Ohio University

University Curriculum Council (UCC)

Guidelines for Submission of New Course Proposals and Course Changes

Effective Fall Semester 2017-2018
University Curriculum Council (UCC) Guidelines for Submission of New Course Proposals and Course Changes

This document summarizes the current guidelines of the University Curriculum Council (UCC) as pertaining to new courses and course changes. The Individual Course Committee (ICC), comprised of representative faculty across the university, reviews proposals for new courses and course changes (including course deletions) and enforces the current guidelines. 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. 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 (which is always one week after ICC). Specific dates can be found on the UCC website.

Beginning with the 2016/2017 academic year, 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. The ICC considers comments provided by the General Education Committee along with the comments of the ICC reviewers in reaching a decision on the course in question.

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 than minor. In such a case, the ICC may request a new course proposal. ICC does not apply a “percentage of change” measure as guidance.
Some courses in OCEAN will have missing content, if they were approved before such content was required. ICC encourages departments to fill in this missing information whenever possible when such a course is being updated. No explanation for these additions is required in the change summary.

A course change proposal must include an explanation of all changes proposed in the document 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.

Any change in total credit hours (increasing or decreasing) will require the submission of a new course.

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:
1. The new course will replace a specific course that will be deleted from the curriculum;
2. The new course can fulfill requirements that previously required the old course (including requisites); and
3. 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).

Deletion of a course must be initiated by the academic department through a course change proposal.

Some course changes do not require approval through the curriculum process. Examples include changes to texts/reading, 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 on-line delivery does not require UCC approval (note, however, that changes to program delivery are not in the scope of this document).

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 the document titled “General Principles for Expedited Course Change Approval” on the UCC website.

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 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: Name of course, 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:
1. The requested change is to update/refresh course.
2. Note each change requested.
3. 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.

Effective Dates for New Courses and Course Changes

**New Courses:**
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).

**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).

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

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:

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

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.

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 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 new courses submitted to ICC are expected to have observable and measurable learning outcomes (for example, outcomes based on “understand” are not generally measurable). 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 to 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 verbs and course learning outcomes. The outcomes should be worded as follows: “Students will be able to…” The outcomes as provided in OCEAN are expected to be the same as the learning outcomes on course syllabi. At some point we expect OCEAN learning outcomes to be published in the course catalog. The outcomes specified for General Education at the university utilize some of the language such as understanding, appreciation, awareness, and the like. These should be interpreted as broadly-based outcomes for the General Education tiers rather than learning outcomes for specific courses.

* 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).
Grade Eligibility Codes

Grade eligibility codes are as follows: (note: WP, WF, WN\(^a\), 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 courses only)

GEC 01 is appropriate for almost all undergraduate and graduate courses. Please explain the rationale for proposing a GEC other than 01.

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.

Course Credit

Course credit for formal courses (e.g., lecture, seminar) is based on the number of contact hours. 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.

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 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.

\(^a\) When “WN” is formally approved as a grade.
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.

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 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.
Course Consultations

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. 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, 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.

Dual-Listed Courses

Courses intended for upper level undergraduate students and masters 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. 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, grading components, and outcome goals may be different for the undergraduate and the graduate component. For this reason, 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. For example, whereas undergraduate students may be expected to identify, classify, or explain, a graduate student may be expected to apply, analyze or defend.

Outcomes for dual-listed courses

The course learning outcomes for dual-listed courses may be the same for undergraduates and graduates. In this case, it is expected that the key grade factors reflect the quantitative and qualitative differences for graduate students. However, one or more course learning outcomes for the graduate course may be different to capture qualitative differences in graduate student learning and performance.

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. Consult the UCC approved Cross-Listed Courses Guideline document for details. 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.

Requisites

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).

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.

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).

Majors 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% majors set aside is used, then 45 seats may be set aside for majors in a particular program. Majors 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 majors set aside. If requesting majors set aside, please include a justification.

Introductory and Tier II courses: Generally speaking, majors set aside for introductory courses and general education Tier II courses is discouraged because introductory and general education courses should be available for all students across all majors. If majors set aside is used for such a course, a reason should be provided and ICC strongly recommends a maximum of 50%. Although majors set aside can be used with Tier I Junior Composition and Tier II 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.

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 shown 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.

1. Students will demonstrate a sophisticated understanding of their discipline.
2. Students will produce original, independent research or creative activity.
3. Students will 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:
1) has service learning embedded in the course curriculum;
2) is based on collaboration between faculty and community organizations;
3) requires at least 20 hours of structured, intentional work on the service project [for a 3 credit course];
4) serves the greater good; and
5) 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.

General Education

See Appendix F for guidelines for Tier I, II, and III general education courses.

Submission Guidelines: Curriculum Management System

All course changes and new course proposals are submitted through the OCEAN curriculum management system. Links to OCEAN and to tutorials on usage of various features are found on the UCC web site.

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

2. 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.

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

4. 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:

a) "H" - Departmental Honors Courses
b) "J" - Junior Level Composition Courses
c) "T" - Honors Tutorial Courses for the Honors Tutorial College (HTC) Programs
d) "L" – A laboratory course that is closely associated with a lecture course with the same four digit number.
e) "X" - Experimental courses. They are approved at the college level to be offered for a maximum of two (2) years.
f) "D" – Graduate course for which the course credit is not applicable to programs.
g) "U" – University Professor courses designated to meet Arts & Sciences humanities requirement
h) "N" - University Professor courses designated to meet Arts & Sciences natural sciences requirement
i) “S” - University Professor courses designated to meet Arts & Sciences social sciences requirement
k) “C” – Service Learning Courses, see appendix H.

Reserved Course Numbers

1. 2900, 4900, 5900, 6900, and 8900 for special topics.
2. *910 for internship, field experience, and cooperative education (e.g., 2910).*
3. *920 for practicum.*
4. *930 for independent study.*
5. *940 for research.*
6. 6950 is for thesis.
7. 6960 is for studio, project or performance based thesis.
8. 8950 is for dissertation.
9. 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

1) 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.

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

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

4) 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).

<table>
<thead>
<tr>
<th>Standard Course Name Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word in Course Name</strong></td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Administration</td>
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<tr>
<td>Advanced</td>
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<tr>
<td>Alternative</td>
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<tr>
<td>American</td>
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<tr>
<td>Analysis</td>
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<tr>
<td>Ancient</td>
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<tr>
<td>Applied</td>
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<tr>
<td>Approach</td>
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<td>Assessment</td>
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<tr>
<td>Basic</td>
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<tr>
<td>Behavior</td>
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<tr>
<td>Century</td>
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<tr>
<td>Child/Children</td>
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<tr>
<td>Classic</td>
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<tr>
<td>Colloquium</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Community</td>
</tr>
<tr>
<td>Comparative</td>
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<tr>
<td>Computer</td>
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<tr>
<td>Concept</td>
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<tr>
<td>Concepts</td>
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<tr>
<td>Contrast</td>
</tr>
<tr>
<td>Creative</td>
</tr>
<tr>
<td>Critique/Criticism</td>
</tr>
<tr>
<td>Culture</td>
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<tr>
<td>Current</td>
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<td>Design</td>
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<td>Develop</td>
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<td>Elementary</td>
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<td>Ethnic</td>
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<td>Key</td>
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<tr>
<td>Evolution</td>
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<td>Exceptional</td>
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<td>Experience</td>
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<td>Experiment</td>
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<td>Family</td>
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<td>Field</td>
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<td>Function</td>
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<tr>
<td>Fundamental</td>
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<tr>
<td>Gender</td>
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<tr>
<td>History</td>
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<td>Human</td>
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<td>Independent</td>
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<td>Individual</td>
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<td>Information</td>
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<td>Inquiry</td>
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<td>Instrumental</td>
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<td>Integrated</td>
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<td>Intermediate</td>
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<td>International</td>
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<td>Internship</td>
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<td>Interpretation</td>
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<td>Introduction</td>
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<td>Issues</td>
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<td>Leader</td>
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<td>Learn</td>
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<td>Literature/Literacy</td>
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<td>Major</td>
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<td>Management</td>
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<td>Market</td>
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<td>Option</td>
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<td>Organize</td>
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<td>Origin</td>
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<td>Perspective</td>
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<td>Physical</td>
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<td>Planning</td>
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<td>Politics</td>
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<td>Practicum</td>
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<td>Psychology</td>
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<td>Reading</td>
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<td>Research</td>
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<td>Resource</td>
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<td>Revolution</td>
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<td>Seminar</td>
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<td>Service</td>
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<td>Skill</td>
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<td>Society/Social</td>
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<td>Software</td>
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<td>Special</td>
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<td>Statistical</td>
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<td>Strategies</td>
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<tr>
<td>Structure</td>
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<tr>
<td>Student</td>
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<tr>
<td>Study/Studies</td>
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<td>Supervise/Supervision</td>
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<tr>
<td>Survey</td>
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<tr>
<td>Symbol</td>
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<tr>
<td>Synthesis</td>
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<tr>
<td>System</td>
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<tr>
<td>Teach</td>
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<tr>
<td>Technology/Technique</td>
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<tr>
<td>Theory</td>
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<tr>
<td>Topics</td>
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<tr>
<td>Training</td>
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<td>Visual</td>
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<td>Women</td>
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<td>Workshop</td>
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<tr>
<td>World</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Year</td>
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</table>

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

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. This may also be a formal class in which discussion, rather than lecture, is the pedagogical structure.

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.

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)b: 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 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.

b This definition replaces the 2009 definition of “Field Experience/Internship”
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.

An internship program may provide participating students with academic credit upon successful completion of the internship, and may provide students with compensation in the form of wages or salaries, stipends, or scholarships. (Internships may be paid 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:

1. What faculty members want students to *know* at the end of the course
2. What faculty members want students to *be able to do* at the end of the course.

Learning outcomes have three major characteristics

1. They specify an action by the students/learners that is *observable*
2. They specify an action by the students/learners that is **measurable**
3. They specify an action that is done by the **students/learners** (rather than the faculty members)

**Course Samples:**
**United States History:** *Upon completion of this course, the 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:** *Upon completion of this course, the students will be able to*…

…identify and describe current domestic and international business trends.
…explain how proper business management benefits consumers and employees.
…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):** *Upon completion of this course, the 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:** *Upon completion of this course, the 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:** *Upon completion of this course, the 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: Upon completion of this course, the 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: Upon completion of this course, 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.


Examples of possible outcomes for internships:

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
**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.

<table>
<thead>
<tr>
<th><strong>PERMISSION REQUIRED OR PERM REQUIRED</strong></th>
<th>Permission is <strong>required</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HTC</strong></td>
<td>Honors Tutorial College students only.</td>
</tr>
<tr>
<td><strong>CONCURRENT OR CONCUR</strong></td>
<td>Take concurrently with other course. Example: LING 4750 or CONCURRENT ETM 2210 AND (PHYS 2020 OR 2520)</td>
</tr>
<tr>
<td><strong>ETM 2210 AND (PHYS 2020 OR 2520)</strong></td>
<td>Indicates (for example) ETM 2210 and either PHYS 2020 or PHYS 2520 must be completed (the second PHYS is implied and not printed).</td>
</tr>
<tr>
<td><strong>C OR BETTER</strong></td>
<td>Indicates (for example) a “C” is the lowest acceptable grade for the requisite course. Example: C or BETTER in JOUR 1330</td>
</tr>
<tr>
<td><strong>TIER I ENG</strong></td>
<td>Indicates that the freshman Tier I English requirement must be completed.</td>
</tr>
<tr>
<td><strong>TIER I MATH</strong></td>
<td>Indicates that the freshman Tier I Quantitative Skills requirement must be completed.</td>
</tr>
<tr>
<td><strong>JR COMP</strong></td>
<td>Indicates that the junior level composition requirement must be completed.</td>
</tr>
<tr>
<td><strong>FR ONLY</strong></td>
<td>Indicates student must be freshman rank.</td>
</tr>
<tr>
<td><strong>FR OR SOPH</strong></td>
<td>Indicates student must either be freshman or sophomore rank.</td>
</tr>
<tr>
<td><strong>FR OR SOPH OR JR</strong></td>
<td>Indicates student must be freshman, sophomore, or junior rank.</td>
</tr>
<tr>
<td><strong>SOPH ONLY</strong></td>
<td>Indicates student must be sophomore rank.</td>
</tr>
<tr>
<td><strong>SOPH OR JR</strong></td>
<td>Indicates student must be either sophomore or junior rank.</td>
</tr>
<tr>
<td><strong>SOPH OR JR OR SR</strong></td>
<td>Indicates student must be sophomore, junior, or senior rank.</td>
</tr>
<tr>
<td><strong>JR ONLY</strong></td>
<td>Indicates student must be junior rank.</td>
</tr>
<tr>
<td><strong>JR OR SR</strong></td>
<td>Indicates student must be either junior or senior rank.</td>
</tr>
<tr>
<td><strong>SR ONLY</strong></td>
<td>Indicates student must be senior rank.</td>
</tr>
<tr>
<td><strong>EQUIVALENT OR EQUIV</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>RECOMMENDED</strong></td>
<td>Indicates this course is a recommended prerequisite. However, it is not a requirement for registering for the course.</td>
</tr>
<tr>
<td><strong>NOT PSY 1200</strong></td>
<td>Indicates (for example) the student who has completed PSY 1200 may not register for this course.</td>
</tr>
<tr>
<td><strong>MAJOR OR MJR</strong></td>
<td>Indicates student must be a major of that department/school.</td>
</tr>
</tbody>
</table>
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.

Tier I Courses

Junior-Level “J” Composition Courses

I. General Criteria

- The aims of the course are broad enough to justify its existence as a writing course fulfilling a University-wide requirement.
- The department considers the course an important component of its program.
- Instruction in writing is the focus of the course. Therefore, writing is frequent, and at least 5,000 original words are assigned. The writing will be evaluated and revised.
- A variety of purposes and types of writing appropriate to the discipline should be assigned. Because the course fulfills a University requirement, the audience for the writing usually is imagined to be an intelligent and critical lay audience, rather than the teacher or some highly specialized members of the discipline.
- Any prerequisites should be appropriate for junior-level students within the field of study.
- Enrollment should be limited to 20 students to encourage evaluation and revision, critical thinking, and interaction. The maximum enrollment is 25.
- The instructor is interested in the craft of writing and in helping students achieve higher levels of competence as writers.

II. Criteria for Evaluation of Course

- As is the case with all University courses, students evaluate “J” courses.
- Syllabi will be collected by the Director of the Center for Writing Excellence and reviewed by the J-course subcommittee of CWAC every three years.

III. Suggestions for Good Writing Instruction

- The goal is writing that is readable, lucid, and logical and seeks applicability across the disciplines. Matters of mechanics, grammar, and spelling receive appropriate attention.
- Some subjects or purposes of the writing assignments are initiated by the students.
- Teacher/student responses to writing and rewriting are integral components of the course.
- The student’s writing is discussed with the teacher both in class and in individual conferences.
- The teacher distributes a syllabus with clear explanations of assignments and criteria the instructor uses to evaluate their writing.

Junior Composition Equivalency Courses (JE courses)
In the fall of 2011, the Faculty Senate passed and EVPP Benoit signed a resolution establishing a category of Tier I composition courses at the undergraduate level called Junior Composition Equivalency courses—JE courses. JE courses are writing-intensive courses that are typically within a student's major program. Successful completion of two JE courses fulfills the Tier I Junior Composition (J-course) requirement. Students may now use JE courses in their major to meet the J-course requirement.

Completing the Junior-Level Composition Requirement

Students can complete the university’s junior-level composition requirement by passing an approved “J” course, by passing two “JE” courses within their program of study, or by passing one “JE” course within their program of study and one “JE” course outside their program of study approved by their department or school.

Requirements for JE courses

1) The JE course should be a requirement or an elective within a major and should be taught regularly.
2) The JE course must have a minimum of 2 semester credit hours.
3) The course enrollment is limited to 25. A department/school may request an exemption from this requirement; if so, the course proposal should explain how the structure of the course would allow for rigorous evaluation of student writing (e.g., break-out sections).
4) The course content submitted must detail how the course fulfills the following:
(a) students regularly during the term;
(b) a specific percentage of class time is devoted to discussions of writing; write
(c) each student will produce several minor or one major piece of work, comprising at least 10-15 total pages of original writing;
(d) each student will have the opportunity to revise and resubmit written work; and
(e) peer critique, where appropriate, is used as a pedagogical strategy.

Tier II Courses:

a. Courses should be at the 1000 or 2000 level.
b. Courses should have no or very few prerequisites
c. Courses should have a grade code of 1 (A-F, No PR, No CR)
d. For any new Tier II course (or an existing course to change into a Tier II course) it is critical that the course clearly fits the general education category selected. Please provide a detailed explanation on how the course reflects the general education category (GenEd Category Reason). In addition, the course student learning outcomes must reflect the general education learning outcomes. While some of the general education learning outcomes may not contain measurable language, the course student learning outcomes are expected to be measurable.

Tier III Courses:

a. Tier III courses must be interdisciplinary.
b. They must be senior-level courses; thus, they will always carry the prerequisite of senior standing (Sr).
c. Tier III courses are expected to require prior course work in at least one of the relevant disciplines. An instructor who proposes a Tier III course without a curricular prerequisite must include in the course proposal a rationale for waiving this guideline.
d. Tier III courses normally carry three hours of credit.
e. They carry a Grade Eligibility Code of 1.
f. The person creating the T3 course in OCEAN may select the course number as long as it’s a 4000 level number that hasn’t already been used for a T3 course.
g. They should have an enrollment upper limit of 40 students.
h. Each Tier III proposal is to include a statement (approximately one paragraph) describing how a synthesis of disciplines will be achieved, as well as some examples of proposed outside assignments, evaluation techniques, and class strategies that will aid students in developing a capacity for interdisciplinary synthesis.
i. The course student learning outcomes must reflect the general education learning objectives. While some of the general education learning outcomes may not contain measurable language, the course student learning outcomes are expected to be measurable.
j. Tier III courses may not be specifically required in a program.

Tier III Equivalent Courses

In April 2005 Faculty Senate passed a resolution and the Provost approved it to allow capstone courses (Tier III Equivalents) to be substituted for the current Tier III course requirement.

a. The course should be at the junior or, preferably, the senior level.
b. The course should have substantial prerequisites that directly or indirectly force nearly all of the required program curriculum to be completed ahead of the course.
c. The course will carry a Grade Eligibility Code of 1.
d. The course will normally contain “SR” as part of its prerequisites.
e. The course will have an MCF prefix of the department offering the course.
f. Each Tier III equivalent course proposal is to include a statement which explains how the course includes a substantial amount of research, creative activity, design, or other types of open-ended tasks that are appropriate to the discipline or profession. The statement should also explain how the information is to be presented for purposes of grading the project. Each proposal is to also include a statement (approximately one paragraph) describing how a synthesis within a discipline will be achieved, as well as some examples of proposed outside assignments, evaluation techniques, and class strategies that will aid students in developing a capacity for synthesis.
g. The course student learning outcomes must reflect the general education learning objectives. While some of the general education learning outcomes may not contain measurable language, the course student learning outcomes are expected to have measurable language.
APPENDIX G: Helpful Tips for Submitting a Course in OCEAN

Course Changes: The course change(s) that are being requested AND the reason for the change(s) must appear clearly under the Course Change Explanation section.

Course Learning Outcomes: There should be more than one learning outcome, but there is no exact number of outcomes that are required or expected. A typical 3-hr semester course should have between 5 to 10 learning outcomes. The inclusion of measurable action verbs is expected. Course learning outcomes that have language such as “Student will appreciate…,” “Student will become familiar with…,” “Student will know…,” “Students will understand,” “Students will participate in…” are difficult to measure. See Appendix C for other examples of verbs and course learning outcomes. The outcomes should be in the following language: “Students will…” The outcomes as provided in OCEAN are expected to be the same as the learning outcomes on course syllabi.

Requisites: If a course is in the requisite description, it must also appear under requisite courses. Courses will be returned if the description and the course list do not match. Courses listed as concurrent courses in the requisite description should also be added to the requisite course list.

Course description: Provide a concise summary of the content of the course. The description should be free of spelling, punctuation, and grammar errors. This paragraph should focus on the content of the course (not the learning outcomes or assignments, for example). The content in the course description should be connected with the content in the learning outcomes and course topics. For consistency, a course description should be written in a similar manner to other courses in the same program, department, or school.

Need for the Course: For a new course, please briefly indicate the rationale for adding the new course in the discussion area. Please focus on the need/rationale for the course rather than a repetition of the course content from the course description. Several issues may be discussed here including accreditation standards, nature of course (elective vs. required), part of a new program, replacing another course, etc.

Course topics: Course topics are generally the topics that would appear on a syllabus for the course. They 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 requires full citation(s) including publication year. Texts/readings should be as current as possible. 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.

Key grade factors: This section should indicate % of grade (for example: midterm = 30%, final = 40%, paper = 30%). Make sure the total adds to 100%. A high percentage for a factor such as “participation” may be questioned, given 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, even if the summative experience (e.g., final exam) is listed under key grade factors.
Relation Section: This section may be used as a means to request a consultation with another department or school if needed. As this process results in an OCEAN notification to the department (which may easily be missed), ICC requires also sending an email to the appropriate curriculum representative alerting the department or school about the consultation. All comments should be documented on the Discussion section. If there is a problem, then the two departments need to resolve it. Typically, two weeks is given for a department to respond to a request for consultation; the e-mail sent to request the consultation must mention this 2-week deadline.

Discussion Section: This section serves as a permanent record of any discussion of the course by departments. If the result of a consultation with another program was not added directly to the Discussion section, cut-and-paste the response into the Discussion section.

General education: For any course requesting general education status, thoughtfully integrate (not copy and paste) the general education learning outcomes into the course learning outcomes. That is, the student learning outcomes must clearly reflect the purpose of the general education course/category. It is recognized that some general education outcomes do not have measurable language (e.g., participate); however, all new courses are expected to have measurable outcomes. All Tier I Junior English Equivalent courses need to include the completion of Tier I Freshman English (ENG 1510 or 1610) as one of the requisites. Tier 3 courses should indicate SR for requisite and have a grade eligibility code 01. (See Appendix F for more information).

Dual-listing: A dual-listed course is tracked in OCEAN as a single document. The document must explain what the specific expectations are for graduate students with respect to evaluation (qualitatively and quantitatively). ICC does not accept general statements relating to the expectations for graduate students. In general, these expectations should be measurable in outcome goal and/or key grading factor differences between the undergraduate and the graduate component of the course.
APPENDIX H: Service Learning Courses

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”. 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. 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.
• 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 H was added in October, 2015 and updated in January 2017.

Courses approved for service learning carry the sentence “This is a designated service learning course” in their course description.

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).
## Supplement 1: Top Reasons Why ICC Returns Courses

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

<table>
<thead>
<tr>
<th>REASON FOR RETURN</th>
<th>HOW TO REMEDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Change: The “course change explanation” is not properly filled out</td>
<td>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.</td>
</tr>
<tr>
<td>Prerequisite description and prerequisite course list do not match</td>
<td>All courses listed as prerequisites or co-requisites in the Prerequisite description must also appear in the prerequisite course list.</td>
</tr>
<tr>
<td>Student learning outcomes are activities or are not measurable</td>
<td>If you are making changes to the outcomes or creating a new course, please see Appendix D of this guide for assistance.</td>
</tr>
<tr>
<td>Typos</td>
<td>While accuracy is expected on all fields on the course proposal forms, carefully proofread the course short name, long name, course description, and prerequisite text for typos (as these are all published aspects of the course).</td>
</tr>
<tr>
<td>Summative experience</td>
<td>Please indicate the summative experience in the “summative experience” field, <em>even if it is already listed in the key grade factors for the course</em>. 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).</td>
</tr>
<tr>
<td>Course components</td>
<td>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.</td>
</tr>
<tr>
<td>Course short and long name</td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>- Delete small words (such as of, and, the, etc.) before trying to abbreviate more essential words in the course short name.</td>
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<td></td>
<td>- Make sure the first letter in each key content word in the course name (short and long) is capitalized.</td>
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<td></td>
<td>- Do not use punctuation marks unless it is crucial to the meaning of the course name.</td>
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<tr>
<td></td>
<td>- An ampersand (&amp;) is acceptable to join words in short or long name.</td>
</tr>
<tr>
<td></td>
<td>- Acronyms specific to a discipline or that someone outside the academic department would not know or understand should not be used.</td>
</tr>
</tbody>
</table>
March, 2015: Added to Guidelines for Submission of New Course Proposals and Course Changes
**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.