Thesis/Dissertation may not serve as secondary components.

If more than one component is selected for a course, all of the selected components must be scheduled (as separate sections) every time the course is scheduled. Multiple components should not be used if there is not a defined separate section for the secondary or tertiary component, and they should not be used if a course occasionally offers part of the instruction in a separate delivery.

Course Topics

The course topics section of the course document is intended as a "snapshot" of the course content as envisioned at the time the course document is created. These sections are primarily for the use of the department and college-level review, but ICC will look at them as evidence of a consistently and completely designed course.

Topics List

This section should be similar to the course outline that would appear on a syllabus for the course. Topics should be related to the course description (i.e., the content of the course). A listing of course topics that are not consistent with the content of the course description is problematic. A listing of course topics that do not seem consistent with the learning outcomes would also be problematic.

Texts/Readings

This section indicates what kinds of primary and/or secondary texts, videos, or other media convey course content. Items must be described clearly enough that reviewers in the originating department understand what they refer to and to find them easily. For example, "Foucault" is not sufficient, while "Michel Foucault, *Discipline and Punish* (excerpts)" is likely to be adequate. Journal articles should give sufficient bibliographical information for a person in the field to quickly locate them. If there is an indication of varied readings, then a few examples must be given. Single statements such as "readings will vary" are not acceptable. All courses must include some Texts/Readings with the exception of repeatable courses that do not have fixed content (e.g., thesis, special topics, honors tutorials). Any other course that does not include sample readings must have a note from the CCC affirming that they are not necessary.

Key grade factors

This section should indicate % of grade (for example: midterm = 30%, final = 40%, paper = 30%), and the total should be 100%. A high percentage for a factor such as "participation" may be questioned, depending on the course type.

Summative experience

Every course must have a summative experience. Typically, this is a final exam taken during the scheduled final exam period. It could be a presentation during the final exam time or final paper/project that is turned in during the final exam period. Please clearly note the summative experience in this section; this summative experience must also be included in the key grade factors.

Relation

Major set aside

Majors set aside allows (but does not require) a department to have a percentage of the total class capacity to be reserved for their majors only (or related majors, minors, and/or certificates). Thus, if the maximum capacity for a class is 60, and 75% major set aside is used, then 45 seats may be set aside for majors in a particular program. Major set aside seats are not defaulted automatically to a section of a course, and majors set aside restrictions are only available for Athens campus class sections. The "Relation" section is used for major set aside. If requesting major set aside, please include a justification. **If major set aside is used, a major/minor/certificate code must be identified.**

Note regarding Introductory and select general education courses: Generally speaking, major set aside for introductory courses and lower division general education courses (i.e., most Foundations, Pillars, and Arches) is discouraged because introductory and lower division general education courses should be available for all students across all majors. If major set aside is used for such a course, a reason must be provided and ICC strongly recommends a maximum of 50%. Although major set aside can be used with Advanced Writing and Capstone courses, these courses typically have requisites that serve to control enrollment for majors and non-majors. **If majors set aside is used, a major/minor/certificate code must be identified.**

Overlap, Complement, Collaboration

The development of a new course may require a consultation with another department/school for potential overlap/duplication, complement, or collaboration with respect to the content of the course. *Entering data in this field will not currently generate a notification to the affected*

department. The department proposing the new course must make a good-faith effort to get a consultation. Enter all departments to be consulted in the "Relation" section in OCEAN. A follow-up by e-mail is required if no response is received after about 1 week. This follow-up, and the response from each department, <u>must be documented in the discussion section</u>. If no response has been received after 2 weeks, this non-response <u>must be noted in the discussion section</u>. The follow-up e-mail must mention this 2-week deadline.

When documenting consultation replies, the position of the person providing the reply must be indicated. In most cases this should of a department chair, school director, or department/school curriculum chair. In some cases a response may come from a representative of the college dean. General Education

See [Appendix F](#) for guidelines regarding general education courses.

See the ICC website for the non-OCEAN Arches submission plan and form.

IR Codes

The IR (Institutional Research) codes for a course are edited by the staff of the Institutional Research office in collaboration with the Office of the Registrar <u>after</u> the course document has been approved by UCC.

Effective Dates for New Courses

A new course must be approved by UCC before the start of the term in which course is offered.

- To go into effect for Fall: Course must be approved on or before the last previous Spring semester UCC meeting (typically in April).
- To go into effect for Spring: Course needs to be approved on or before the last previous Fall semester UCC meeting (typically in December).
- To go into effect for Summer: Course needs to be approved on or before the last previous Spring UCC meeting (typically in April).

Special Course Types

Dual-Listed Courses

Courses intended for upper level undergraduate students and master's-level graduate students may be dual-listed at the 3000/5000 or 4000/5000 level. In such dual-listed courses there must be qualitative AND quantitative differences in work expected of the graduate students compared with the undergraduate students (see immediately below). Courses at the 6000, 7000, and 8000 levels cannot be dual-listed with undergraduate courses. Master's level courses (6000 level) may be dual-listed with 7000-level courses.

The two components of a dual-listed course pair may have different content; e.g., the readings, topics, and grading components may be different for the undergraduate and the graduate component. Course learning outcomes must distinguish between the graduate and undergraduate versions. Because of these differences, while dual-listing should be added to an existing course using a course change document, ICC may review this document as a new course if the added course differs significantly from the existing one.

Quantitative and quantitative differences in graduate work

In undergraduate-graduate dual-listed courses (e.g., 3000/5000 or 4000/5000), there must be quantitative AND qualitative differences in the expectations for graduate students. Quantitative differences reflect additional work performed by graduate students compared to the undergraduate students. Qualitative differences reflect the level or depth at which information is learned. If the quantitative differences are not obvious in the course components, please describe the differences in the change reason field. For example, if the key grade factors and readings look identical in the undergraduate and graduate versions, the "List changes" section could note that the final paper for graduate students is longer and requires additional research.

Outcomes for dual-listed courses

The course learning outcomes for dual-listed courses must be different for undergraduates and graduates. The set of outcomes for the graduate course should attest to this more advanced learning. For example, whereas undergraduate students may be expected to identify, classify, or explain, a graduate student may be expected to apply, analyze or defend.

Cross-Listed Courses

A course change or a new course proposal can request that a course will be cross-listed, meaning it will appear under multiple prefixes. Since cross-listed courses are required to have identical content, adding a cross-listing to an existing course is considered a course change, not a new course proposal.

Appendix J describes the guidelines and procedures for cross-listing classes.

The UCC approved Cross-Listed Courses Guideline document contains the same content as Appendix J.

Experimental Courses

Departments or schools may wish to offer a new course experimentally before seeking permanent approval for the course. The experimental course guidelines provide a direct procedure for provisional course approval without review by UCC. Approval from ICC is not required for experimental courses; however, ICC is notified when an experimental course has been approved. Experimental courses requires the approval from the appropriate college curriculum committee and dean. The following are the guidelines for experimental courses:

- The instructor should be a full-time faculty member in the department/school offering the course.
- The course should reflect the discipline of the instructor and the department/school.
- The course may only count as an elective and cannot be a mandatory course requirement.
- The course may be offered for a maximum of two years.

New (permanent) courses submitted in OCEAN that were previously offered as experimental courses should have the toggle set to "Yes" for "Was this course ever offered as temporary or experimental?" This will ensure the experimental and permanent versions of the courses are linked appropriately for requisite checking, repeat/retake checking, and degree requirements.

Developmental Courses

These courses are remedial, and any credits given are not applicable toward a degree. No more than 6 semester hours earned in developmental courses may be applied toward the total hours required for graduation.

Developmental courses shall be so publicized by curricular committees in the appropriate academic units. Course numbers will be prefixed with a "D" (e.g., ENG D150, MATH D005).

Honors Tutorial Courses

HTC courses always have a grade code of 01. They are repeatable; not retakable. The standard method for numbering courses is show below.

1st semester – 2970T; 2nd semester – 2980T, 3rd semester – 2971T, 4th semester – 2981T, 5th semester –3970T,6th semester – 3980T; 7th semester – 4970T, 8th semester – 4980T

Internally, HTC refers to 2970T through 3980T as "non-thesis tutorials" and to 4970T and 4980T as "thesis tutorials." For the catalog, DARS reports, and schedule of courses, all T courses may be named, "[name of sponsoring department's discipline] Tutorial," such as Journalism Tutorial, Geology Tutorial, etc.

The preferred language for an HTC course description should include first-year, second-year, etc. rather than class rank (e.g., freshman). HTC students often have advanced status in terms of credit hours, but their tutorials are dependent on their year in the program—not credit hours earned. Example of course description: Tutorial study for first-year Honors Tutorial students (or second-year, etc.) in the Geological Sciences.   The following are examples of appropriate learning outcomes for HTC courses. Note that the outcomes in HTC courses across the curriculum should show a logical progression. For example:

- Students will be able to demonstrate a sophisticated understanding of their discipline.
- Students will be able to produce original, independent research or creative activity.
- Students will be able to demonstrate behaviors that are consistent with expectations of professional work ethics and responsibility.

For HTC courses, there is no standard wording or language for the course topics, key grade factors, and summative experience.

Special Topics Courses

Special Topics are courses that vary from offering to offering with respect to the content (topic). These courses have reserved course numbers—those numbers must be used for special topics courses. Special topics courses are repeatable. (Also see section in this document on Retakes and Repeats for more specific information about special topics courses). Special topics courses are always intended to be scheduled with a specific topic, and it is not appropriate to schedule a special topics course with the generic title (i.e., Special Topics in [subject area]) and no specific topic. The topic of the course will be printed in the course offerings, on a student's class schedule, and on a student's transcript.

Service Learning Courses

A service learning course at Ohio University:

- has service learning embedded in the course curriculum;
- is based on collaboration between faculty and community organizations;

- requires at least 20 hours of structured, intentional work on the service project [for a 3 credit course];
- serves the greater good; and
- requires reflections that link experience to academic material. Courses that meet these criteria are granted a C designation. For more information on developing a service learning course, see Appendix H.

Please see Appendix G for helpful tips for submitting a course in OCEAN.

APPENDIX A: Course Numbering Guidelines

Number Format

Course numbers shall consist of four numbers or a D followed by three digits.

Course Level

0-999 Level Courses

These courses are remedial, developmental or special requirement courses. Any credits given are not applicable toward a degree. Developmental courses shall be so publicized by curricular committees in the appropriate academic units. Course numbers will be prefixed with a "D" (e.g., ENG D101, MATH D101, etc.).

1000 Level Courses

These courses are intended primarily for freshmen. Generally, such courses should have no college prerequisite (except sequential courses) and should be the first course of any particular discipline.

2000 Level Courses

These courses are intended primarily for sophomores. They may or may not have a prerequisite. The second course in a major sequence might properly be given a 2000 number.

3000 Level Courses

These are courses primarily for juniors and seniors. In disciplines where one course builds on knowledge acquired in a previous course, 3000 level courses have prerequisites. In other disciplines where specific course prerequisites are not necessary or appropriate, the courses should be taught with the assumption that the students have an educational background at least equivalent to a college junior.

4000 Level Courses

These courses should be primarily for juniors and seniors. They should be more advanced or more specialized than 3000 level courses and may have a 3000 level course as a prerequisite.

5000 Level Courses

These courses are primarily for master's level students. They may be dual listed with 3000 or 4000 level courses.

6000 Level Courses

These courses are primarily for master's level students and they may not be dual listed with undergraduate courses. OCOM courses start at the 6000 level.

7000 Level Courses

These courses are for advanced graduate students, most of whom are doctoral students. They may not be dual listed with undergraduate courses.

8000 Level Courses

These courses are specialized courses such as seminars, research and dissertation for doctoral students. They may not be dual listed.

Multiple Listed Courses

Courses intended for advanced undergraduate students and masters level graduate students may be dual listed at the 3000 – 5000 or 4000 - 5000 level.

Dual listed 1000 - 5000 and 2000 - 5000 courses are permitted only under very special circumstances such as language courses and courses that provide basic research or laboratory skills.

PhD courses may be dual listed with Master's level courses.

In dual listed undergraduate/graduate courses, there must be a qualitative and quantitative difference in work expected of the graduate students as compared with the undergraduate students (e.g., extra meetings, readings, writings, etc.). New course proposals must include this information.

Use of Letters

The following alphabetical suffixes are to be used for specific courses:

"H" - Departmental Honors Courses

"J" - Junior Level Composition Courses

"T" - Honors Tutorial Courses for the Honors Tutorial College (HTC) Programs

"L" – A laboratory course that is closely associated with a lecture course with the same four digit number.

"X" - Experimental courses. They are approved at the college level to be offered for a maximum of two (2) years.

"D" – Graduate course for which the course credit is not applicable to programs.

"U" – University Professor courses designated to meet Arts & Sciences humanities requirement

"N" - University Professor courses designated to meet Arts & Sciences natural sciences requirement

"S" - University Professor courses designated to meet Arts & Sciences social sciences requirement

 "C" – Service Learning Courses, see appendix

Reserved Course Numbers

2900, 4900, 5900, 6900, and 8900 for special topics.

910 for internship, field experience, and cooperative education (e.g., 2910).

920 for practicum.

*930 for independent study. *

*940 for research. *

6950 is for thesis.

6960 is for studio, project or performance based thesis.

8950 is for dissertation.

2970T and 2980T, 2971T and 2981T, 3970T and 3980T, and 4970T and 4980T for first, second, third and fourth year honors tutorial courses respectively.

*Multiple courses of this instruction mode at the same level with the same MCF prefix should utilize the same middle two digits and be differentiated in the fourth digit (e.g. 2911, 2912,) The numbers without a zero in the fourth digit are not reserved

Course Numbering Suggestions

Course numbers in the 900s should be used for independent study, internships, special problems, readings, special studies, seminars, theses, etc. Course types with a reserved number should use that number if an individual course or the tens range if multiple courses.

Courses of similar major subject area will have the same hundreds digit. Courses in the same sub area will have the same tens digit.

Sequential courses at the same level (thousands) will go in order in the ones digit.

Sequential courses at the higher level (thousands) have the same number as the sequence at the lower level

APPENDIX B: Course Name Guidelines

- Please make sure the first letter in each key content word in the course name is capitalized.
- Delete small words (such as of, and, the, etc.) before trying to abbreviate more essential words in the course name.
- Do not use punctuation marks unless it is crucial to the meaning of the course name. An ampersand (&) is acceptable to join words.
- Acronyms specific to a discipline or that someone outside the academic department would not know or understand should not be used.
- Abbreviate words so they may be easily deciphered. Please use standard abbreviations whenever possible (see below).

Standard Course Name Abbreviations		
Word in Course Name	Preferred	Acceptable
Accounting	Actg	
Administration	Admin	Adm
Advanced	Adv	
Alternative	Altern	Alt
American	Amer	Am
Analysis	Analy	
Ancient	Anc	
Applied	Appl	
Approach	Appr	
Assessment	Assess	Assmt/Assessmt
Basic	Bas	
Behavior	Behav	
Century	Cen	C (ex. 21C)
Child/Children	Chld	Ch
Classic	Clas	Class
Colloquium	Colloq	Coll
Communication	Commun	Comm
Community	Commun	Comm
Comparative	Compar	Comp
Computer	Comput	Comp
Concept	Conc	

Concepts	Concep	Conc
Contrast	Contr	
Creative	Creat	
Critique/Criticism	Crit	
Culture	Cultur	Cul
Current	Curr	
Design	Des	
Develop	Devel	Dev
Elementary	Elem	
Ethnic	Ethn	
Evolution	Evol	
Exceptional	Excep	Exc
Experience	Exper	
Experiment	Exper	
Family	Fam	
Field	Fld	
Function	Func	
Fundamental	Fund	
Gender	Gend	Gen
History	Hist	Hst
Human	Hum	
Independent	Indep	Indepen
Individual	Indiv	
Information	Info	
Inquiry	Inquir	
Instrumental	Instrum	Instr
Integrated	Integr	Integ
Intermediate	Interm	Intermed/Int
International	Intl	
Internship	Intern	
Interpretation	Interp	
Introduction	Intro	
Issues	Iss	

Leader	Ldr	Lead
Learn	Lrn	
Literature/Literacy	Lit	
Major	Maj	
Management	Mgmt	Mgt
Market	Mkt	
Method	Meth	
Modern	Mod	
National	Natl	
Natural	Natur	Nat
Option	Opt	
Organize	Organiz	Org
Origin	Orig	
Perspective	Persp	
Physical	Phys	
Planning	Plan	
Policy	Polic	Pol
Politics	Polit	Pol
Practicum	Prac	
Principle	Princ	Prin
Process	Proc	
Program	Progr	Prog
Project	Proj	
Psychology	Psych/Psy	
Reading	Read	
Research	Res	
Resource	Resour	
Revolution	Revol	Rev
Seminar	Sem	
Service	Serv	
Skill	Skl	Sk
Society/Social	Soc	
Software	Softwar	Softw

Special	Spec	Sp
Statistical	Statis	Stat
Strategies	Strat	
Structure	Struc	
Student	Stu	
Study/Studies	Stdy	St
Supervise/Supervision	Supv	Superv
Survey	Surv	
Symbol	Symb	
Synthesis	Synth	Syn
System	Syst	Sys
Teach	Teac	Tch
Technology/Technique	Techn	Tech
Theory	Theo	
Topics	Top	
Training	Train	Trng
Visual	Vis	
Women	Wom	
Workshop	Wrk	
World	Wld	Wrld
Writing	Writ	Wr
Year	Yr	

Source: http://registrar.uoregon.edu/faculty_staff/academic_scheduling/course_titles#course-title-guidelines

APPENDIX C: Course Components

Standard definitions that units can use to determine the proper components to use for their courses.

Lecture – This is the format of most undergraduate and many graduate courses. A lecture is formalized instruction, conducted on or off campus, in which an educational experience prepared by the teacher is presented to students through any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audiovisual materials or techniques. Lecture may encompass "flipped" classroom pedagogy.

Tutorial - A tutorial is an educational experience in which individual students or small groups of students are tutored by a faculty member or qualified individual.

Seminar - A seminar is an educational experience that is less formal than a lecture class, in which a relatively small number of students engage in discussions that are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.

Discussion - Discussion is an instructional format in which the observations made in the lab are further discussed. Discussion is not a primary course component.

Recitation - Recitation is an educational activity in which small breakout groups meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction that occurs in the larger lecture. Recitation is not a primary course component.

Laboratory - A laboratory is an educational activity in which students conduct experiments, perfect skills, or practice procedures or practice, perform, or produce under the direction of a faculty member.

Studio- A studio is an educational activity in which students practice, perform, or produce under the direction of a faculty member. It is typically used to describe music, performance art, and theater courses.

Clinical - A clinical is a laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student clinical laboratory session, a regular faculty member directly supervises the class. A clinical laboratory applies only to health technology programs.

Practicum - A practicum is an on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. The practicum is coordinated by a faculty member who visits the student on a regular basis, provides the final grade, and teaches at least one course on the campus.

Field Experience (2016)[1]: Field experience is planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his or her

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[11] This definition replaces the 2009 definition of "Field Experience/Internship"

supervisor at least once during the quarter or semester, and assigns the course grade to the student after the appropriate consultation with the employer or supervisor.

Cooperative Education (CO) Program - A cooperative education program is a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work experience in cooperating employer organizations and that meets all of the following conditions:

- Alternates or combines periods of academic study and work experience in appropriate fields as an integral part of student education;
- Provides students with compensation from the cooperative employer in the form of wages or salaries for work performed;
- Evaluates each participating student's performance in the cooperative position, both from the perspective of the student's institution of higher education and the student's cooperative employer;
- Provides participating students with academic credit from the institution of higher education upon successful completion of their cooperative education;
- Is part of an overall degree or certificate program for which a percentage of the total program acceptable to the chancellor of the Ohio Department of Higher Education involves cooperative education.

(Coops must be paid and must be for credit; they are integrated into the program and usually required; often alternating with academic work)

Internship Program (IN): An internship program is a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work or community service experience and that does both of the following:

- Offers internships of specified and definite duration;
- Evaluates each participating student's performance in the internship position, both from the perspective of the student's institution of higher education and the student's internship employer.

(Internships may provide compensation in the form of wages or salaries, stipends or scholarships and may be for credit; they are usually one-off activities rather than alternating as with coops)

Independent Study – An educational activity in which a faculty member works with a student or small group of students.

Research - During research, a student performs a systematic inquiry, investigation and analysis of data in order to increase knowledge, test hypothesis, and arrive at conclusions under the direction of a faculty member.

Thesis/Dissertation - Thesis and Dissertation are substantial scholarly papers written as a requirement for a graduate degree in an academic discipline.

APPENDIX D: Language for Student Learning Outcomes
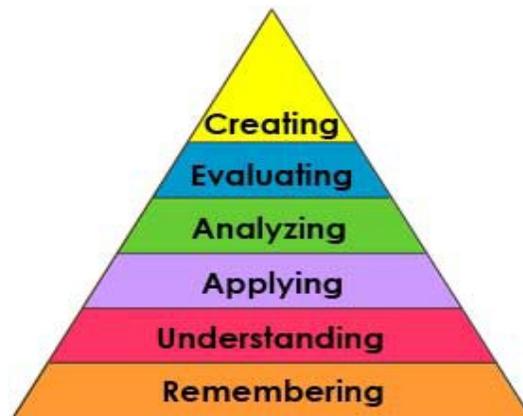
Bloom's Revised Taxonomy

Remembering (knowledge): Can the student recall or remember the information? Example verbs: choose, describe, define, identify, label, list, locate, match, memorize, name, omit, recite, recognize, select, state

Sample instructional strategies: highlighting, rehearsal, memorizing, mnemonics

Understanding (comprehension): Can the student explain ideas or concepts? Example verbs: explain, describe, translate, discuss, summarize, classify, illustrate, interpret, compare, classify, indicate, distinguish, infer, express

Sample instructional strategies: key examples, emphasize connections, elaborate concepts, summarize, paraphrase

Applying: Can the student use the information in a new way? This involves knowing when to apply, why to apply, and recognize patterns of transfer to situations that are new, unfamiliar or have a new slant for students. Example verbs: apply, use, practice, sketch, solve, generalize, employ, execute, perform, construct, role-play

Sample instructional strategies: case studies, modeling, mindful practice, authentic situations, "coached" practice, simulations, part and whole sequencing

Analyzing: can the student break down into parts and forms? Example verbs: analyze, categorize, classify, compare, differentiate, appraise, critique, survey, distinguish, experiment, measure, test

Sample instructional strategies: models of thinking, challenging assumptions, retrospective analysis, reflection through journaling, debates, discussions, collaborative learning, decision-making situations

Evaluating: can the student evaluate according to some set of criteria and state why? Example verbs: appraise, judge, criticize, defend, compare

Sample instructional strategies: challenging assumptions, journaling, debates, discussions, collaborative learning activities, decision-making situations

Creating (synthesis): Can the student combine elements in a pattern not clearly there before? Example verbs: combine, compose, construct, create, design, develop, formulate, invent, originate, produce, hypothesize

Sample instructional strategies: Modeling, challenging assumptions, reflection through journaling, discussions, collaborative learning activities, design, decision-making situations

Simply stated, expected learning outcome statements describe:
> What faculty members want students to know at the end of the course
> AND
> What faculty members want students to be able to do at the end of the course.

Learning outcomes have several major characteristics:
- They specify an action by the students/learners that is observable
- They specify an action by the students/learners that is measurable
- They specify an action that is done by the students/learners (rather than the faculty members)
- They describe an action the students/learners are capable of carrying out after completing and as a result of completing the course

Learning outcomes <u>do not</u> specify activities the students/learners carry out during the course. For example, do not use:
> "Students will be able to investigate the history of the profession"

Instead use:
> "Students will be able to apply their knowledge of the history of the profession to …"

Course Samples:

United States History: Students will be able to…
> …describe the relationship between the past and the present.
> …define a pluralistic society and its relationship to our democratic principles.
> …outline the structure of the Constitution of the U.S.
> …identity and define the social, political, and economic institutions that impact the modern society.
> …describe the major events and individuals associated with the history of the United States.

Introduction to Business: Students will be able to…
> …identify and describe current domestic and international business trends.
> …explain how proper business management benefits consumers and employee.
> …define the basic rules related to human resources management.
> …compare and contrast the different types of business ownership.
> …evaluate and classify various marketing strategies.
> …summarize how technology can help a business manage information.

Music Appreciation/History Course (focus on Western music): Students will be able to…
> …identify the basic elements of Western music.
> …list the instruments associated with Western music.
> …describe the distinct style periods of Western music.
> …recognize selected examples of Western music aurally.
> …discriminate among different Western music styles.
> …explain music's place in relation to other art forms.

General Psychology: Students will be able to...

 ...identify and define basic terms and concepts which are needed for advanced courses in psychology.

 ...outline the scientific method as it is used by psychologists.

 ...apply the principles of psychology to practical problems.

 ...compare and contrast the multiple determinants of behavior (environmental, biological, and genetic).

 ...analyze current research findings in the areas of physiological psychology, perception, learning, abnormal, and social psychology.

 ...distinguish between healthy and unhealthy physical, mental, and emotional patterns.

Plant and Soil Sciences: Students will be able to...

 ...label the parts of a plant.

 ...define the terms used in plant growth and reproduction.

 ...explain transpiration, respiration and photosynthesis.

 ...calculate the germination rates of various seeds.

 ...identify soil texture and structure from soil samples.

 ...list the primary, secondary and micro nutrients present in soil.

 ...identify and describe land capability classes and their uses.

General Nutrition: Students will be able to...

 ...describe the digestive system.

 ...explain the steps involved in metabolism and the ways energy is derived from carbohydrate, fat, and protein.

 ...design individualized eating plans utilizing diet planning principles and the Food Guide Pyramid.

 ...state the benefits associated with physical activity and the components of a sound fitness or health program.

 ...describe how nutrition and lifestyle choices impact the life cycle.

Language Disorders in School-age Children: Students will be able to...

 ...describe curriculum –based assessment.

 ...compare and contrast service delivery models.

 ...explain the importance of the common core state standards in relation to speech/language skills.

 ...apply curriculum-based assessment to a case scenario.

 ...evaluate the evidence for the effectiveness of models of language intervention.

 ...create an informal assessment tool for language-literacy.

Source: Anderson, L.W., & Krathwohl, D.R. (Eds.) (2001). A taxonomy of learning, teaching, and assessment: A revision of Bloom's taxonomy of educational objectives. New York: Longman.

Examples of possible outcomes for internships: Students will be able to...

 ...apply academic knowledge in a professional setting

 ...solve practical real-world problems in a professional setting

 ...demonstrate professionally relevant competencies and relationships in a professional setting ...demonstrate proper business etiquette while fulfilling internship responsibilities

 ...critically evaluate the internship experience as an exemplar for the field

 ...demonstrate improved performance accordingly to professional constructive criticism

 ...evaluate own performance in light of one's expressed goals and learning outcomes

 ...compare and contrast one's self-perception to the professional perception of the site supervisor

 ...demonstrate understanding of a professional organizational culture

Source: http://www.hope.edu/academic/intern/Learning%20outcomes.pdf

APPENDIX E: Standard Requisite Text

REQUIREMENT	LANGUAGE
	Graduate Courses: Note that all courses with catalog numbers of 5000 and above are graduate-level courses and require graduate standing even though this fact is not listed for each course.
PERMISSION REQUIRED OR PERM REQUIRED	Permission is **required** for the class and it is not available through online registration. Register for this class with a class permission slip obtained from the instructor or the department/school offering the course.
HTC	Honors Tutorial College students only.
CONCURRENT OR CONCUR	Take concurrently with other course. Example: LING 4750 or CONCURRENT
ETM 2210 AND (PHYS 2020 OR 2520)	Indicates (for example) ETM 2210 and either PHYS 2020 or PHYS 2520 must be completed (the second PHYS is implied and not printed).
C OR BETTER	Indicates (for example) a "C" is the lowest acceptable grade for the requisite course. Example: C or BETTER in JOUR 1330
Adv Writ	Indicates that the Advanced Writing requirement must be completed.
FR ONLY	Indicates student must be freshman rank.
FR OR SOPH	Indicates student must either be freshman or sophomore rank.
FR OR SOPH OR JR	Indicates student must be freshman, sophomore, or junior rank.
SOPH ONLY	Indicates student must be sophomore rank.
SOPH OR JR	Indicates student must be either sophomore or junior rank.
SOPH OR JR OR SR	Indicates student must be sophomore, junior, or senior rank.
JR ONLY	Indicates student must be junior rank.
JR OR SR	Indicates student must be either junior or senior rank.
SR ONLY	Indicates student must be senior rank.
EQUIVALENT OR EQUIV	If this appears in the requisite, students who feel they have comparable courses or experience may ask for permission to enroll in the course. They must obtain a class permission slip from the instructor or the department/school offering the course in order to register for the course.
RECOMMENDED	Indicates this course is a recommended prerequisite. However, it is not a requirement for registering for the course.
NOT PSY 1200	Indicates (for example) the student who has completed PSY 1200 may not register for this course.
MAJOR OR MJR	Indicates student must be a major of that department/school.

APPENDIX F: General Education

General education components for a course must be specified by completing the "General Education" portion of the OCEAN document, either at the time a new course is created, or during a course change. ICC forwards all requests for new General Education designations and changes in General Education courses to the UCC General Education Committee for comment.

BRICKS Components

The five categories of the BRICKS General Education Program include:

1. **Foundations** include four components and emphasize written communication, quantitative reasoning, and intercultural knowledge and competence.

2. **Pillars** include four components and emphasize knowledge and methods associated with the arts, humanities, natural sciences, and social sciences through distributed courses.

3. **Arches** include three, interrelated components and emphasize critical thinking, teamwork, and discipline-specific knowledge.

4. **Bridges** include four components and emphasize oral communication, ethical reasoning, integrative learning, and intercultural knowledge /competence.

5. **Capstones** include one requirement and emphasize critical thinking and integrative learning.

Note: Some general education components require Ohio Transfer Module (OTM) approval as one of the general education areas of distribution. Instructions for how to submit courses for OTM approval are available through the UCC General Education Committee website. When a course has OTM approval as a course + lab combination, both the course and lab must be completed to fulfill the BRICKS requirement. In these circumstances, both the lecture and lab courses should include a note in the course description, e.g., "Both PHYS 2056 and PHYS 2057 must be completed to fulfill the Arches: Natural World requirement."

Category 1: Foundations Courses

Foundations provide coursework to develop students' abilities to communicate effectively through writing, to use quantitative reasoning, and to develop global and domestic intercultural knowledge and competence. For each requirement, the majority of the course content and experiences should focus on the common goal.

Requirement(s)	Min. Hrs.	Common Goal(s)	Notes
Written Communication	3	Written Communication	Must be OTM-approved as *First Writing*. The majority of the course content and experiences should focus on achieving all of the Written Communication common goal learning outcomes.
Advanced Writing	3	Written Communication	May be at any undergraduate level and from any discipline. The majority of the course content and experiences focused on achieving all of the Written Communication common goal learning outcomes. Must have Foundations: Written Communication (ENG 1510 or 1610) as pre- or co-requisite.
Quantitative Reasoning	3	Quantitative Reasoning	Must be OTM-approved as *Mathematics, Statistics, and Logic.**

| Intercultural Explorations | 2 | Intercultural Knowledge and Competence | Must be at the 1000 or 2000 level.
Must focus on achieving Intercultural Knowledge and Competence learning outcomes (both domestic and global).
May also fulfill a Pillar or Arch requirement.
<u>**Cannot**</u> complete the Bridges: Diversity & Practice requirement. |

The cell above the Intercultural Explorations row contains:

> The majority of the course content and experiences should focus on achieving all of the Quantitative Reasoning common goal learning outcomes.

*The transition from the OTM to the OT36 in spring 2021 means that some courses currently approved as Foundations: Quantitative Reasoning will be removed from the state general education category. Pending new policy, these courses will continue to satisfy the FQR requirement through at least the end of AY22-23.

Category 2: Pillars Courses

Pillars provide an understanding of knowledge and methods associated with the humanities, natural sciences, and social sciences. Through breadth of knowledge, pillars allow students to explore multiple viewpoints, ideas, and disciplines important for any career. Courses must be accessible for all learners to explore and develop an understanding of broad disciplines important for a liberal arts education.

Requirement(s)	Min. Hrs.	Common Goal(s)	Notes
Humanitites: Texts and Contexts	3	Humanities Knowledge & Methods	Must be <u>OTM-approved</u> as *Arts and Humanities*. The majority of the course content and experiences should focus on achieving all of OHIO's Humanities breadth of knowledge learning outcomes.
Humanities: Arts	3	Arts Knowledge & Methods	Must be <u>OTM-approved</u> as *Arts and Humanities*. The majority of the course content and experiences should focus on achieving all of OHIO's Arts breadth of knowledge learning outcomes.
Natural Sciences	3	Natural Sciences Knowledge & Methods	Must be <u>OTM-approved</u> as *Natural Sciences*. The majority of the course content and experiences should focus on achieving all of OHIO's Natural Science breadth of knowledge learning outcomes.
Social and Behavioral Sciences	3	Social and Behavioral Sciences Knowledge & Methods	Must be <u>OTM-approved</u> as *Social and Behavioral Sciences*. The majority of the course content and experiences should focus on achieving all of OHIO's Social or Behavioral Science breadth of knowledge learning outcomes.

Category 3: Arches Courses

Arches enable students to explore a topic or problem from different disciplinary perspectives. Arches include nine credit hours (minimum), are multi-disciplinary, and connected to other courses through a shared topic. Courses must be accessible for all learners to explore and develop an understanding of a topic or problem from broad disciplinary perspectives. Students who complete the full set of courses for the Arch topic will earn a general education credential.

Requirement(s)	Min. Hrs.	Common Goal(s)	Notes
Constructed World	3	Critical Thinking and Teamwork (as a set of courses or as individual courses)	Must be <u>OTM-approved</u> as *Mathematics, Statistics, and Logic** **or** *Arts and Humanities*. • If the course is approved as Mathematics, Statistics, and Logic, the course content and experiences should achieve all of Quantitative Reasoning learning outcomes. • If the course is approved as Arts and Humanities, the course content and experiences should achieve all of OHIO's Arts or Humanities breadth of knowledge learning outcomes. Courses must achieve either critical thinking or teamwork common goal learning outcomes.
Natural World	3		Must be <u>OTM-approved</u> as *Natural Sciences*. Course content and experiences should focus on achieving all of OHIO's Natural Science breadth of knowledge learning outcomes. Courses must achieve either critical thinking or teamwork common goal learning outcomes.
Connected World	3		Must be <u>OTM-approved</u> as *Social and Behavioral Sciences*. Course content and experiences should focus on achieving all of OHIO's Social or Behavioral Science breadth of knowledge learning outcomes. Courses must achieve either critical thinking or teamwork common goal learning outcomes.

*The transition from the OTM to the OT36 in spring 2021 means that some courses currently approved as Arches will be removed from the state general education category. Pending new policy, these courses will continue to satisfy the Constructed World requirement at least through the end of AY22-23.

Category 4: Bridges Courses

Bridges focus explicitly on specific common goal learning outcomes. Course options should encourage students to build competencies through experiences in a liberal arts discipline and/or their major or minor field. Options may be:

- Standalone courses (1+ credit hours) focused exclusively on common learning outcomes,
- Courses taken concurrently with other courses (e.g., similar to a lab taken concurrently with the lecture),
- Standalone courses (3+ credit hours) where learning opportunities and experiences achieve the common goal learning outcomes in addition to other course-level learning outcomes, or
- A sequence of courses where students are provided opportunities to learn and achieve common goal learning outcomes through a combination of courses.

Requirement(s)	Min. Hrs.	Common Goal(s)	Notes
Speaking & Listening	1	Oral Communication	May be at any undergraduate level and from any discipline.

			Must provide learning opportunities and experiences for students to achieve Oral Communication common goal learning outcomes.
Ethics & Reasoning	1	Ethical Reasoning	May be at any undergraduate level and from any discipline. Must provide learning opportunities and experiences for students to achieve Ethical Reasoning common goal learning outcomes.
Diversity & Practice	1	Intercultural Knowledge and Competence	May be at any undergraduate level and from any discipline. Must provide learning opportunities and experiences for students to achieve Intercultural Knowledge and Competence learning outcomes (both domestic and global). Courses that fulfill the Diversity & Practice requirement courses **cannot** also complete the Bridges: Diversity & Practice requirement.
Learning & Doing	1	Integrative Learning	May be at any undergraduate level and from any discipline. Must provide learning opportunities and experiences for students to achieve Integrative Learning common goal learning outcomes.

Category 5: Capstone Courses

Capstones are capstone courses or culminating experiences that require students to integrate and apply what they have learned. Typically offered at the end of a student's educational journey, capstones may be specific to the major, an arch requirement, or combined with a bridges course. To ensure that Capstones apply a body of earlier learning, courses designated as Capstones must require appropriate prerequisite courses (e.g., upper-division disciplinary courses or completion of a specific Arch) and/or experiences (e.g., study away), depending on the nature of the Capstone.

Requirement(s)	Min. Hrs.	Common Goal(s)	Notes
Capstone or Culminating Experience	2	Critical Thinking and Integrative Learning	Must achieve both Critical Thinking and Integrative Learning common goal learning outcomes. May be specific to the major, an Arch requirement, or combined with a Bridge requirement. *For example, a three credit hour capstone may be approved to achieve minimum credit hours for the Capstone (2 hours) and Learning & Doing (1 hour).*

Breadth of Knowledge Learning Outcomes

Arts

For Pillars–Humanities: Arts courses. Courses designated as arts will provide opportunities for learners to achieve all of the following learning outcomes:

1. Students will employ principles, terminology, and methods from at least one discipline in the arts.
2. Students will be able to analyze, interpret, and/or evaluate primary works of artistic expression.

3. Students will be able to describe creative processes involved in producing works of art and recognize connections between those processes and existing works.
4. Students will explain relationships among cultural and/or historical contexts and the arts.
5. Students will be able to communicate concepts and evidence related to artistic endeavors.

Humanities

For Pillars–Humanities: Texts and Contexts courses. Courses designated as humanities will provide opportunities for learners to achieve <u>all</u> of the following learning outcomes:

1. Students will be able to employ principles, terminology, and methods from disciplines in the humanities.
2. Students will be able to analyze, interpret, and/or evaluate primary works that are products of critical thought and/or the human imagination.
3. Students will be able to describe creative processes involved in producing works of critical thought and/or the human imagination and recognize connections between those processes and existing works.
4. Students be able to explain relationships among cultural and/or historical contexts and the humanities
5. Students will be able to communicate concepts and evidence related to humanistic endeavors.

Natural Sciences

For Pillars–Humanities: Natural Sciences courses. Courses designated as natural sciences will provide opportunities for learners to achieve <u>all</u> of the following learning outcomes:

1. Students will be able to explain basic terminology, concepts and methods of modern science.
2. Students will be able to outline how scientific principles are formulated, tested and either modified or validated.
3. Students will be able to describe or predict natural phenomena using current scientific models and theories .
4. Students will be able to apply scientific methods of inquiry appropriate to a discipline to gather and analyze data and draw evidence-based conclusions.
5. Students will be able describe how scientific data are reproducible while also having intrinsic variation and possible limitations.
6. Students will be able to solve problems or address issues using foundational knowledge and discipline-specific concepts.
7. Students will be able to communicate how scientific findings contribute to the modern world.
8. Students will be able to evaluate evidence-based scientific arguments in a logical fashion and distinguish between scientific and non-scientific evidence and explanations.

Social or Behavioral Sciences

For Pillars–Humanities: Social and Behavioral Sciences courses. Courses designated as social or behavioral sciences will provide opportunities for learners to achieve <u>all</u> of the following learning outcomes:

1. Students will be able to explain primary terminology, concepts, and findings of the specific social or behavioral science discipline.
2. Students will be able explain the primary theoretical approaches used in the specific social and behavioral science discipline.
3. Students will be able to explain the primary quantitative and qualitative research methods used in the specific social and behavioral science discipline.
4. Students will be able to explain the primary ethical issues raised by the practice and findings of the specific social and behavioral science discipline.
5. Students will be able to explain the range of relevant information sources in the specific social and behavioral science discipline.

6. Students will be able to explain how social or behavioral sciences contribute to becoming an informed citizen.

Common Goals

Critical Thinking Learning Outcomes

For courses included in Arches (either across the courses that comprise the Arch or within each of the courses in the Arch) and Capstone courses. Courses, programs, or learning experiences designated as teaching critical thinking will provide opportunities for learners to achieve all of the following learning outcomes:

1. *Explanation of issues.* Students will be able to critically state, describe, and consider an issue or problem.
2. *Evidence.* Students will be able to use information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.
3. *Influence of context and assumptions.* Students will be able to systematically and methodically analyze assumptions and carefully evaluate the relevance of contexts when presenting a position.
4. *Student's position (perspective, thesis/hypothesis).* Students will be able to state a specific position (i.e., perspective, thesis, or hypothesis) that is thoughtful, recognizes complexities, and acknowledges limitations.
5. *Conclusions and related outcomes.* Students will be able to state conclusions and related outcomes (consequences and implications) logically and in a priority order.

Ethical Reasoning Learning Outcomes

For Bridges–Ethics & Reasoning Courses. Courses, programs, or learning experiences designated as teaching ethical reasoning will provide opportunities for learners to achieve all of the following learning outcomes.

1. *Ethical self-awareness.* Students will be able to recognize one's own ethical core beliefs and how they shape ethical conduct and thinking.
2. *Perspectives / concepts.* Students will be able to understand ethical perspectives, theories, and/or concepts.
3. *Ethical issue(s).* Students will be able to recognize, evaluate, and connect ethical issues.
4. *Application.* Students will be able to apply ethical perspectives, theories, or concepts to a decision-making situation.
5. *Evaluation.* Students will be able to evaluate alternative ethical perspectives within a decision-making situation.

Integrative Learning Outcomes

For Bridges–Learning & Doing and Capstone courses. Courses, programs, or learning experiences designated as teaching integrative learning will provide opportunities for learners to achieve all of the following learning outcomes.

1. *Connection to experience.* Students will be able to connect relevant experience and academic knowledge.
2. *Connections to discipline.* Students will be able to see and make connections across disciplines and perspectives.
3. *Transfer.* Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation.
4. *Integrated communication.* Students will be able to complete an assignment using a format, language, or visual representation in ways that enhance meaning.
5. *Reflection and self-assessment.* Students will be able to demonstrate a developing sense of self as a learner and build on prior experience to respond to new and challenging contexts.

Intercultural Knowledge and Competence Learning Outcomes

For Foundations–Intercultural Explorations and Bridges–Diversity & Practice courses. Courses, programs, or learning experiences designated as teaching intercultural knowledge and competence will provide opportunities for learners to achieve <u>all</u> the following learning outcomes.

1. *Cultural self-awareness.* Students will be able to articulate insights about one's own cultural rules and biases.
2. *Cultural worldwide frameworks.* Students will be able to demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
3. *Empathy.* Students will be able to interpret intercultural experience from their own and others' worldview and to act in a supportive manner that recognizes the feelings of another cultural group.
4. *Verbal and non-verbal communications.* Students will be able to demonstrate an understanding of cultural differences in verbal and non-verbal communication and to negotiate a shared understanding based on those differences.
5. *Curiosity.* Students will be able to ask complex questions of other cultures and to articulate answers to these questions that reflect multiple cultural perspectives.
6. *Openness.* Students will be able to initiate and develop interactions with culturally different others while suspending judgment in valuing the student's own interactions with culturally different others.

Oral Communication Learning Outcomes

For Bridges–Speaking & Listening courses. Courses, programs, or learning experiences designated as teaching oral communication will provide opportunities for learners to achieve <u>all</u> of the following learning outcomes.

1. *Organization.* Students will be able to group and sequence ideas and supporting material such that the organization reflects the purpose of the presentation, is cohesive, and accomplishes the goal(s).
2. *Language.* Students will be able to use unbiased vocabulary, terminology, and sentence structure appropriate to the topic and audience
3. *Delivery.* Students will be able to use posture, gestures, eye contact, and voice to enhance the effectiveness of a presentation and to make the speaker appear polished / confident.
4. *Supporting material.* Students will be able to provide credible, relevant, and convincing information (e.g., explanations, analogies, quotations, statistics, examples, contexts) that supports the principle ideas of the presentation or establishes the presenter's credibility on the topic.
5. *Central message.* Students will be able to articulate a precise, compelling, and memorable purpose or main point of a presentation.

Quantitative Reasoning Learning Outcomes

For Foundations–Quantitative Reasoning courses. Courses, programs, or learning experiences designated as teaching quantitative reasoning will provide opportunities for learners to achieve <u>all</u> of the following learning outcomes.

1. *Interpretation.* Students will be able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. *Representation.* Students will be able to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. *Calculation.* Students will be able to calculate relevant information using various mathematical formulas.
4. *Application / Analysis.* Students will be able to make judgments and draw appropriate conclusions based on the quantitative analysis of data while recognizing the limits of this analysis.
5. *Assumptions.* Students will be able to make and evaluate important assumptions in estimation, modeling, and data analysis.

6. *Communications.* Students will be able to express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Teamwork Learning Outcomes

For courses included in Arches (either across the courses that comprise the Arch or within each of the courses in the Arch). Courses, programs, or learning experiences designated as teaching teamwork will provide opportunities for learners to achieve all of the following learning outcomes.

1. *Contributes to team meetings.* Students will be able to contribute ideas, solutions, and courses of action during team meetings
2. *Engagement of team members.* Students will be able to engage other team members, constructively and respectfully.
3. *Individual contributions.* Students will be able to provide meaningful contributions to the team that advances the work of the group
4. *Constructive team climate.* Students will be able to foster a constructive team climate.
5. *Conflict management.* Students will be able to manage team conflict.

Written Communication Learning Outcomes

For Foundations–Written Communication and Foundations-Advanced Writing courses. Courses, programs, or learning experiences designated as teaching written communication will provide opportunities for learners to achieve all of the following learning outcomes:

1. *Context and purpose.* Students will be able to demonstrate an understanding of the context and purpose for writing such that the text has the writer's intended effect on an audience
2. *Content development.* Students will be able to use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
3. *Genre and disciplinary conventions.* Students will be able to use formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices appropriate for a specific academic field.
4. *Sources and evidence.* Students will be able to use and source texts (written, oral, behavioral, visual, or other) to extend, argue with, develop, define, or shape the writer's ideas.
5. *Control of syntax and mechanics.* Students will be able to use syntax and mechanics effectively to communicate ideas.

Combining BRICKS Components

BRICKS courses may count as multiple component requirements, provided that they achieve the number of required hours and learning outcomes for each component.

Most frequently, the required hours when combining BRICKS are additive, such that courses fulfilling multiple components must have enough hours to account for each component separately (e.g., a course counting for both Foundations: Advanced Writing and Capstone must carry at least five credit hours). Foundations: Intercultural Explorations and Bridges: Learning & Doing, however, may double count with other requirements (e.g., a course counting for both Foundations: Intercultural Explorations and Pillars: Social and Behavioral Sciences may be as few as three credit hours).

Not all components may be combined with others, though, and some specific combinations are disallowed (e.g., Foundations: Intercultural Explorations and Bridges: Diversity & Practice). OCEAN 3.0 is coded to return a validation error if the number of hours is insufficient for a proposed combination or if a combination is not allowed.

A maximum of four BRICKS component tags may apply to any one course.

Cumulative BRICKS Components

In highly structured major or minor programs, multiple courses may combine to fulfill a BRICKS component. For example, two Engineering courses with 1.5 hours each in writing instruction taken sequentially may count together to fulfill Foundations: Advanced Writing. For cumulative BRICKS components, the following conditions must be met:

1. The courses contributing to the BRICKS components must all include the required learning outcomes for that BRICKS component.
2. The courses must lay out a prerequisite path such that one course will always be last in the sequence.
3. The final course in the sequence must, except under extraordinary conditions, carry enough credit hours to account for all BRICKS components for which it is tagged. For example, a Capstone that is the last course in a Foundations: Advanced Writing cumulative sequence must ordinarily carry at least five credit hours.

Only the final course in a cumulative sequence will be designated as the BRICKS component in OCEAN and on the DARS. Programs proposing to achieve BRICKS outcomes cumulatively must explain the sequence and how it will add up to the required number of hours in the Rationale for Course and, if relevant, Reasons for Change sections of the OCEAN submission form.

APPENDIX G: Helpful Tips for Submitting a Course in OCEAN

Deleted effective Fall 2018-2019

APPENDIX H: Service Learning Courses[2]

In Spring Semester 2015, the University Curriculum Council passed a resolution to implement a "C" suffix to designate service learning and community engagement courses at Ohio University. There are two procedures for developing c-courses: new course creation and course change. This appendix spells out the process for faculty wishing to create these courses. The Center for Campus and Community Engagement (CCCE) is available to support the development and delivery of service learning courses, and is an important facilitator throughout the course creation process. Faculty members who are interested in delivering c-courses are encouraged to consult with the CCCE staff (https://www.ohio.edu/communityengagement/staff.cfm) before beginning the course design process.

New C-course Process

Step 1: Individuals seeking approval for course with c-designation should complete the Service Learning Course Planning Form, which is available on the CCCE website (https://www.ohio.edu/communityengagement/). The document includes information about the five criteria for Ohio University service learning or c-designated courses. Completing this document will help faculty plan a successful service learning experience.

Step 2: Once the planning document has been completed, the course creator should contact CCCE (3-4801) to request a review of the planning document. The CCCE will then contact the faculty member to discuss the outcome of the review, and supply a memo indicating its approval.

Step 3: Once approval has been obtained, the proposer combines the CCCE form and the approval menu into a single PDF or Word document. Follow the usual procedures for the new course option in OCEAN. Make sure to include the "C" suffix in the course number, and set the "Service Learning" option slider to "Yes"[3]. Doing so will reveal an upload link to attach the combined CCCE form and approval memo document.

If the course will sometime be offered without the service learning component, use the "Multiple" button to cross-list the service learning course with the regular version (course number without the "C" suffix.

Course Change Process

This process should only be used for courses that already exist, but will be offered in the future with a service learning option[4].

Begin by following **Steps 1 and 2** listed above.

Replace **Step 3** above with the following:

- For courses only offered with a service learning component: prepare a course change modifying the course number to add the "C" suffix, set "Service Learning" to "Yes", and attach the combined CCCE form and approval memo.

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[2] Appendix H was added in October, 2015 and updated in January 2017.

[3] Courses approved for service learning carry the sentence "This is a designated service learning course" in their course description.

[4] d Departments currently offering service learning courses are encouraged to convert the current course to a "C" course and retire the previous course (unless it will continue to be offered without SL). If parallel SL and non-SL courses are offered, and they are retakable, a student may receive credit only for one of them, and standard retake rules apply (last one taken counts).

- For courses sometimes offered without the service learning component: Create a cross-listing for the course, adding the "C" suffix, setting "Service Learning" to "Yes", and attaching the combined CCCE form and approval memo.

Appendix I General Principles for Expedited Course Change Approval[5]

The UCC-approved resolution on expedited tracks charges the Individual Course Committee (ICC) with determining procedures for expedited course approval. This procedure requires two parts:

1. A determination of the types of changes in a course that can be approved without going through the "normal" ICC review and UCC vote, and
2. The definition of an approval and review process to be used for expedited changes.

Definitions

Different units across campus use somewhat different terminology for their organizational hierarchy. The following terms are used in this document:

- "Contact": this is the individual faculty member who creates the course change form in OCEAN.
- "Program": we use this term to describe the combined approval level consisting of the School/Department Curriculum Committee and the School/Department Director or Chair.
- "CCC": this term describes the combined approval of the College Curriculum Committee and the College Dean.

Process for expedited course approval[6]

- Generally expedited approval should be requested by the Contact at the time the course change form is created; the request should be documented in the course change explanation field.
- A request for use of the expedited approval process can be added at either the Program or the CCC level; in this case the Discussion section in OCEAN should be used to document the request.
- The CCC must review all requests for expedited approval and make a final determination on both the validity of using the expedited process, and the appropriateness of the changes to be made. The CCC must document its findings in the comment/discussion area in OCEAN. The CCC can forward a course change to ICC for non-expedited review even if the Contact or Program requested an expedited approval.
- Once the CCC has marked a course as approved under the expedited process, no further review takes place. The registrar may request changes to the proposal if its implementation would cause operational problems, using the same steps used now for course changes approved by UCC using the non-expedited procedure.
- The ICC chair, upon receiving an approved, expedited course change will immediately review the course change proposal and move it to the "UCC Review" status if it meets the criteria below. If any of the criteria are not met, the course change will be considered as part of the normal ICC agenda.
  - The request for expedited approval was documented at the Contact, Program, or CCC level.
  - The CCC has documented its review and approval of the course change under the expedited approval process.
  - The CCC has documented its review of any "sometimes eligible for expedited approval" items in the course change.
  - No changes in the proposal are classified as "never eligible for expedited approval" in this policy.

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[5] At this time, we conclude that New Course proposals always require full ICC/UCC review.

[6] Some of the language below refers to actions in OCEAN; these details may change is OCEAN is modified to directly implement expedited approval.

- After moving the course to "UCC Review" status, the ICC chair immediately sends a request to the UCC chair (or designate) to publish the course for Registrar publishing. The course change will be listed in an "Information Only" section of the ICC report to the next UCC meeting.
- From time to time, but no less than once per semester, the ICC will review all past expedited approvals, and
  - make adjustments to the expedited approval policy as needed,
  - change the definition of changes eligible for expedited approval as needed,
  - provide a report/review to each college regarding their use of the expedited review process, and
  - in very rare cases, prepare a motion for UCC to rescind a previously approved course change.

The following information about a course can always be changed using the expedited process:

- Number
- Short Name
- Long Name
- Repeat max hours
- Offering frequency
- Terms Offered
- Typical Course Components (this includes the indication that a course will be offered on-line)
- Text/Readings
- Key Grade Factors
- Summative Experience

The two items below can be expedited but are not expected to be changed in practice:

- Need for Course
- Additional Resources

The items below can never be changed using the expedited process:

- Prefix
- Main Type
- Credit Hour Type
- Credit Hours
- Repeat/Retake
- Related Departments
- GenEd Code
- General Education outcome goals
- GenEd Category Reason
- Expectation for Grad Students (Dual-List)
- Service Learning Component

Grade Eligibility Code	Can be expedited if the change is to a more restrictive code
Description	Clarifications and update in discipline-specific terminology can be expedited
Outcome Goals	Clarifications and update in discipline-specific terminology can be expedited
Requisite Text	Can be expedited only if • Requisites are being dropped

	• No "majors only" request is included • The course is not a general education or a service course
Requisite List	Same as the requisite text
Topics	Clarifications and update in discipline-specific terminology can be expedited, but not if the change request is a "course refresh"
Major Set-aside	Can be expedited if the course is not a general education or a service course

The items below can be changed using the expedited process if the additional conditions listed are met:

Appendix J: Guidelines for Cross-Listed Courses

Definition: A cross-listed course is the same course offered in two academic subject areas (academic units). For example: EXPH 4450 and BIOS 4450 identify the same class.[7] Students enrolled in either prefix are taught by the same instructor(s).

Purpose: Cross-listing is an administrative way for two departments/schools to share responsibility for the development and maintenance of single interdisciplinary course. Such a course should offer students the opportunity to engage in multidisciplinary, cross-disciplinary, and interdisciplinary learning, and should provide faculty an opportunity to collaborate across disciplinary lines. In many cases the collaborating schools/departments will each invest resources into the course; in this case the cross-listing will facilitate tracking of resources under the RCM budget model.

General Considerations: UCC supports the creation of cross-listed courses when the benefits to students, faculty and programs have been demonstrated. A cross-listed course should only be considered when two or more departments wish to collaborate on the offering of a course with significant cross-disciplinary content and shared responsibility for the course. In general, new and existing interdisciplinary programs are encouraged to create and use their own prefixes for courses they offer, rather than cross-list.

Characteristics of cross-listed courses:

- With the exception of the different prefixes, cross-listed courses are identical in all aspects.
- A cross-listed course has two prefixes that share the same course number – exceptions may be necessary given the limitations posed by academic unit course numbering systems. In the event that a cross-listed course does not have the same number, the course level should be the same (e.g., 1000-level with 1000-level).[8]
- A cross-listed course is interchangeable for degree requirements (e.g., either EXPH 4450 or BIOS 4450 both meet a degree requirement).
- The typical cross-listed course is jointly developed and resourced by more than one department.
- Undergraduate courses may be cross-listed with other undergraduate courses, and graduate courses may be cross listed with other graduate courses.
- A cross-listed course should satisfy the strongest possible type of equivalence. For example, course A in major X that is cross-listed with course B in major Y cannot be used to satisfy the "outside the major Y degree requirement," because A is substantially the same course as B.
- A cross-listed course cannot be "double-counted" in order to fulfill degree requirements.
- A cross-listed course should share resources (between academic units) and must fulfill the same curricular function for the duration of the cross-listing.
- Each cross-listed course contains an appropriate "No Credit If" notation in the requisite text (because students may only earn credit for the same course under <u>one</u> prefix). The suggested language for, e.g. EXPH 4450, is: "No credit for this course if the following is taken: BIOS 4450".
- Cross-listing is not available for the following course types: special topics, experimental, temporary, developmental, and HTC.
- Students may sign up under either prefix of a cross-listed course (except if being repeated for credit-see below), but they may be advised by academic requirements to choose a particular prefix.
- A cross-listed course may be repeatable. Max repeat hours must be identical for each prefix.
- A cross-listed course should not be used as a tool for resolving differences or opposition between or among departments over their respective offerings or over similar courses.
- A cross-listed course may occur within or across colleges.

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[7] Cross-listing should not be confused with dual-listing where an undergraduate course is linked to a graduate one.
[8] A cross-listed course with different course levels would be counter to the concept that different course levels signify different levels of learning.

OPERATIONAL GUIDELINES:
1. Each cross-listed course is required to have a LEAD UNIT for operational purposes (this is the unit that originates it in OCEAN). The other unit is known as the CROSS-LISTED UNIT. The units will collaboratively decide which unit will take on the role of lead unit at the time a new cross-listed course is proposed. The lead unit has the primary responsibility for submission of the curriculum proposal to establish the cross-listing and any subsequent changes to the course that is cross-listed. All curriculum submissions for cross-listing (whether new or changes) require statements of approval/support from the chairs of the lead and cross-listed units.
2. The two academic units of the cross-listed course must collaborate in the scheduling process. It is the responsibility of each department/school to schedule their version of the course and to ensure that the schedule information is identical. (Note: Enrollment caps may vary).
3. The two academic units will collaboratively determine the instructor(s), teaching model, and other resources. While this is expected to be collaborative between the two units, the lead unit ultimately has the final responsibility. (Note: How resources will be shared must be explained when a cross-listed course is first proposed).
4. The course description will appear for both the lead and cross-listed unit prefix, and each will contain the phrase "Cross-listed with [PREFIX]"
5. Any changes to an established cross-listed course should be initiated by the lead unit with approval/support of the cross-listed unit.
6. In order to sever a cross-listing, the lead unit must initiate the curriculum submission – with a statement of approval/support from the cross-listed unit along with a reason for termination of the cross-listing. In this case, actions must then be taken to avoid having two separate courses that duplicate content by deleting one of the courses.
7. If a cross-listed unit wishes to assume responsibility for the course, the lead unit initiates a transfer of the course identifying the "new" lead unit.
8. In most cases, courses should be cross-listed between two schools/departments; in exceptional cases cross-listing of three prefixes may be appropriate. No cross-listing requests of four or more prefixes will be approved under these guidelines.

OCEAN Procedures: A request to cross-listed a course must cover the following items:
1. Identify the lead unit and the main contact person in the lead unit.
2. Identify how the course meets the criteria for cross-listing, based on the characteristics described above.
3. Identify how the cross-listing benefits students (note: avoid single generic statements such as "students will benefit from the interdisciplinary nature of the course." Please provide specifics related to the content of the course and teaching model).
4. Identify how the cross-listing benefits the faculty and programs. Again, specifics are required.
5. Describe how the academic units will contribute/share resources for the course. Note what additional resources may be required.
6. *Note*: Since the cross-listing request will require two parallel entries in OCEAN, the originators of the entries should take special care to get the proposals "right"; revisions during the approval process will necessarily be more complex since the two OCEAN entries must remain in sync.

APPENDIX K: Experiential Learning Courses

OHIO's Career and Experiential Learning Fee provides funding for services and resources that promote students' engagement in career and civic development, including experiential education activities. Accordingly, in March 2019 the University Curriculum Council passed a resolution recommending how the term "experiential learning" should be applied in the context of curricular and co-curricular activities.

Definition

The following definition applies to all courses entered in OCEAN as employing experiential learning:

Experiential Learning

Experiential learning is an approach to education that emphasizes engaged learning through direct experience and reflection to increase knowledge, develop skills, and elucidate values. Experiential learning activities are intentionally designed to develop students' knowledge, skills, and attitudes through experience related to a field. Experiential learning may occur in curricular and co-curricular settings. Although experiences may vary, experiential learning typically involves:

1. *Engagement.* Learner involvement in the activity is sustained and/or intensive. The experience requires a substantial investment of time and attention to foster deep learning.
2. *Mentorship.* Learner receives regular, meaningful feedback about student work from activity director or supervisor. Feedback supports learner reflection and integration of learning through the activity and goal setting for future learning.
3. *Challenge.* Learner engages in activity that pushes own boundaries beyond the familiar or explores unknown territory for the purpose of developing knowledge and skills.
4. *Ownership.* Learner exercises independent judgment in defining and/or executing the activity. Learner takes ownership of the process and outcomes.
5. *Self or Social Awareness.* Learner reflects on the activity by articulating personal, civic/social, and/or academic learning. Learner identifies and articulates knowledge, values, and attitudes developed through the activity.

Categories

The UCC resolution was amended in April 2020, to include the categories of experiential learning that had been developed for communication with the state and other stakeholders, as follows:

Experiential learning opportunities typically fall into one or more of seven categories:

1. Community engagement. Students are involved in mutually beneficial academic, research, and/or co-curricular partnerships with community partners that foster resilient communities.
2. Creative endeavor. Students innovate in their field, creating new work or new versions/interpretations of existing work.
3. Leadership. Students lead others to meet the goals of a group or organization.
4. Internship. Students are immersed in a company/agency/organization related to their field of study for the purpose of applying classroom learning and exploring career opportunities.
5. Research. Students engage in quantitative or qualitative research to explore questions related to their field of study.
6. Study away. Students are immersed in a culture different from their own, either domestically or internationally.
7. Other. Students engage in experiential learning through another approach other than those previously described.

Distinguishing Experiential Learning from Other Engaged Learning

In evaluating whether a course should be categorized in OCEAN as experiential learning, ICC draws on the experiential learning cycle and on distinctions between different levels and kinds of student engagement and ownership.

Standard Experiential Learning Cycle

In experiential learning, students are guided through a cycle of preflection, action, and reflection.

- **Preflection:** planning, information gathering, and predicting prior to taking action.
- **Action:** active experimentation and engagement in an authentic setting.
- **Reflection:** an intentional process of looking inward and backward to improve the future.

Differentiating Passive, Active, and Experiential Learning

According to Kuh (2008), most experiential learning activities are high impact practices, meaning they catalyze deep student learning and/or personal transformation.

Passive learning is when learners receive information, often in large quantities, without the opportunity for application or quick feedback on their understanding. Retention and ability to use this learning in the future are low. This approach provides low risk, high control for instructors and low risk, low reward for students. Passive learning characterizes traditional lecture courses (Kokcharov, 2015; Verma, 2020).

Active learning occurs when learners are invited to move beyond consumption behaviors (watching, listening, reading) to engage in participatory behaviors such as discussion, demonstration, practice, and play. Active learning typically occurs in controlled classroom environments. Risk is higher for instructors as they can't predict with certainty how students will contribute. Both risk and reward are higher for students as they move into application because there is increased opportunity to be wrong or fail and increased likelihood of retention and ability to use the learning in the future. Active learning characterizes most lab courses (Kokcharov, 2015; Verma, 2020).

Experiential learning occurs when learners consume, apply, and analyze knowledge in *authentic contexts* (see specific categories of experiential learning below). Experiential learning often takes place with external partners; thus, risk is high for both instructors and students because of the potential impact on partners, institutional credibility, and student credibility. Many factors are outside the instructor's and the students' control; this is why adequate preflection is tremendously important. Reward is also high as this type of learning most fully engages higher order thinking, yields high retention, increases the ability to use the learning in the future, and gives context to the learning which increases student motivation to learn (Kokcharov, 2015; Verma, 2020).

How ICC Evaluates a Course for Experiential Learning

ICC considers each of the experiential learning categories according to the experiential learning cycle, the authenticity of the context, and the criteria of engagement, mentorship, challenge, ownership, and self- or social awareness. The following is a guide to what questions ICC asks and common ways that it differentiates between *active* and *experiential* learning. One helpful question to ask about courses that might be experiential learning is, "Would I highlight this course in a job application or a graduate school application?"

Community Engagement

All community engagement courses must include extensive work with a live community partner, and all student work must have at least the potential to be utilized by the partner within the community. Case studies not undertaken on behalf of and for the use of real community organizations do not meet experiential learning criteria as community engagement.

Creative Endeavor

Under most circumstances, lower-division or introductory studio courses or workshops are not experiential learning. While students often challenge their own (limited) boundaries and may take ownership of their work, they are not expected to *innovate in the field* in order to be successful in the course. Upper division courses in which students produce new works for publication or performance, or courses where students are expected to attain a high level of mastery and interpretation in performing existing works may be instances of experiential learning if all phases of the cycle are present.

Leadership

Most academic courses will not count as experiential learning in leadership. The exception is courses that 1) intentionally teach leadership *and also* 2) in which each student enrolled serves as a team or project leader with real consequences for the team.

Internship

All internship courses labeled as experiential learning must include the experiential learning cycle. The most common reason that ICC sends internship courses labeled as experiential learning back for reworking is that *self- and social awareness* and/or *reflection* is not clearly shown in the OCEAN course submission.

Research

This category is very similar to Creative Endeavor. Research methods courses will **not** usually be approved as experiential learning on the principle that these are analogous to introductory studio courses: the student is gaining the skills required to complete a true research experience. Upper-division courses that require students to use advanced research methods learned in another course are more likely to be approved as experiential learning in the research category. Courses combining additional advanced research skills training with an immersive, out-of-classroom context (e.g., extensive use of archives, field research) may count as experiential learning in this category. Because the experience combines elements of Research and "real world" learning to create a high impact experience, such courses might be better categorized as Other if the level of expected research mastery is lower.

Study Away

The comments for Internship apply here, as well.

Other

This is the category for learning activities that fit all the experiential learning criteria but don't fit in any of the six categories above. The most common kind of courses that fits here is field studies, though other courses that involve significant immersion in an authentic context away from campus (similar to Study Away) may also fit.

Supplement 1: Top Reasons Why ICC Returns Courses

Note: These are common reasons for course returns, but not an exhaustive listing.

REASON FOR RETURN	HOW TO REMEDY
Course Change: The "Reason for Change" is not properly filled out	For each change you are making to a course, note 1) what you are changing, and 2) why you are making that change. Please be as specific as possible so the committee has a good understanding of the changes you are requesting and the reasons why you are making them. If additional changes are made, e.g., based on the CCC review, these additional changes must also be explained.
Prerequisite description and prerequisite course list do not match	All courses listed as prerequisites or co-requisites in the Prerequisite description must also appear in the prerequisite course list.
Student learning outcomes are activities or are not measurable	If you are making changes to the outcomes or creating a new course, please see Appendix D of this guide for assistance.
Typos	While accuracy is expected on all fields on the course proposal forms, carefully proofread the course short name, long name, course description, outcome goals and prerequisite text for typos (as these are all published aspects of the course)
Summative experience	Please indicate the summative experience in the "summative experience" field, *even if it is already listed in the key grade factors for the course.* A summative experience is the final culminating product for the course. A formal final exam (written in class) is required in all courses with letter grades unless the instructor substitutes another method of evaluation (e.g., project).
Course components	If more than one component is selected for a course, each component will be scheduled separately (this is common for courses that have lecture and lab sections). Multiple components should not be used if there is not a defined separate section for the secondary component.

Course short and long name	-Abbreviate words in short name so they may be easily deciphered. Please use standard abbreviations whenever possible (many are listed see Appendix B in this guide). Avoid odd abbreviations of words.
	-Delete small words (such as of, and, the, etc.) <u>before</u> trying to abbreviate more essential words in the course short name
	-Make sure the first letter in each key content word in the course name (short and long) is capitalized.
	-Do not use punctuation marks unless it is crucial to the meaning of the course name.
	-An ampersand (&) is acceptable to join words in short or long name.
	-Acronyms specific to a discipline or that someone outside the academic department would not know or understand should not
	be used.

Change Log

March 2015 – reasons for course returns added as appendix H

October 2015 – Appendix H renamed to Supplement 1; new appendix H covers the process for service learning courses. The "C" course suffix definition was added in appendix A. A section titled "Service Learning Courses" was added to the body of the document.

March 2017 – updated to conform instructions to OCEAN 2.0, update instructions on learning outcomes, and incorporate the expedited approval process.

April 2018 – Reorganize content for more logical flow, add clarifications.

February 2020 – Reorganize content for more logical flow, add clarifications.

April 2020 – Revise General Education sections to reflect adoption of BRICKS; clarify definitions of course components in Appendix C; reformatted for clearer visual presentation.

May 2021 – Updated Appendix F with minor clarifications to BRICKS component definitions; description of combining courses and cumulative course content for BRICKS.

November 2021 – Updated Appendix F with new BRICKS breadth of knowledge outcomes and TMMSL course policies; added Appendix K