



Academic Organization, Curriculum, and Assessment Handbook

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Introduction to the Handbook

The Office of Academic Affairs (OAA) Handbook is intended to serve as a resource for faculty, staff, and administrators engaged in development of new or revised curricula, academic restructuring, and the development of academic centers/institutes. It details the administrative structure of the university, and how curricular changes are reviewed and approved across the departmental, college, university, and state levels.

University Organization

The University's organization is dictated by a set of University rules, listed here:

- 3335-1-05 University organization
<https://trustees.osu.edu/bylaws-and-rules/bylaws>
- 3335-3-25 Organization of the university.
- 3335-3-26 Establishment of colleges and graduate school.
- 3335-3-26.1 Establishment of regional campuses.
- 3335-3-26.2 Executive dean for regional campuses.
- 3335-3-27 Organization of the graduate school
- 3335-3-34 Schools, departments, divisions, and sections; defined and located.
- 3335-3-36 Centers and institutes.
- 3335-5-14 Powers (college faculties).
- 3335-5-30 Powers and functions (graduate faculty)
- 3335-5-34 Duties and responsibilities (Graduate council)
- 3335-5-41 Powers (University Senate.)

See <https://trustees.osu.edu/bylaws-and-rules/university-faculty-rules> for the text of these rules.

Determining College Status

- I. Assumptions.
 - A. It is deemed appropriate to view these as guidelines only. No hard and fast rules can be written to cover all possible requests. A quick review of our existing college structure shows a wide range of reasons for granting college status. These guidelines will be used to develop and evaluate new proposals.
 - B. College status would enable faculty to carry out more effectively their responsibility for teaching, research, creative work, and service than would be the case with the existing structure.

- C. College status makes the faculty in that unit responsible for setting the goals, mission, objectives and general direction of the unit.
 - D. College status provides fiscal control to that unit and thereby (hopefully) improves the teaching, research, creative work, and service mission.
 - E. There is a "critical mass" necessary for an effective administration to function at the college level. A lack of flexibility or a lack of options resulting from size would not seem to be in the best long-run interests of the unit.
- II. A college should:
- A. Have a generally recognized academic subject matter containing one or more fairly discrete areas of academic specialization.
 - B. Have a general area of subject matter that is significantly different from areas that are included within the purview of another school or college.
 - C. Have substantive academic programs at professional or undergraduate levels and the graduate level and offer degrees in those programs.
 - D. Have a source of faculty members prepared to offer academic work in the academic areas concerned.
 - E. Undertake teaching, research, creative work, and public service in a manner that has the potential for developing national and international recognition. It is expected that some of the professors in the proposed college will have national and international reputations for their research and creative work at the time of attaining college status.
 - F. Enhance the academic programs of other units of the university and enhance the reputation of the university without decreasing the effectiveness of the mission of the college from which it is detached.
 - G. A proposed administrative structure that meets the qualifications spelled out in the Bylaws and Rules 3335-1-05, 3335-3-29, 3335-3-32, 3335-3-33 of the Administrative Code.
- III. The organization wishing to attain college status shall have demonstrated or have adequate plans to be able to carry out the powers of college faculties as outlined in 3335-5-14 of the Administrative Code. See below:

Powers

College powers are dictated by University Rule 3335-5-14, which can be found in its entirety at:

<https://trustees.osu.edu/university-faculty-rules/3335-5>

The several college faculties shall have, subject only to the separate powers of the faculty of a school (see rule 3335-3-34 of the Administrative Code) and of the faculty of the arts and sciences (see rule 3335-5-27 of the Administrative Code), the following general powers:

- 1) To adopt requirements for admission subject to the approval of the university senate and the board of trustees;

- 2) To adopt, alter or abolish courses and curricula subject to the approval of the Council on Academic Affairs (CAA) and the president and the board of trustees (see rules 3335-5-48.1 and 3335-8-02 of the Administrative Code).
- 3) To create and abolish schools, and departments of instruction within the college subject to approval of the CAA, the university senate, the president and the board of trustees (see rules 3335-3-25 to 3335-3-29, 3335-3-37, and 3335-5-48.1 of the Administrative Code).
- 4) To adopt and abolish academic degrees administered by them subject to approval of the CAA, the university senate, the president, and the board of trustees.
- 5) To recommend to the faculty membership of the university senate and the board of trustees, candidates for degrees.

In addition to the above criteria, an organization wishing to attain college status should meet the following minimum quantitative requirements unless persuasive academic reasons demonstrate the need for exceptions:

- 1) Fifty regular FTE faculty members spread through the three academic ranks from assistant professor to professor. At least 50 percent of these shall have attained tenure.
- 2) An annual budget commensurate with the required faculty members and teaching responsibilities.
- 3) Graduate 100 professional or undergraduate students annually.

Academic Department or School

Academic units should meet the following academic requirements. It is recognized that a particular unit may not meet all the requirements, but the formation of a department which does not should only be approved when circumstances appear to dictate that such approval is particularly crucial to the academic programs of the university.

- I. A recognized, fairly discrete area of academic specialization not already included within the mission of another department.
- II. Potential academic programs at both graduate and undergraduate levels.
- III. A source of faculty members prepared to offer academic work in the academic area concerned.
- IV. An area of academic specialization that offers research and/or public service opportunities in addition to formal classroom/online teaching.
- V. An area of academic specialization that has the potential for developing national or international recognition as an academic discipline.
- VI. An area of academic specialization that either has or is in the progress of developing a student clientele either for the purpose of major programs or as an important "service" discipline to other major programs.
- VII. While not the sole reason for granting departmental status, unless clear and persuasive academic arguments exist to demonstrate the need for exceptions, a department should meet the following requirements of efficiency.
 - A. A minimum of 10 faculty positions spread through at least the three academic ranks from assistant professor to professor.
 - B. Courses that enroll students for a minimum of 2,000 semester credit hours per semester.

- C. A minimum budget to support the minimum faculty and credit hour requirements.

Division

The following guidelines will be used by CAA in the establishment of divisions.

- I. A division will be an academic unit which meets the academic criteria for the creation of a department, but which does not yet meet the efficiency criteria. CAA will grant divisional status to college subunits when there is a high expectation that the division will reach departmental or school status within five years.
 - a. Note that the term 'Division' is used more broadly within the university than this definition indicates. For example, the College of Arts and Sciences uses the term for its three groupings of units within the college. Regardless of how the term is to be used, approval for the term needs to be brought to CAA.

- II. A division will be titled the Division of X.

Such incipient departments may be evaluated by the appropriate college and CAA annually.

Unless originated by CAA, proposals for the creation of divisions will be forwarded to the council by the college or school within which the subunit will be located and each proposal must have the approval of that college or school.

Additional Issues to Address

In addition to the points identified in the guidelines and Faculty Rules, proposals for the establishment of new academic units should include the following.

- I. Rationale
 - A. Define the mission of the proposed unit.
 - B. Define the purpose of the unit (investigate overlap with other academic units already established at the university and include letters of interest or objection).
 - C. Describe the role of the new unit in relationship to the larger administrative unit of which it will be a part.
 - D. Describe similar units at other universities in Ohio, in the Big Ten, and in the United States and their levels of success.
 - E. Enumerate proposed major programs.
 - i. Make enrollment projections (include justification for the estimates).
 - ii. State goals of enrollees in proposed programs.
 - iii. Estimate opportunities for graduates of proposed programs.
 - F. State opportunities provided for study or application of the subject beyond the structure of the classroom/online interaction space.
 - G. Estimate the potential to develop national or international recognition as an academic discipline.

- H. Describe previous submittals of the same or similar unit proposals (indicate reasons for withdrawal or disapproval).
- II. Demand
 - A. Give evidence of sufficient demand by students, faculty, general public, and/or business.
 - B. Estimate the duration of demand (long/short term).
 - C. State the reasons that other units are not able to meet the demand.
- III. Cost
 - A. Describe anticipated internal funding and external funding potential.
 - B. Compare cost of proposed unit with that of like institutions with similar academic units.
 - C. Evaluate cost of additional faculty that may be needed.
 - D. State adequacy and availability of facilities as well as faculty.
- IV. Other
 - A. Include information regarding the use of consultants or advisory committees in the development of the proposal, with copies of reports from such consultants or advisory committees.
 - B. Propose a date for the unit to be effective

Withdrawing an Academic Unit

The withdrawal of an academic unit must follow the same procedures and guidelines as the establishment of a unit.

Academic Unit Title Changes

Proposals for renaming academic units should include the following.

- I. The rationale for the title change.
- II. An indication of how the unit faculty voted on the change.
- III. Whether the undergraduate major title, title of the graduate program, degree titles and/or course offerings bulletin/catalog listings would also be changed.
- IV. The proposal should be accompanied by letters of support or objection from related units

Title change requests are to be submitted by the dean of the college to the Office of Academic Affairs.

The Office of Academic Affairs will submit the proposal to the Graduate School, if appropriate, and to CAA. After CAA takes action, the request will be forwarded to the University Senate and then to the Board of Trustees for final approval.

Alteration or Abolition of Units

Proposals for the alteration or abolition of units should adhere to the structure outlined in Section B of this rule.

3335-3-37 Alteration or abolition of units.

A. Definitions.

- (1) The term 'unit' refers to departments, schools and colleges.
- (2) For purposes of this rule, the term 'alteration' shall refer to the consolidation or reconfiguration of units. 'Consolidation' shall refer to the combining of two or more units, with little or no additional change. 'Reconfiguration' shall refer to the breaking apart of existing units and their academic programs and recombining the faculty and programs into new units.
- (3) For the purposes of this rule, the term 'abolition' shall refer to the complete elimination of a unit and the academic programs it provided.
- (4) Alteration or abolition described herein may be initiated without a declaration of financial exigency.

B. Procedure for alteration or abolition of departments and schools.

- (1) A proposal to alter or abolish a unit may be initiated by any of the following:
 - a) The dean of the college administratively responsible for the unit(s) for which alteration or abolition is proposed,
 - b) The executive vice president and provost,
 - c) CAA, or
 - d) Faculty from the affected unit(s).
- (2) A proposal for alteration or abolition of a unit must include an analysis with the following elements. It shall be the responsibility of the party making the proposal to provide this analysis.
 - a) A rationale for alteration or abolition of the unit that includes a history of the formation, activities and evaluation of the performance of the unit.
 - b) An enumeration of all faculty affected by the alteration or abolition of the unit.
 - c) A person-by-person analysis of the proposed reassignment or other accommodation of the faculty identified in paragraph (B)(2)(b) of this rule, including a statement of the impact on promotion and tenure. No tenured faculty member shall be involuntarily terminated as a result of this process. However, faculty may be transferred to another unit in accordance with paragraph (C)(2) of rule 3335-6-06 of the Administrative Code and with regard to the teaching, research, and service expertise of the individual.
 - d) An analysis of the academic courses now taught by the unit and provisions for their reassignment to other units, if relevant.
 - e) An analysis of the students affected by the proposal, including majors, non-majors, professional and graduate students.
 - f) Specific proposals regarding support for currently enrolled students until degree completion.

- g) An analysis of the budgetary consequences to all relevant units as a consequence of the proposal.
 - h) An analysis of the services lost to the rest of the university as a consequence of the proposal.
 - i) An analysis of impact on constituencies external to the university, including alumni.
 - j) An analysis of the impact on governance at all relevant levels as a consequence of the proposal.
 - k) An analysis of the impact upon diversity.
 - l) An analysis of the impact on the academic freedom and responsibility of all affected faculty.
- (3) The proposal must be discussed with affected faculty, students, and staff, who may provide written and verbal feedback. The proposal may be modified by the proposal's initiator in response to feedback. Following a thorough consultative process with affected faculty, students, staff, and others as appropriate, the college faculty shall vote on the proposal. The proposal, along with the numerical vote of the college faculty, shall then be forwarded to CAA.
- (4) The proposal will be judged by the assessment parameters developed by CAA and published in its guidelines. CAA will review the proposal and will also evaluate the consultation process. It will then return the proposal to the initiator for additional work if the proposal or the consultation has been judged inadequate, or approve the proposal and send it to the university senate for consideration, or disapprove the proposal, which ends the process.
- (5) If CAA approves the proposal, a memorandum of understanding will be developed and signed by all relevant parties.
- (6) The university senate shall vote on the proposal. If it approves the proposal, the recommendation shall be forwarded to the president. A negative vote ends the process.
- (7) The president shall review the proposal. If in favor, the president will forward it to the board of trustees. If the board of trustees approves the proposal, then the executive vice president and provost will appoint an oversight committee to monitor the implementation of the process. The chair of faculty council or designee; the secretary of the faculty; one member of the committee on academic freedom and responsibility; and three members of faculty council shall be appointed to the oversight committee, the purpose of which is to safeguard the interests of affected faculty, students, and staff. Through the chair of faculty council, the oversight committee will periodically report to the university senate, review and assess outcomes, suggest changes where targets are not being met, and assure that the memorandum of understanding is upheld. The oversight committee will present a final report to the senate.
- C. Procedure for alteration or abolition of colleges.
- (1) CAA, the executive vice president and provost, the dean, or faculty from the affected unit may initiate a proposal to alter or abolish a college.

- (2) A proposal for alteration and abolition of a college must include an analysis with all of the elements outlined in paragraph (B)(2) of this rule. It shall be the responsibility of the party making the proposal to provide this analysis.
- (3) CAA shall appoint an ad hoc committee to evaluate the proposal. The ad hoc committee shall have a majority of regular faculty. The charge to the ad hoc committee and the composition of that committee must be agreed upon by CAA, the executive committee of faculty council, and the executive vice president and provost.
- (4) The ad hoc committee shall evaluate the proposal, which will include extensive consultation with affected faculty, students, and staff, and relevant parties external to the university.
- (5) The recommendation of the ad hoc committee will be forwarded to CAA and the executive vice president and provost.
- (6) Prior to accepting or rejecting the ad hoc committee's recommendation, CAA will consult with faculty council and the executive vice president and provost. The faculty council response, including its vote, and a letter of recommendation from the executive vice president and provost shall be considered by CAA.

CAA will then either terminate the process or forward its positive recommendation to the university senate.

- (7) If CAA approves the proposal, a memorandum of understanding will be developed and signed by all relevant parties.
- (8) The university senate shall vote on the proposal. If it approves the proposal, the recommendation shall be forwarded to the president. A negative vote ends the process.

The president shall review the proposal. If in favor, the president shall forward it to the board of trustees. If the board of trustees approves the proposal, then the executive vice president and provost will appoint an oversight committee to monitor the implementation of the process. The chair of faculty council or designee; the secretary of the faculty; one member of the committee on academic freedom and responsibility; and three members of faculty council shall be appointed to the oversight committee, the purpose of which is to safeguard the interests of affected faculty, students, and staff. Through the chair of faculty council, the oversight committee will periodically report to the university senate, review and assess outcomes, suggest changes where targets are not being met, and assure that the memorandum of understanding is upheld. The oversight committee will present a final report to the senate.

Council on Academic Affairs

The Council on Academic Affairs (CAA) is a standing committee that reports to the University Senate. CAA integrates students, faculty, staff, and administrators. It is the university's body for review of curricular changes, including creation, revision, or elimination of undergraduate, graduate, or professional degree programs, minors, or certificates. Proposals are typically submitted after approval from the respective college curricular committee(s) (see proposal approval flowcharts on pages 31-34, 37-40, 54-55). Further, CAA is responsible for approval of creation or closure of centers and institutes, as well as periodic review of existing centers and institutes.

CAA is governed by University Rule 3335-5-48.1, which can be found in its entirety at:

<https://trustees.osu.edu/university-faculty-rules/3335-5>

A summary follows:

Membership

The council on academic affairs shall consist of eighteen members.

1. Ten regular tenure-track faculty.
 - a. Six faculty, at least two of whom are members of the senate, selected by the faculty council. The term of service is three years.
 - b. Four faculty appointed by the president. The term of service is three years.
2. Five students. The terms of service are two years
 - a. Two graduate students.
 - b. One professional student.
 - c. Two undergraduate students.
3. One academic advisor, appointed by the dean of undergraduate education. The term of service is two years.
4. Two administrators.
 - a. The executive vice president and provost, or designee.
 - b. A college-level curricular dean, appointed by the executive vice president and provost. The term of service is two years

Current CAA membership can be found at:

<https://senate.osu.edu/committees/academic-affairs>

Brief overview of primary duties and responsibilities

- 1) Make recommendations to the University Senate concerning the educational and academic policies of the university.
 - a. This includes recommendations concerning the establishment, alteration and abolition of all curricula, courses, degrees, and certificates offered/conferred by the
 - b. CAA can appoint committees to carry out its responsibilities under the university rules.
 - c. CAA receives from the various colleges and schools proposals for the establishment, alteration or abolition of courses and curricula, of departments, schools, and divisions within a college, and of academic degrees and academic certificates.
- 2) CAA receives from the graduate school its proposals for the adoption, alteration or abolition of graduate-credit courses and curricula, and of academic degrees and academic certificates administered by it.
 - a. CAA represents the final approval decision for several types of proposals, including most curriculum revisions, creation/abolition of minors, creation/abolition of certificates, creation/abolition of majors for existing degrees. For changes including

the creation of new degrees, CAA will make a recommendation to the University Senate.

- 3) Review and approval of creation, revision, or closure of centers and institutes, as discussed in more detail beginning on Page 62.
 - a. CAA reviews proposals for the creation of new centers and institutes, and makes recommendations to the University Senate.
 - b. CAA reviews proposals for the closure of existing centers and institutes, and makes recommendations to the University Senate.
 - c. CAA reviews proposals for name changes of existing centers and institutes, and makes recommendations to the University Senate.
 - d. CAA engages in a cyclical review process of existing centers and institutes and is represents the final decision if the center/institute is recommended to continue operation. If the center/institute is recommended for closure, that recommendation is made to the University Senate for action.
- 4) Review and approve proposals to create new clinical/teaching/practice faculty tracks or amend current college/school appointment caps. Clinical/teaching/practice faculty are discussed in more detail beginning on Page 70.
 - a. CAA will vote and make a recommendation to the University Senate.

Organization.

- 1) The chair of CAA is elected by the membership of the council for a one-year term. The chair is typically a faculty member moving into their third and final year on CAA. The chair (or in that person's absence, the vice chair) presides at all meetings of the council.
- 2) The vice chair of CAA is elected for a one-year term by the membership of the council. This position is typically held by the executive vice president and provost or designee.
- 3) CAA delivers an annual report to the university president and senate leadership authored by the chair and vice chair. The report documents all CAA votes and activities through each calendar year (August-July).
- 4) Each member of CAA is assigned to a subcommittee. CAA is comprised of four subcommittees. Subcommittee D is constituted by the CAA chair and vice chair. Subcommittees A, B, and C are chaired by a senior faculty member on the council. There is also combined CAA and Graduate School subcommittee to review graduate proposals. After approval by the GS/CAA subcommittee, the proposals are submitted for review by the Graduate Council and CAA. Proposals reviewed by the GS/CAA subcommittee are presented to CAA by Subcommittee D.
- 5) As a standing committee of the University Senate, this council is also governed by the provisions of rules 3335-5-46 and 3335-5-48 of the Administrative Code):

3335-5-14 Powers (college faculties).

3335-5-27 Powers (faculty of the Arts and Sciences).

3335-5-30	Powers and functions (graduate faculty)
3335-5-34	Duties and responsibilities (Graduate Council)
3335-5-35	Committees (Graduate Council).
3335-5-41	Powers (University Senate).
3335-5-48.1	Council on Academic Affairs.
3335-9-29	Degrees and certificates.
3335-9-30	Requirements for an undergraduate baccalaureate degree.
3335-9-31	Requirements for a graduate degree.
3335-9-32	Requirements for a professional degree.

Program of Study Type Definitions

In order to ensure consistency of program of study types across the university, the following common definitions are offered. These definitions will provide academic units with guidance on program of study decisions and all university members a shared nomenclature, which can help facilitate collaboration.

These definitions are intended as a starting point, based on Ohio State's current slate of programs of study. As new programs emerge or evolve and no longer fit into any of the current definitions, additional program of study types should be created. In addition, as additional considerations for each program of study type are identified, these characteristics should be added.

Benefits of Recommended Structure

This structure builds a common ground for Ohio State's program of study structure. It clearly defines each type, which is required for cross-campus curricular design, and provides guidance for units to determine the correct program of study based on downstream impacts.

Future Action Steps

Now that the university-wide program of study type definitions are finalized, the implementation of these definitions will be further explored. Possible action steps include:

- Establish a review process for maintaining and updating definitions with new considerations and new program of study types, as they arise.
- Review current academic plans in PeopleSoft and adjust academic plan type to match the appropriate program of study type, based on a type's characteristics. This adjustment will need to be completed prior to the conversion of academic program information to Workday.
- Incorporate a mapping of program of study types into the university's program review/approval process.
- Publish current version of definitions on a central online information source as reference resource for faculty and staff.

Program of Study Type Definitions

CATEGORY: OFFICIAL PROGRAM

Major of Degree: An undergraduate program of study of an academic major which determines the degree's primary discipline, general education requirements, specialized curriculum and mastery of learning outcomes. This can be the student's only program of study on their academic record. Upon completion of this program of study's requirements, a degree is awarded. Enrollment in this program is transcribed.

Pre-Major¹: A program of study which provides advising support and an enrollment identity for the student who has determined their desired major of degree, but is not yet eligible to enter at this time. This can be the student's only program of study on their academic record. A degree or an educational credential cannot be awarded solely for this program of study. Enrollment in this program is transcribed.

Undecided¹: A program of study which provides advising support and an enrollment identity for the student who is exploring their academic interests and enrolling in introductory or prerequisite coursework. This can be the student's only program of study on their academic record. A degree or an educational credential cannot be awarded solely for this program of study. Enrollment in this program is transcribed.

Secondary Major²: An undergraduate program of study of an academic major which the student completes in addition to the student's major of degree. In order to qualify to be a secondary major, an academic major must be approved by the donating college. Secondary majors can be available to all undergraduate students or restricted to students within certain colleges or degree programs, based on the donating college. A secondary major cannot be the student's only program of study on their academic record.³ A degree cannot be awarded solely for this program of study. An academic major can exist as both a major of degree and a secondary major, if approved. Academic majors which are awarded with tagged degrees are not eligible to be offered as secondary majors. Enrollment in this program is transcribed.

Graduate Program: A graduate-level program of study, under the administration of the Graduate School, which determines the degree's primary discipline, curricular requirements, and mastery of learning outcomes. This can be the student's only program of study on their academic record. Upon completion of this program of study's requirements, a degree is awarded. Enrollment in this program is transcribed.

Professional Program: A professional-level program of study, awarded by the Colleges of Dentistry, Law, Medicine, Optometry, Pharmacy, or Veterinary Medicine, which determines the degree's primary discipline, curricular requirements, and mastery of learning outcomes. This can be the student's only program of study on their academic record. Upon completion of this program of study's requirements, a degree is awarded. Enrollment in this program is transcribed.

Course of Study: A program of study which provides advising support and an enrollment identity for students who are temporarily enrolling at the university for a specific duration to complete coursework. While enrolled in this program, the student is not eligible to pursue an academic degree at the university. This can be the student's only program of study on their academic record. A degree or an educational credential cannot be awarded in this program of study. Enrollment in this program is transcribed.

Stand-Alone Certificate: A program of study which requires the completion of an organized set of coursework and/or experiences, resulting in a credential that is distinct from, and does not need to be awarded concurrently

¹ Listed as Official Program because some programs have a program focus. Currently, only Official Programs in Workday can include a program focus. If new functionality allows program focuses in other categories, move to new category of Undeclared.

² Listed as Official Program because some programs have a program focus. Currently, only Official Programs in Workday can include a program focus. If new functionality allows program focuses in other categories, move to new category of Auxiliary.

³ Workday does not enforce this restriction. Reporting will be needed, as is done in current state, to correct academic records. If new functionality allows Secondary Majors to be moved to the Auxiliary category, the restriction will be enforced as auxiliary programs cannot be the only program of study on a student's academic record.

with, an academic degree. This can be the student's only program of study on their academic record. A degree cannot be awarded solely for this program of study. An educational credential is awarded solely for this program. Enrollment in this program is transcribed.

Non-Degree⁴: A program of study which provides advising support and an enrollment identity for the student who is enrolling in coursework at the university for an unspecified duration. While enrolled in this program, the student is not eligible to pursue an academic degree at the university. This can be the student's only program of study on their academic record. A degree or an educational credential cannot be awarded solely for this program of study. Enrollment in this program is transcribed.

CATEGORY: FORMALIZED JOINT PROGRAM

Joint Program: A program of study composed of multiple distinct degrees into which the student is admitted simultaneously, completes coursework concurrently, and is awarded all degrees within the same graduation term. This can be the student's only program of study on their academic record. This program of study type cannot have a program focus associated with it. Degrees are awarded in this program of study. Enrollment in this program is transcribed.

CATEGORY: AUXILLARY PROGRAM

Minor: A program of study composed of coursework which is smaller than an academic major and allows the student to explore an academic discipline or theme that is outside of, but supplements, the student's academic major. This cannot be the student's only program of study on their academic record. This program of study type cannot have a program focus associated with it. A degree cannot be awarded solely for this program of study. An educational credential can be awarded for this program of study. Enrollment in this program is transcribed.

Embedded Certificate: A program of study which requires the completion of an organized set of coursework and/or experiences, resulting in a credential that is distinct from, but awarded concurrently with, an academic degree. This cannot be the student's only program of study on their academic record. This program of study type cannot have a program focus associated with it. A degree cannot be awarded solely for this program of study. An educational credential can be awarded for this program of study. Enrollment in this program is transcribed.

Graduate Interdisciplinary Specialization: A program of study which is coordinated between two or more graduate programs and is composed of an integrated, interdisciplinary graduate course of study. A graduate interdisciplinary specialization is composed of a smaller amount of coursework and requirements than an academic major. This cannot be the student's only program of study on their academic record. This program of study type cannot have a program focus associated with it. A degree cannot be awarded solely for this program of study. An educational credential can be awarded for this program of study. Enrollment in this program is transcribed.

General Auxiliary: A program of study which enhances the student's academic experience through a combination of coursework and related experiences. This cannot be the student's only program of study on their academic record. This program of study type cannot have a program focus associated with it. A degree cannot be awarded in this program of study. An educational credential can be awarded for this program of study. Enrollment in this program is transcribed.

⁴ Listed as Official Program because some programs have a program focus. Currently, only Official Programs in Workday can include a program focus. If new functionality allows program focuses in other categories, move to new category of Non-Degree.

CATEGORY: ADVISORY PROGRAM

Pre-Professional: A program of study in which the student receives academic guidance on preparatory coursework and requirements to pursue future professional education programs. This cannot be the student's only program of study on their academic record. This program of study type cannot have a program focus associated with it. A degree or an educational credential cannot be awarded solely for this program of study. Enrollment in this program is not transcribed.

General Advisory: A program of study in which the student receives academic guidance for an experience outside the student's declared program(s) of study which impacts the selection of coursework. This cannot be the student's only program of study on their academic record. This program of study type cannot have a program focus associated with it. A degree or an educational credential cannot be awarded in this program of study. Enrollment in this program is not transcribed.

CATEGORY: PROGRAM FOCUS

Option: A defined subset of academic requirements available within a distinct associated program of study. Multiple options can be offered within an associated program of study. Each option can only be associated with one program of study. The student may, but is not required to, select an option in order to be awarded the associated program of study's credential. Only programs of study with a type of official program are eligible to have an associated option. Enrollment in this program is transcribed.

Specialization: A defined subset of academic requirements within a distinct, associated program of study. Multiple specializations can be offered within an associated program of study. Each specialization can only be associated with one program of study. The student must select a specialization in order to be awarded the associated program of study's credential. Only programs of study with a type of official program are eligible to have an associated specialization. Enrollment in this program is transcribed.

Track: A defined subset of academic requirements within a distinct, associated program of study. Multiple tracks can be offered within the associated program of study. Each track can only be associated with one program of study. The student may, but is not required to, select a track in order to be awarded the associated program of study's credential. Only programs of study with a type of official program are eligible to have an associated track. Enrollment in this program is not transcribed.

Focus: A defined subset of academic requirements within a distinct, associated program of study. Multiple focuses can be offered within an associated program of study. Each focus can only be associated with one program of study. The student must select a focus in order to be awarded the associated program of study's credential. Only programs of study with a type of official program are eligible to have an associated focus. Enrollment in this program focus is not transcribed.

Program of Study Types – Characteristics Matrix

POS Type	Stand-Alone	If Not Stand-Alone, Eligible Associated POS Types	Singular Associated POS	Required to Complete Associated POS	Educational Credential at Completion		Enrollment Transcribed	Eligible Academic Levels	Title IV Eligible
					Degree	Credential Other Than Degree			
Category: Official Program									
Major of Degree	Yes	N/A	N/A	N/A	Yes	No	Yes	Undergraduate	Yes
Pre-Major	Yes	N/A	N/A	N/A	No	No	Yes	Undergraduate	Yes
Undecided	Yes	N/A	N/A	N/A	No	No	Yes	Undergraduate	Yes
Secondary Major	No ⁵	Official	N/A	N/A	No	No	Yes	Undergraduate	Yes
Graduate Program	Yes	N/A	N/A	N/A	Yes	No	Yes	Graduate	Yes
Professional Program	Yes	N/A	N/A	N/A	Yes	No	Yes	Professional	Yes
Course of Study	Yes	N/A	N/A	N/A	No	No	Yes	All	No
Stand-Alone Certificate	Yes	N/A	N/A	N/A	No	Yes	Yes	All	Yes, if approved by DOE
Non-Degree	Yes	N/A	N/A	N/A	No	No	Yes	Undergraduate Graduate	Yes, if approved as prepatory or licensure
Category: Formalized Joint Program									
Joint Program	Yes	N/A	N/A	N/A	Yes	No	Yes	All	Yes
Category: Auxiliary Program									
Minor	No	Official, Undeclared, Non-Degree	No	No	No	Yes	Yes	Undergraduate Graduate	Yes
Embedded Certificate	No	Official Program	No	N/A	No	Yes	Yes	All	Yes
Graduate Interdisciplinary Specialization	No	Official Program	No	N/A	No	Yes	Yes	Graduate	Yes
General Auxiliary	No	Official, Undeclared, Non-Degree	No	N/A	No	Yes	Yes	Undergraduate	No
Category: Advisory Program									
Pre-Professional	No	Official, Undeclared, Non-Degree	No	N/A	No	No	No	Undergraduate	No
General Advisory	No	Official, Undeclared, Non-Degree	No	N/A	No	No	No	Undergraduate	No
Category: Program Focus									
Option	No	Official	Yes	No	No	No	Yes	All	Yes, if parent POS is also eligible
Specialization	No	Official	Yes	Yes	No	No	Yes	All	
Track	No	Official	Yes	No	No	No	No	All	
Focus	No	Official	Yes	Yes	No	No	No	All	

⁵A secondary major should not be a student’s only program of study (a.k.a. stand-alone) in practice, but cannot be enforced systematically in PeopleSoft or in Workday. This will need to be monitored via reporting in Workday, similar to how it is currently monitored in PeopleSoft.

Workday Program of Study Type Categories Matrix

From Workday report: "View Program of Study Type Categories."

Characteristic Programs of study types in this category can:	Program of Study Type Categories				
	Official Program	Formalized Joint Program	Auxiliary Program	Advisory Program	Program Focus
Accept students for admission.	X	X	X		
Be the student's only educational objective.	X	X			
Confer educational credentials.	X	X			
Supplement the student's official program.			X		
Represent areas of focus within a program of study.					X
Track external educational objective of a student (for advising purposes).				X	
Track academic requirements for the external educational objective (for advising purposes).				X	
Additional OSU Interpretation					
Can be the student's only program of study on the academic record (i.e. Stand-Alone).	X	X			
Can have an associated program focus.	X				

Undergraduate Degree Component Definitions

OSU's undergraduate students are increasingly interested in pursuing academic opportunities such as minors, second majors, and second undergraduate degrees. In order to facilitate these educational pursuits, definitions of degree components need to be established so a common “language” and related curricular expectations can be used across academic programs at Ohio State.

This effort in no way changes the ownership of degree programs. Each academic program will continue to determine all requirements for its degree program(s). Instead, these definitions strive to create a shared understanding about the components of a degree program and the related assumptions. This agreement will reduce misconceptions and barriers, facilitate collaboration, and preserve both the integrity of each academic program and the interdisciplinary interests of OSU undergraduate students.

Potential Guiding Questions:

- What is the spirit in which programs should define “the major” of a degree program? What are the considerations programs should keep in mind when defining coursework as “major coursework”? How can these guiding principles be interpreted by academic programs to ensure clarity and collaboration across programs for students?
- What is the spirit in which courses should be included in the major GPA? Can a course be considered a “major” course and not be included in the major GPA? Does there need to be a distinction between “major” courses are included in the major GPA and “major” courses that are not included in the major GPA?
- What other degree components besides “Major” and “General Education” are needed to capture the needs of programs? For example, how should courses that are required by the degree program but are not part of the student’s major nor part of the student’s General Education be defined? (Example: a degree program requires an introductory programming course that is not fulfilling a General Education course and is not considered part of the major curriculum.)
- How can the categorization of degree component types be utilized to facilitate more transparency and clarity for students pursuing minors, multiple degrees?
- Should there be university-wide standards or guidelines for overlap eligibility between components and for students pursuing multiple minors, majors and degrees?

Benefits of Structure:

This structure builds a common ground for Ohio State’s undergraduate curricula. It more clearly defines each component, which is required for cross-campus advising for students pursuing multiple programs. It clarifies which courses fulfill Gen Ed requirements, even if the degree program requires a specific course for a category. It more consistently defines the student’s major GPA, which is interpreted in this document as a metric to measure mastery and academic performance within the degree’s major program. This ensures that the degree program’s own faculty and instructors are evaluating student performance within their discipline.

Overview of Process and Future Recommendations

A draft of the degree component definitions was reviewed by the following:

- Spring & Summer 2018: Enterprise Project Business Owners & Advising Administrators (directors of undergraduate advising programs)
- November 2020: The Office of the University Registrar Degree Audit team and the University Registrar
- December 2020: APAC subcommittee
- January 2021: Student Workstream Leadership Team

- February 2021: Business Sponsors Advisory Group & APAC
- March 2021: Presented to CAA as Informational Item

This document represents the structure and definitions recommended by these contacts, based on the current program's needs and understanding of curricular policies.

As part of this process, colleges were asked to map their programs using these definitions. The exercise provided feedback on the viability of these degree components and allowed fine-tuning of definitions to function properly in practice.

Additionally, a separate proposal has been created to define program of study definitions such as major of degree (undergraduate programs), graduate program, professional program, tracks, specializations, certificates, etc. While the intent of the program of study proposal is to ensure consistency of program types across the university, the degree program components and definitions identifies specific degree components within the associated undergraduate program of study.

Implementation Strategy

The following considerations should be considerations for implementation:

- Incorporate a mapping of component types into the university's curriculum and course approval process.
- Publish definitions on a central online information source so campus partners can reference them when needed.
- Structuring academic progress reports to configure academic requirements with component language.

General Education: A common set of courses that students from all disciplines take in order to share a common experience and become a well-rounded, educated citizen. Requirements and course options are determined by the university. *Examples: Data Analysis, Second Writing, Social Science...*

Required Non-Major⁵: Courses that are determined by the degree program to be part of the degree and are offered outside of major core, specialization/track/option/focus, and program electives courses. These courses can be specific (e.g. CSE 1113) or have flexible options (e.g. Spanish 1101.01, French 1101.01, etc.). These courses are eligible to overlap with a student's General Education, second major, minor(s), or second degree. Required Non-Major courses do not require a student to be in the major in order to take them and are not included in the major GPA. This category includes courses which are prerequisites to entering the major. *Examples: Math 1131, Physics 1250, Spanish 1101.01, ENGR 1100, Chemistry 1210*

Major Core: Courses that are determined by the degree program and are foundational to the mastery of the discipline. These courses are included in the major GPA. Major courses are narrowly defined and are completed by all students in the major. A specified amount of major course credit hours must be distinct to the degree program and cannot overlap with other educational pursuits such as minors, second majors, second degrees, etc. *Examples: ACCTMIS 2200, ACCTMIS 2300, BUSFIN 3500, PHILOS 3210, PHILOS 3220, PHILOS 3230*

Some degree programs⁶ may not define a major core component, but do require students to select a major specialization/track/option/focus.

⁵ Suggested alternatives include prescribed, preliminary. Prerequisite is commonly used, but implies all courses must be taken before major core, which is not the case in all programs.

⁶ Examples include International Studies and Communication

Major Specialization/Track/Option/Focus⁷: Courses satisfy a subset of academic requirements within a distinct associated degree program. Courses are determined by the degree program and enrich the student's mastery of the discipline in a respective area. These courses are included in the major GPA. A degree program may offer multiple specializations/tracks/options/foci, and courses are defined based on the component that the student chooses to pursue. The degree program can determine a minimum number of courses or credit hours students must complete.

Program Electives: Elective courses are separated into three sub-components: major electives, technical elective, and open electives. Degree programs may set a minimum requirement of hours for each sub-component, a minimum overall amount of Program Elective hours, or both.

Major Electives: A list of courses from which students can choose, that will be used to satisfy the required minimum hours for the major. The content of major electives is affiliated with the student's academic major, but may or may not be taught in departments outside of the degree program. These courses are included in the student's major GPA. The degree program can specify a minimum amount of major electives the student must complete. The courses may or may not require enrollment in the major program to enroll in these courses.

Technical Electives: A list of courses that are determined by the degree program from which the student can choose, that will be used to satisfy the required minimum hours for the degree. The courses may or may not be taught in departments outside of the degree program. These courses are not included in the student's major GPA. The degree program can specify a minimum amount of technical electives the student must complete. For example, engineering degree programs may specify a narrow list of courses within other STEM departments that are highly technical but are not part of the major program.

Open Elective: A list of courses from which students can choose, that will be used to satisfy the required minimum hours for the degree.

⁷ Refer to the Program of Study Definitions to see the distinction between specialization, track, option, focus. The differences amongst components include whether or not the component is printed on the transcript and/or whether the component is required in order to earn the associated program of study's credential.

Undergraduate Degree Component Definitions

Degree Component Comparison Chart

Characteristics	General Education	Required Non-Major	Major Core	Major Specialization/Track/Option/Focus	Program Electives		
					Major Electives	Technical Electives	Open Electives
Overlap with other degree components	Can overlap with Required Non-Major	Can overlap with GE	No	No	No	No	No
Courses in Component Determined By...	University GE Faculty committee	Degree program	Degree program	Degree program	Degree program	Degree program	Degree program
Overlap with minor	Yes – up to 6 hours	Yes – no limit	Yes - 12 hours of the minor must remain distinct	Yes - 12 hours of the minor must remain distinct	Yes - 12 hours of the minor must remain distinct	Yes – no limit	Yes – no limit
Overlap with secondary major	Yes – At least 18 hours must remain distinct to additional major	Yes – At least 18 hours must remain distinct to additional major	Yes – At least 18 hours must remain distinct to additional major	Yes – At least 18 hours must remain distinct to additional major	Yes – At least 18 hours must remain distinct to additional major	Yes – At least 18 hours must remain distinct to additional major	Yes – At least 18 hours must remain distinct to additional major
Overlap with 2nd Degree	Can overlap with 2 nd Degree’s GE, Required Non-Major, and Technical/Open Electives	Yes	No	No	No	Yes	Yes

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Included in Major GPA	No	No	Yes	Yes	Yes	No	No
Requires Enrollment in Major Program as Course Requisite	No	No	Varies	Varies	Varies	Varies	No

These considerations are based on an understanding of the current policies with General Education, minors, multiple majors / degrees and other policies.

Overlap Matrix

First Degree	Minor	Secondary Major	Additional Degree						
			GE	Required Non-Maj	Major Core	Major Spl/Trk/Opt/Fcs	Prog Elec Major	Prog Elec Tech	Prog Elec Open
GE	Overlap allowed: maximum 6 hours	Overlap allowed: At least 18 hours must remain distinct to additional major	Overlap allowed: no limit	Overlap allowed: no limit	No overlap allowed	No overlap allowed	No overlap allowed	Overlap allowed: no limit	Overlap allowed: no limit
Required Non-Major	Overlap allowed: no limit	Overlap allowed: At least 18 hours must remain distinct to additional major	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit
Major Core	Overlap allowed: At least 12 hours must remain distinct to minor	Overlap allowed: At least 18 hours must remain distinct to additional major	No overlap allowed	Overlap allowed: no limit	No overlap allowed	No overlap allowed	No overlap allowed	Overlap allowed: no limit	Overlap allowed: no limit
Major Spec/Track/Option/Focus	Overlap allowed: At least 12 hours must remain distinct to minor	Overlap allowed: At least 18 hours must remain distinct to additional major	No overlap allowed	Overlap allowed: no limit	No overlap allowed	No overlap allowed	No overlap allowed	Overlap allowed: no limit	Overlap allowed: no limit
Program Electives Major Electives	Overlap allowed: At least 12 hours must remain distinct to minor	Overlap allowed: At least 18 hours must remain distinct to additional major	No overlap allowed	Overlap allowed: no limit	No overlap allowed	No overlap allowed	No overlap allowed	Overlap allowed: no limit	Overlap allowed: no limit

Program Electives Technical/Open	Overlap allowed: no limit	Overlap allowed: At least 18 hours must remain distinct to additional major	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit	Overlap allowed: no limit
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Matrix Updated: 2/3/21

Proposals for New or Revisions to Existing Undergraduate Degrees or Majors

The following is a list of the required components for a successful proposal for a new undergraduate degree, degree program, or major, or revision to existing degrees or programs for review by the Council on Academic Affairs (CAA). The approval process is different for a new degree, a new degree program or major, or a revision. See Flowchart 1 (Page 31) for the approval process for revisions, new majors/programs for existing degrees, and name changes. See Flowchart 2 (Page 32) for the approval process for new undergraduate degrees.

Please also note that an online program, defined here as a program for which 50% or more of its offerings could be completed online, require consultation and a memorandum of understanding (MOU) with the Office of Distance Education and E-learning. This includes programs that are undergoing a change of delivery to the online format, for which the threshold is a minimum of 50% of offerings that could be completed online (even if students have the option of completing 50% or more in the conventional face-to-face format). The new program or revision cannot be implemented until the MOU with ODEE is completed.

It is also noted that students enrolled in an online program must be labeled with the 'ONL' subplan to ensure appropriate communications, fees, and reporting are enacted.

CAA strongly encourages the unit-level faculty/staff developing the proposal to consult with ODEE during the development stage to ensure adherence to best practices during the development of the online content. See Flowchart 3 (Page 33) for the approval process for change of delivery to online and new online majors/programs for existing degrees. See Flowchart 4 (Page 34) for the approval process for new online undergraduate degrees.

General Expectations

New program proposals (undergraduate, graduate, certificate), except for minors, should include an assessment plan. The plan specifies the program's student learning outcomes, means of assessment, how outcomes information will be used, and a timeline for implementing the plan (see Appendix A). Proposals for changes to existing programs should address whether and how outcomes data inform the proposed changes.

Program approval and changes to existing programs must adhere to state guidelines for Ohio public colleges and universities academic programs:

<https://www.ohiohighered.org/academic-program-approval>.

Once approved internally, new program approval is required by the Ohio Department of Higher Education (ODHE). Directions for submitting a request for approval of undergraduate

degrees and degree programs by the ODHE may be found in Appendix B. For graduate degree programs, state guidelines and procedures for final approval by the Chancellor's Council on Graduate Studies (CCGS) may be found in Appendix C, and at:

<https://www.ohiohighered.org/ccgs>

Instructions for submitting proposals to the Graduate School can be found on the graduate school's website at:

<https://gradsch.osu.edu/proposing-new-programs-degrees-and-specializations>

Program proposals flow through curriculum.osu.edu, which supports a work-flow approval process (see Appendix D for the template). Approved curricula are monitored in part through regular institutional, college, and departmental review processes to maintain quality and ensure concurrency.

Instruction that extends outside of the state of Ohio

- 1) Should students have educational activities required of or related to this program outside Ohio, but within US states or territories, ensure with ODEE your activity is approved by the necessary state or licensure entities and follows the Out of State Educational Activities policy.

<https://odee.osu.edu/sites/default/files/outofstateeducationalactivitiespolicy.pdf>

- 2) Should students have educational activities required of, or related to, this program outside the United States and its territories, ensure with OIA your activity is approved by the necessary entities and follows applicable laws and policies.

<https://oia.osu.edu/contact-us>

Instruction related to training for licensure

If the program proposal or changes lead to a licensure or prepare a learner for a licensure examination, additional student disclosures may be necessary. Contact the ODEE State Authorization team for more information.

Retirement of Academic Programs

When a unit submits a proposal to retire an academic program, the request should be accompanied with a proposal for managing any students currently enrolled in the program. Once program retirement is approved, students will no longer be admitted to the program. Units may designate a length of time that the program will remain “open” for enrollment by students who are already admitted and currently enrolled. If an alternative timeline is not proposed by the unit, the standard timeline for closure will be used including 4 years for undergraduate programs, 3 years for master’s programs, and 7 years for doctoral programs. All dates will be calculated from the end of the academic year in which the program retirement was approved.

Preliminary discussion

Units wanting to develop new undergraduate majors or modify existing majors within existing degree programs should contact the Vice Provost of Academic Programs in the Office of Academic Affairs at least three months before a full proposal is to be presented to relevant curriculum committees. This discussion replaces the former requirement of a preliminary prospectus or pre-proposal. The purpose of the meeting will be to provide insights on feasibility, timeline, and suggested concurrences to be sought for the proposal in order to move it through the approval process as expediently as possible.

Proposal contents

- I. General Information
 - A. Nature of the proposal (New degree program, Revision of a current degree program, or replacement or alternative for a current program).
 - B. Name of proposed program.
 - C. Degree title.
 - D. Proposed implementation date.
 - E. Delivery method (online, in-person, hybrid)
 - F. Identify the academic units responsible for administrating the degree program.
- II. Rationale/Goals/Objectives
 - A. Describe the rationale/purpose of the major.
 - B. State the general educational goals and objectives of the program.
 - C. Explain how the program will help achieve the goals and objectives of the university in terms of its role and mission.
 - D. Identify any unique characteristics or resources that make it particularly appropriate for Ohio State to offer the proposed major.
 - E. Cite the benefits for students, the institution, and the region or state.
 - F. List similar majors offered in both public and private institutions in Ohio and the U. S. Explain how these majors compare to the one proposed.
 - G. Cite the enrollment patterns of similar majors in Ohio or in the United States.
 - H. Describe career opportunities and/or opportunities for graduate or professional study available to persons who complete the major.
 - I. Describe any licensure or certification for which this major will prepare students.
- III. Relationship to Other Programs
 - A. Indicate any cooperative arrangements with other institutions and organizations that will be used to offer this program.
 - B. Specify any articulation arrangements (direct transfer opportunities) with other institutions that will be in effect for the program.
 - C. Provide information on the use of consultants or advisory committees in the development of the program.
 - D. Identify any overlaps with other programs or departments within the university. Append letters of concurrence or objection from related units.
 - E. Indicate whether the program or a similar program was submitted for approval previously. Explain why the program was not approved or why it was withdrawn.
 - F. State the minimum requirements/qualifications a student must meet to be admitted into the program.

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- G. Indicate where students will be drawn from, e.g., existing academic programs, outside of the university, etc. Estimate the mix of students entering the program internally and externally.
 - H. Assessment Plan (Goals, Objectives, Evaluation): Provide a learning outcomes assessment plan for the major program.
 - I. State the general and specific educational goals and objectives of the major.
- IV. Indicate the methods that will be used to assess whether the educational goals and learning objectives are being met.
- A. Align an evaluation method with each educational objective and expected outcome students should achieve.
 - B. Specify the criteria that will be used to evaluate successful student learning.
 - C. Provide the time line over which the assessment plan will be implemented.
 - i. Year 1
 - ii. Year 2
 - iii. Year 3
 - iv. Year 4
 - D. Describe how outcomes information will be used to improve student learning and program effectiveness.
- V. Student Enrollment: Indicate the number of students you anticipate will be admitted to the program each year. Please use a table to make the information easier to read and interpret.

	Year 1	Year 2	Year 3	Year 4
Full-time				
Part-time				
Estimated Summer Enrollment				
Full-time				
Part-time				

- VI. Degree Requirements
- A. List the courses (department, title, credit hours, description) that constitute the requirements and other components of the program. Indicate which courses are currently offered and which will be new.

Department	Title	Credit Hours	Delivery Mode	Brief Description
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- B. Append a semester by semester sample program.
- C. State the minimum number of credits required for completion.
- D. State the average number of credits expected for a student at completion.
- E. Give the average number of credits taken per semester by a typical student. Estimate the average for each year.

	Year 1	Year 2	Year 3	Year 4
Full-time				
Part-time				

VII. Give the number of credits a student is required to take in other departments.

Department	Number of Credits	Level*

* Lower-division or upper division undergraduate, master's, doctoral, or graduate/professional.

VIII. Give the number of credits a student might take as an elective in other departments.

Department	Number of Credits	Level*

* Lower-division or upper division undergraduate, master's, doctoral, or graduate/professional.

IX. Online/distance components of the program

- A. Table showing the number of credit hours that can be achieved:
 - 1. in-person only
 - 2. online only
 - 3. in-person or online
- B. For programs in which 50% of the credits may be achieved online, a Memorandum of Understanding (MOU) with the Office of Distance Education and ELearning (ODEE) is needed and accompanying budget worksheet is required before CAA approval is granted for programs seeking approval for online delivery.
- C. Students in online programs must be labeled with the 'ONL' subplan to ensure appropriate communications, fees, and reporting are enacted.

X. In addition to course requirements, describe other degree requirements, e.g., examinations, internships, final projects, thesis, dissertation, exit criteria, etc.

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XI. Describe the specific methods that will be used for evaluating the program.

XII. If applicable, identify from which specialized professional association(s) accreditation will be sought. List any additional resources that are necessary to gain this accreditation.

XIII. Describe the number and qualifications of full-time and part-time faculty. List current faculty and areas of expertise. Describe the number and type of additional faculty needed.

Current				
Name	Area of Expertise	Professorial Rank	Graduate Faculty Category	Full or Part Time
Proposed Additional Faculty				
Name	Area of Expertise	Professorial Rank	Graduate Faculty Category	Full or Part Time

XIV. Program Description: Describe the program, including each option and concentration as it would appear in the appropriate college bulletin.

XV. Program Costs and Funding

A. Indicate one-time and start-up costs in dollars, estimated.

i. One-time Costs

	Year 1	Year 2	Year 3	Year 4
Faculty				
Graduate Students				
Other Staff				
Supplies/Services				
Equipment				
Computing				
Space Renovation				
TOTAL				

ii. Continuing (Annual Rate) Costs

	Year 1	Year 2	Year 3	Year 4
Faculty				
Graduate Students				
Other Staff				

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Supplies/Services				
Equipment				
Computing				
Space Renovation				
TOTAL				

- iii. **Cost Savings and Adjustment:** In this section include any continuing savings in costs that will be realized by better utilization of current resources (reassigning a faculty member to a new program from an area that has experienced an enrollment decline, increasing enrollments in a course in an area that has room to expand, sharing advising or clerical support with an ongoing program, increased utilization of available research equipment, using TAs).

	Year 1	Year 2	Year 3	Year 4
Faculty				
Graduate Students				
Other Staff				
Supplies/Services				
Equipment				
Computing				
Space Renovation				
TOTAL				

Note: Questions VII.A.ii and VII.A.iii should provide an indication of the total added costs.

- B. **Proposed Sources of Funding:** Indicate how much funding support you anticipate receiving for this program from each of the following sources.

- i. Continuing (Annual Rate) Support

	Year 1	Year 2	Year 3	Year 4
Home Department				
Other Departments				
College				
Office of Academic Affairs				
Other Internal (Specify)				
External (Specify)				

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TOTAL				
-------	--	--	--	--

ii. One-Time and Start-Up Support

	Year 1	Year 2	Year 3	Year 4
Home Department				
Other Departments				
College				
Office of Academic Affairs				
Other Internal (Specify)				
External (Specify)				
TOTAL				

XVI. Facilities and Equipment Requirements

- A. Facilities/Equipment Requirements: Describe existing facilities, equipment, and off-campus field experience and clinical sites to be used in the program. Indicate how the use of these facilities, equipment, etc. will impact other existing programs.
- B. Describe additional university resources, including libraries, that will be required for the new program.
- C. Classrooms: Estimate addition/deletion of lecture and seminars sections.

Class Size		Year 1	Year 2	Year 3	Year 4
201+	Added				
	Discontinued				
101 – 200	Added				
	Discontinued				
61 – 100	Added				
	Discontinued				
31 – 60	Added				
	Discontinued				

- D. Laboratory, studio and other special facilities. Estimate anticipated lab and studio needs, including additional facility needs and any space that might be released as a result of this program. Give in square footage, estimated.

		Year 1	Year 2	Year 3	Year 4
Individual Labs	Added				
	Released				
Shared Lab Stations	Added				
	Released				
Studios	Added				
	Released				

- E. Office Space: Estimate number of offices required for faculty, staff, graduate students

		Year 1	Year 2	Year 3	Year 4
Private Offices	Added				
	Released				
Shared Offices	Added				
	Released				

- F. Special Space Requirements: Describe any special space considerations that should be taken into account, and at what stage of the process they would be incurred (e.g., specialized lab stations, special cleaning and disposal capabilities, computer support facilities, treatment facilities, performance areas, library facilities, etc.). Distinguish between short-term and long-term utilization needs.

Terminating or Deactivating an Existing Major

A unit requesting a deactivation must clearly state if the major is to be deactivated or terminated. Termination is a final step which removes the major from the possibility of future reactivation. To deactivate a major means that it is held in abeyance until reactivation becomes feasible. In both cases, no new admissions into the major are possible. Termination or deactivation of an existing major must be reviewed and approved by the same bodies that approved the existence of the major. The proposal must include information on how the termination or deactivation will impact the university, justification and an explanation of the termination or deactivation. Forms should be submitted for the permanent elimination of any courses necessitated by the termination or deactivation of the major.

Reinstating or Reactivating a Major

The reinstatement or reactivation of a major must follow the same procedures and guidelines as the establishment of a major, except that the approval process ends with the approval of the Council on Academic Affairs for majors in effect prior to September 20, 1963.

Current Existing Undergraduate Degree Programs

A list of the current undergraduate degrees and majors can be found at:

<http://undergrad.osu.edu/majors-and-academics/majors>

Proposals for Revisions to Existing Programs

Types of Curricular Changes:

- I. Deletion of a required course from the curriculum
- II. Addition of a course(s)—either from the same academic unit or another academic unit—that was not previously approved as a required course for the curriculum
- III. Substitution of a course(s) for one currently in the curriculum
 - A. Changes in the content of the course(s) cause reconsideration of that course in the curriculum
 - B. New needs in the curriculum
 - C. Withdrawal of a course(s) currently listed in the curriculum and the replacement of that course by a new course or by another more appropriate course
- IV. Adjustment of total credit hours or elective credit hours due to approved changes in credit hours or approved addition or deletion of courses
- V. Explanation of off-campus field experience requirements.
- VI. Conversion of program to distance-eligible by increasing the number of distance learning (DL) courses to higher than 50% of the program

A change in credit hours for a required course in the curriculum may result in an increase or decrease in the total credit hours required for the curriculum. OAA requires that this change in total credit hours required for the degree and/or curriculum be justified*.

*It should be noted that with the revisions to the General Education curriculum beginning in Autumn 2021, any increases in credit hours for colleges whose GE is reducing in size are strongly discouraged. Such changes will be rejected by CAA unless exceptional circumstances require the change.

Additions and withdrawals of courses from the curricula that are not in the requesting academic unit must be coordinated with the other academic units involved before submission to CAA. Concurrence from those other units is required for the addition of courses, but not the withdrawal. However, it is expected that those units will be informed that their courses have been removed from the program prior to the proposal's submission to CAA.

CAA has charged the colleges with the responsibility of inserting approved changes in the curricula in their respective bulletin materials. The colleges also are responsible for seeing that no unapproved changes in curricula appear in the bulletins.

Proposals for Curricular Changes

Proposals for curricular changes must include the following points:

- I. Rationale for the change
- II. Present curriculum and proposed curriculum
- III. Revised bulletin entry
- IV. Course requests (if applicable)

CAA Review of Proposals for Curricular Changes

For review by CAA, a proposal should be sent to the Vice Provost for Academic Programs (who is typically also vice chair).

CAA must be notified of all programmatic changes being proposed. At the CAA level, the proposal will go through one of three review processes:

- 1) The proposal will be approved by OAA through the Vice Provost for Academic Programs and presented to CAA as an informational item.
- 2) The proposal will be assigned to a CAA subcommittee, reviewed, and voted upon by CAA for approval.
- 3) The proposal will be reviewed and voted upon by CAA, but then need final approval by the Ohio Department of Higher Education.

When a proposal is submitted for review by CAA, the proposal is first reviewed by the Vice Provost for Academic Programs. The Vice Provost makes a determination if:

- 1) The proposal requires CAA review and a vote for approval
- Or
- 2) The proposal can be approved by OAA, and then presented to CAA as an informational item

The following items require submission to CAA but do not require CAA approval, and will be presented to the council as an informational item:

- 1) Provisional use of the terms 'center' or 'institute'
- 2) Approval of college-level centers or institutes
- 3) Non-credit-bearing certificates (Categories 4 or 5a)
- 4) Some small-scale revisions of programs

Determining the scale of a program revision: It is understood that there is subjectivity to whether or when a program meets the threshold requiring CAA review and vote. The guideline for a 'small-scale' revision of a program is a program being changed by a maximum of 10% of courses or by six credit hours. The threshold is determined by whichever is the greater number of credits. For a 60-credit program, the threshold would be the 10%. For a 15-credit certificate program, the threshold would be 6 credits CAA approval is required when that threshold is met or exceeded. Percent change is defined by courses changing one or more of three criteria:

- 1) Changing the meaning of expected learning outcomes (ELOs).

- If the wording or grammar of an ELO changes, but its meaning and intent do not, this ELO is not changed by this criterion and would not count towards the 10% change
- 2) Adding a course to a program, removing a course from a program, or changing a course from 'required' to 'elective' or 'elective' to 'required' within the curriculum
- 3) Changing the mode of delivery of a course (50% or more of formalized instruction is provided in a different delivery mode from what was originally approved).
 - This includes adding a section or sections delivered by different delivery modes (e.g., adding a section of hybrid (HY), distance enhanced (DH), or distance learning (DL) to an approved in-person (P) course)

Current modes of delivery can be found at:

https://registrar.osu.edu/scheduling/SchedulingContent/SIS_Class_Labels_Job_Aid.pdf

Please note that OAA defines the 50% threshold in undergraduate programs as pertaining to those courses prescribed as part of the major program. Thus, it excludes General Education courses and elective courses that are not prescribed by the major. For example, if a major includes 40 credits, along with 35 GE credits, and 45 electives, the 50% mark is triggered by changes to 20 or more of the credits in the major. It should also be noted that if the major includes a list of courses within that major plus a series of courses in other units that the student is required to take (examples include foundation science courses in STEM majors), those courses also count. The program is responsible for monitoring those courses, particularly for changes to online delivery.

As stated above, the decision to bring program revisions to CAA are made by the Vice Provost for Academic Programs, and the final decision is made at this person's discretion. However, when an item is presented to CAA as an informational item by the Vice Provost for Academic Programs, acting as vice chair of CAA, CAA can determine that a subcommittee review and vote are needed. The power to make that determination lies with CAA. If a proposal is brought to CAA as informational item and CAA determines a full review and vote is the needed, the proposal will be entered into the subcommittee review process for an eventual vote for approval by CAA.

Examples of programmatic revisions:

Example 1: A graduate program that consists of 60 credits makes significant adjustments to the ELOs of two courses that total 5 credits. Because it does not exceed 10%, this would not trigger a mandatory review by CAA and could be delivered to CAA as an informational item at the discretion of the Vice Provost for Academic Programs.

Example 2: The same 60-credit program replaces three courses in its curriculum (9 credits), adds a new required course that had previously been an elective, lowered the number of elective credits from 12 to 9 to keep the total credits at 60. This would exceed the threshold of 10%, and would need full CAA review.

Example 3: A five-course, 15-credit certificate program replaces one required 3-credit course with a new required course. This would represent a 20% change, but is a change to only one course. Therefore, this would not trigger a mandatory review by CAA, and could be delivered to CAA as an informational item at the discretion of the Vice Provost for Academic Programs.

Large-scale program revisions: Programs undergoing a 50% or greater change will require review and approval by the Ohio Department of Higher Education (ODHE). To determine whether any change being made counts toward the 50% threshold, the same three criteria described above are applied. The expectation from CAA is the unit initiating the programmatic changes will themselves identify when the 50% threshold has been reached. However, if during the CAA review and approval process, there is a

question raised about whether the 50% threshold has been reached, the CAA leadership will review the changes within the proposal to make the final determination and communicate that to the submitting unit and colleges.

Multiple Majors

Students may complete multiple majors within a specific degree. When doing so, the student will not be awarded an additional degree, but will instead be transcribed with the undergraduate degree earned and the multiple majors within that degree that they obtained.

There is also a list of second majors that can cross college boundaries. Table 1 is a list of the majors approved to be added as “M2” plan types—second majors—to a primary program offered outside the college of the second major. All colleges have agreed to accept these majors independently of the degrees to which they normally attach. When a student completes a major in this way, the major will be transcribed with the undergraduate degree the student has earned; the student will only be awarded an additional degree if they complete the major and all requirements for a second degree (including a residency requirement) in the college of the major. Students who wish to do so can still complete a second undergraduate degree for these programs, and advisors should be careful to inform students about their options.

The three colleges offering plans that can be completed as second majors outside the college of offering are the College of Arts and Sciences (ASC), the John Glenn College of Public Affairs, and the College of Food, Agricultural, and Environmental Sciences (FAES). Not all majors in ASC or FAES are available as M2 majors; only the plans on this list can be added as a second major when a student’s program is outside the college that offers the additional major.

Students completing a second major should declare the major in the department of the major, where they should also seek advice on the prerequisites, the requirements of the major, and appropriate, optimal selection of major electives. To qualify for a second major, students must complete both the major itself and all required prerequisite and supplementary course work (an appropriate minor, for example, in the cases of International Studies). An honors student pursuing a second major outside of the student’s primary college is not required to complete an honors version of the second major.

The college of a student’s primary program is responsible for checking the student’s second major for completion, initially when it approves the student’s application to graduate, finally when it certifies the student’s eligibility to graduate. The certifying college should consider the second major completed if 1) the degree audit for the major runs complete and 2) the student’s course work on the major has not exceeded allowable overlaps with course work on the primary major (which the degree audit will not currently check). The primary college may also certify completion using a signed major from the department of the major, again with a check to ensure that the second major includes at least 18 credit hours not contained in the primary major.

When a student has listed a second major on a degree application and fails in the final semester to meet a requirement needed only to complete that program, the college should take the application as a statement of intent and contact the student to determine whether or not they wish to graduate without the second major, rather than simply confirming the student to graduate without the additional major.

Requirements for Double Majors (on one degree):

- 1) The student must meet the requirements for each major as set by the department offering the major.
- 2) Each major must contain a minimum of 18 credit hours not contained in the other.

3) Overlap with General Education may be permitted where appropriate

Table 1: Majors eligible for M2

Actuarial Science	Earth Sciences	Microbiology
African American and African Studies	Economics	Modern Greek
Ancient History and Classics	English	Molecular Genetics
Anthropological Sciences	Entomology ³	Music ⁵
Anthropology	Evolution and Ecology	Philosophy
Arabic	Film Studies	Physics
Art ¹	French	Plant Health Management ³
Arts Management	Geography	Plant Pathology ³
Astronomy and Astrophysics	German	Political Science
Biochemistry	Globalization Studies	Portuguese
Biology Chemistry	Hebrew History	Professional Golf Management ³
Chinese	History of Art	Psychology
Classics	International Studies ⁴	Public Affairs
Communication ²	Islamic Studies	Religious Studies
– Community Leadership	Italian	Romance Studies
– Community and Extension Education ³	Japanese	Russian
– Leadership ³	Jewish Studies	Sexuality Studies
Comparative Studies	Korean	Sociology
Criminology and Criminal Justice Data Analytics	Linguistics	
	Mathematics	
	Medieval and Renaissance Studies	

¹Only the BA version of the major (not the Bachelor of Fine Arts degree) can be completed as a second major.

²Students must apply for acceptance to the Communication major after completing prerequisite course work.

³As a second major, this plan is only open to students pursuing the Bachelor of Science degree.

⁴Students completing the International Studies major must also complete a minor (a foreign language minor for the BA; a minor selected from a specified list of choices for the BS).

⁵Only the BA version of the major (not the Bachelor of Music degree) can be completed as a second major.

Undergraduate Minors

An undergraduate minor consists of a coherent curricular program designed to allow students to pursue academic interests that go beyond their major. Students pursue minors to complement their major's area of specialization, to better define themselves academically and to employers, to gain credit for classes previously taken that do not count towards a major, or merely to pursue other interests. In addition, some academic units require their students to complete a minor.

Students may take any minor in any college, provided that they follow the curricular guidelines set by the college or unit that administers the minor.

Requirements and recommendations for an Undergraduate Minor curriculum:

I. Prerequisites

- Ideally none or few, but can be required if justified academically
- Prerequisites should be clearly spelled-out in curricular proposal and advising sheets

II. Required for graduation

- Not a university requirement
- A college or department may require a minor for students enrolled in its program(s) (FAES, for example)

III. Credit hours required

- A minimum of 12 credit hours
- A maximum of 18 credit hours
- 1000-level courses shall not be counted in the minor IV: Upper-level credit hours
- Minor must include at least 6 credit hours of upper-level or upper-division course work (upper-level or upper-division as defined by the college of offering)

IV. Transfer and EM credit hours allowed

- A student is permitted to count up to 6 total credit hours of transfer credit and/or credit by examination toward the minor

V. Overlap with the GE

- A student is permitted to overlap up to 6 credit hours between the GE and a minor

VI. Overlap with the major and additional minor(s)

- The minor must be in a different subject from the major (as identified by the registrar's official listing of approved majors)
- Each minor completed must contain a minimum of 12 credit hours distinct from the major and/or additional minors (i.e., if a minor requires more than 12 credit hours, a student is permitted to overlap those credit hours beyond 12 with the major or with another minor)

VII. Grades required

- Minimum C- for a course to be listed on the minor
- Minimum 2.00 cumulative point-hour ratio required in the minor course work
- Course work graded Pass/Non-Pass cannot count on the minor



- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor

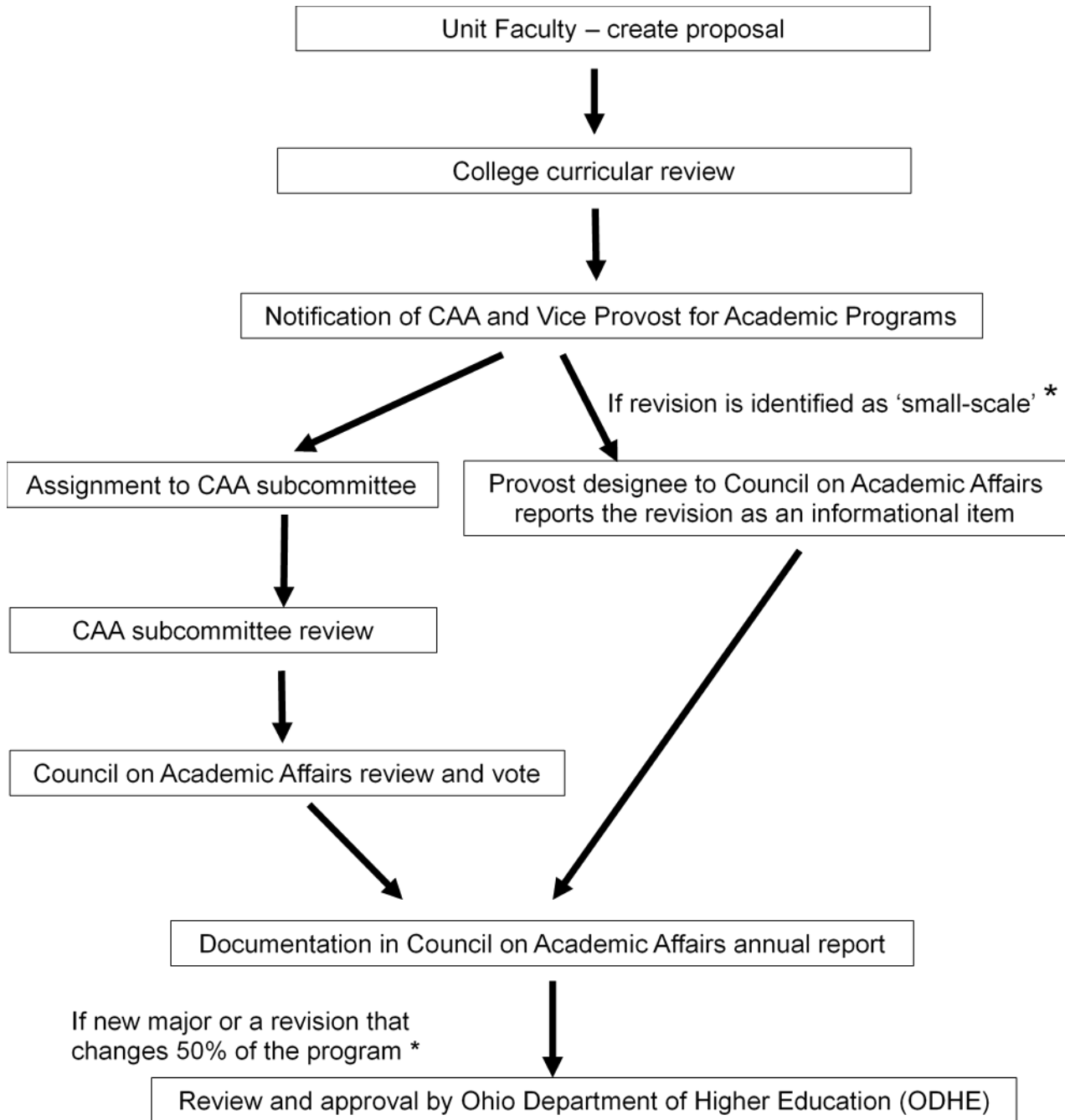
VIII. Maximum xx93 credits allowed

- No more than 3 credit hours

Creating/revising an Undergraduate Minor: The process for approvals follows Flowchart 1. No additional approval is needed beyond approval from CAA.

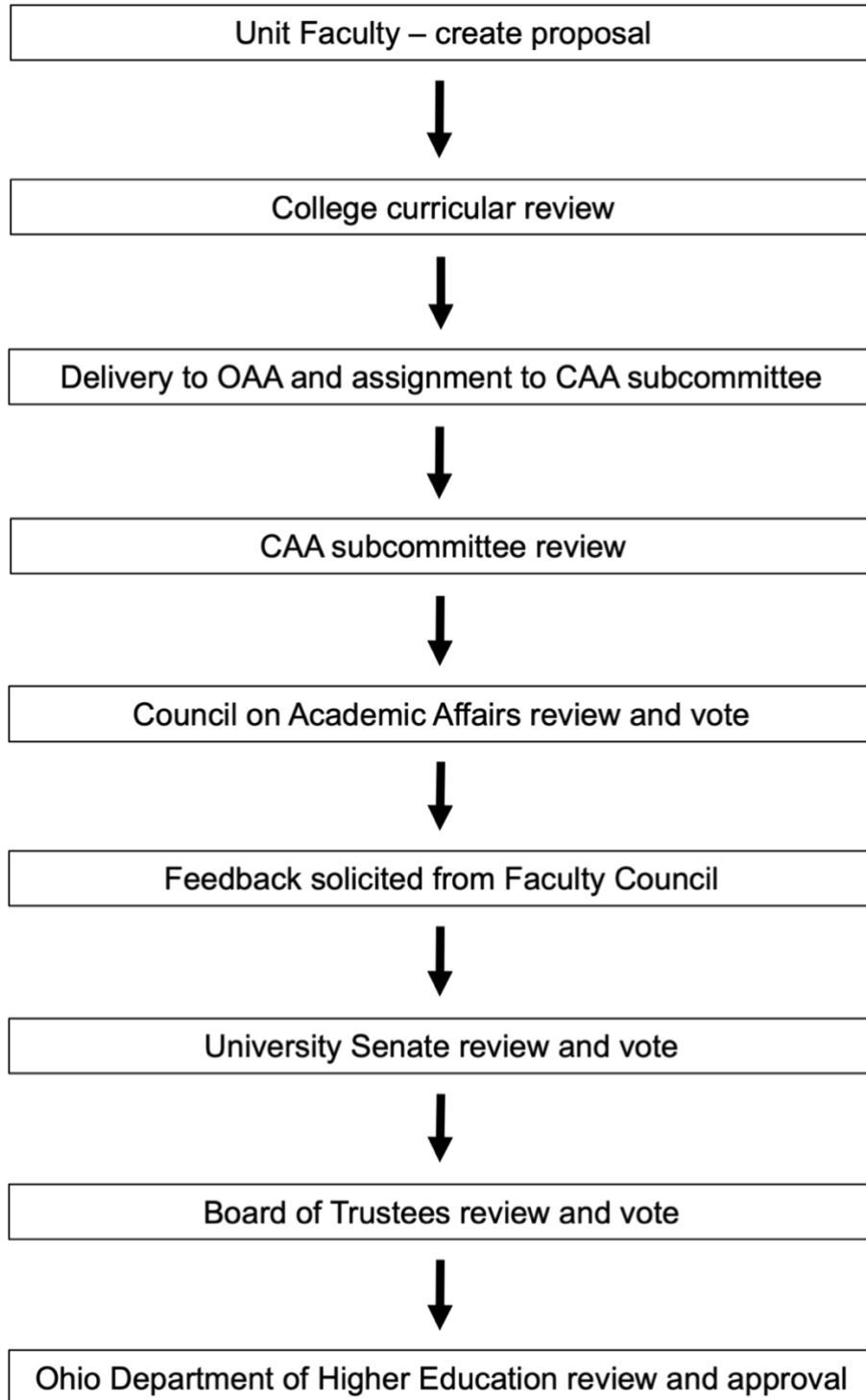


Flowchart #1: For Undergraduate program revisions, creation of majors under existing degrees, minors, or certificate programs categories 1 and 2

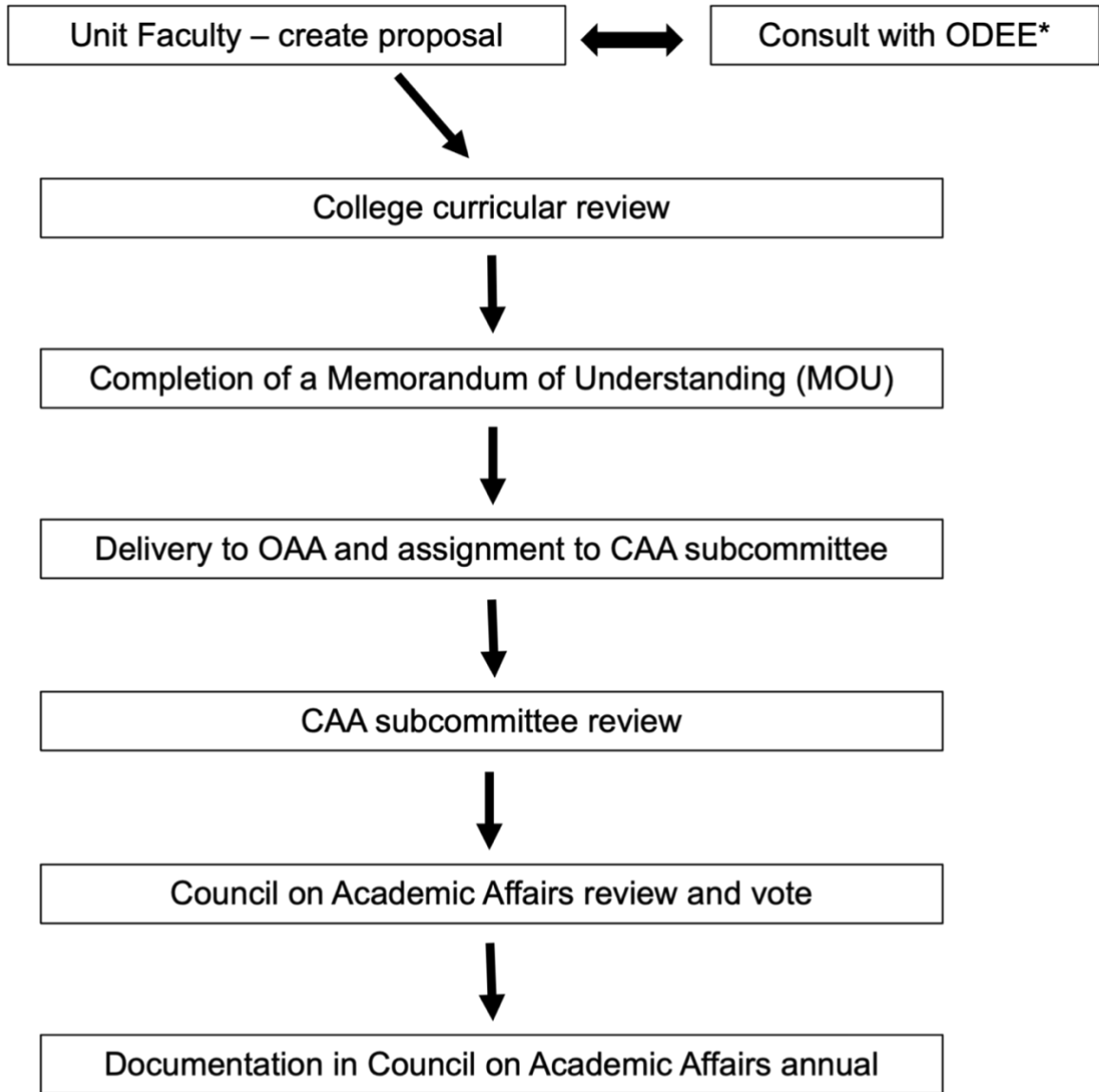


* See Pages 23-24 for criteria to determine size/scale of a revision

Flowchart #2: For creation of new Undergraduate degree or title change for an existing program

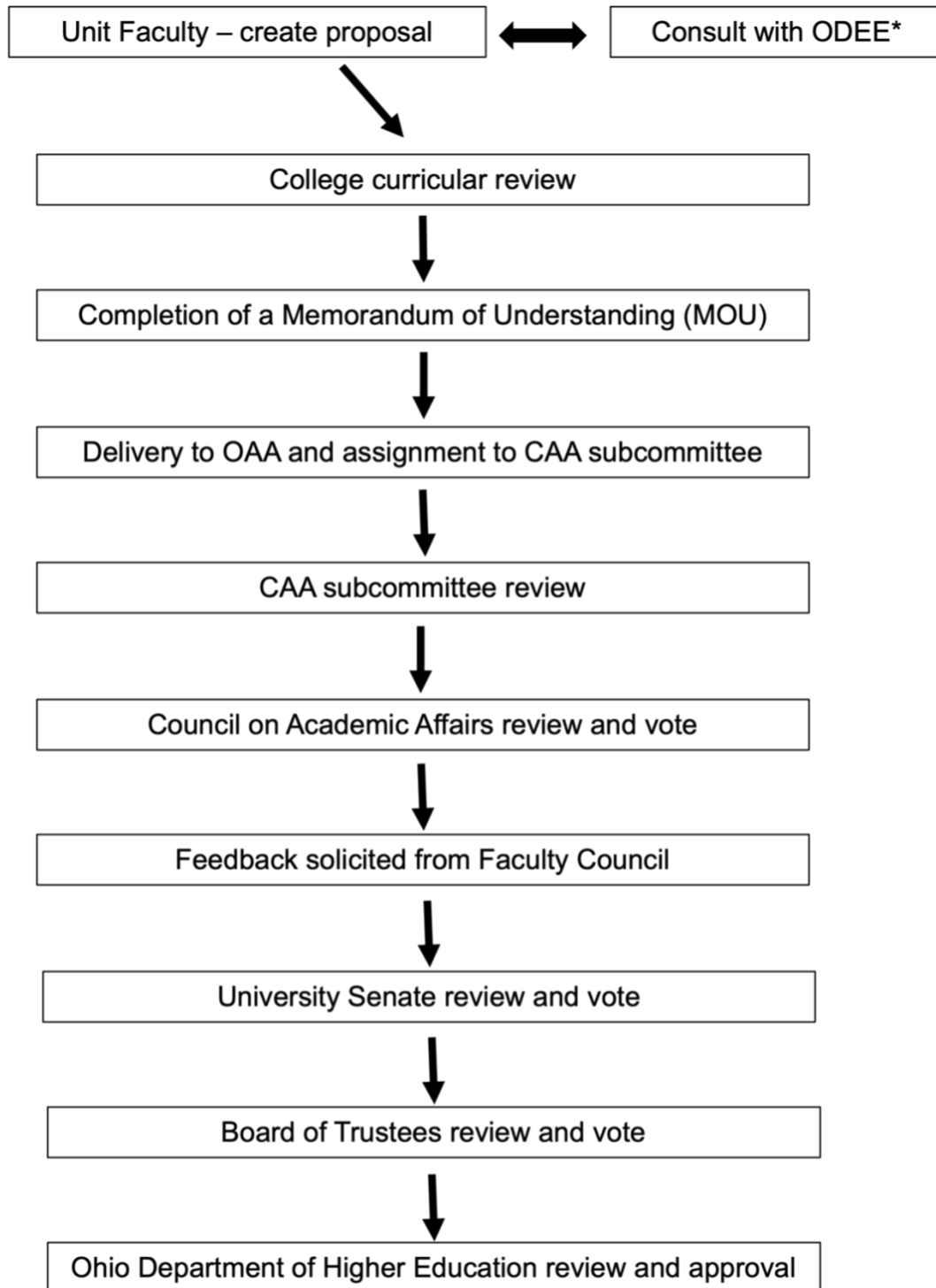


Flowchart #3: For online Undergraduate programs, including change of delivery to online, creation of online majors, online minors, or online certificate programs categories 1 and 2



*Consults include overview of ODEE Services, Market Research, Delivery

Flowchart #4: For creation of new online Undergraduate degree



*Consults include overview of ODEE Services, Market Research, Delivery

Graduate Degrees and Programs

Graduate education at Ohio State is governed by the individual departments, colleges, CAA, and the Graduate School. All graduate curricular approvals must be approved by the Graduate School before submission to CAA, the University Senate, or Board of Trustees. New graduate degree programs must also be approved at the state level by the Chancellor's Council on Graduate Studies (CCGS), a standing council of the Ohio Department of Higher Education (ODHE).

Types of Graduate Degrees Offered Through the Graduate School:

- I. Master's Degrees
 - a. Master of Arts (MA)
 - b. Master of Science (MS)
 - c. Tagged or Professional Master's
- II. Doctoral degrees
 - a. Doctor of Philosophy (PhD)
 - b. Doctor of Musical Arts (DMA)
 - c. Doctor of Education (EdD)
 - d. Professional doctoral degrees

Proposals for creation of/revisions to graduate programs, which will require review by both CAA and the Graduate Council, should be forwarded to both the Vice Provost for Academic Programs in OAA and the Associate Dean for Academic Affairs in the Graduate School.

See Flowchart #5 for the curricular review process for revisions to graduate programs, creation of/revisions to graduate category 3 certificates, creation of/revision to graduate specializations, and creation of new areas of study for existing degrees (most commonly MA, MS, or PhD).

See Flowchart #6 for the curricular review process for new graduate degrees, revisions to graduate degrees that have curricular changes to more than 50% of the curriculum, or program title changes.

There is a unique workflow in CAA for graduate programs. In order to expedite the review process from both the Graduate Council and CAA, a graduate school/CAA combined subcommittee was created to review the proposals before presentation to both bodies for votes. Once the GS/CAA subcommittee has made a positive recommendation for a proposal, it is forwarded to the Graduate Council for a vote and to CAA Subcommittee D (comprised of the chair and vice chair of CAA) to review and present to CAA. The GS/CAA subcommittee is composed of 3 faculty members and one graduate student from the Graduate Council and 3 faculty members and one graduate student from CAA. The subcommittee members are appointed by the bodies they represent, and the committee is chaired by the Associate Dean for Academic Affairs of the Graduate School.

The following sections detail Tagged or Professional Master's degrees and Graduate Interdisciplinary Specializations and Minors. The Graduate School Handbook includes full information on other Master's and Doctoral degrees' curricular development, approval, and oversight processes. That Handbook can be found at:

<https://gradsch.osu.edu/handbook>

Current Graduate Degree Offerings

A list of current graduate programs and degrees can be found at:

<https://gradsch.osu.edu/programs-admissions/find-your-program>

Online Graduate Instruction Offered Through the Graduate School

Please also note that an online program, defined here as a program for which 50% or more of its offerings could be completed online, requires consultation and a memorandum of understanding (MOU) with the Office of Distance Education and E-learning. This includes programs that are undergoing a change of delivery to the online format, for which the threshold is a minimum of 50% of credit hours that could be completed online (even if students have the option of completing 50% or more in the conventional face-to-face format). A credit hour counts as online only if the course carries a 'DL' designation. That is to say that an HY or DH course does not count at all toward being an online program, even though a percentage of that course will be delivered online. Programs changing to become 50% or more online must submit a Change of Delivery form to the Chancellor's Council on Graduate Studies (CCGS) through the Associate Dean for Academic Affairs in the Graduate School. The new program or revision cannot be implemented until the Change of Delivery Form is approved and the MOU with ODEE is completed.

Guidance for proper description of program or course delivery modes that use online instruction can be found at:

https://registrar.osu.edu/scheduling/SchedulingContent/SIS_Class_Labels_Job_Aid.pdf

CAA strongly encourages the unit-level faculty/staff developing the proposal to consult with ODEE during the development stage to ensure adherence to best practices during the development of the online content. See Flowchart 7 (Page 39) for the approval process for change of delivery to online and new online majors/programs for existing degrees. See Flowchart 8 (Page 40) for the approval process for new online graduate degrees.

Grad School Advising Sheet for change of delivery:

<https://gradsch.osu.edu/pursuing-your-degree/course-registration>

Students who are transferring from an on-campus program to an online program (or vice versa) are required to complete a delivery mode transfer form and submit it to the Graduate School.

On-campus to online form:

https://gradsch.osu.edu/sites/default/files/resources/pdfs/ProgramDelivery_ oncampus-online.pdf

Online to on-campus form:

https://gradsch.osu.edu/sites/default/files/resources/pdfs/ProgramDelivery_ online- oncampus.pdf

Instruction that extends outside of the state of Ohio

- 1) Should students have educational activities required of or related to this program outside Ohio, but within US states or territories, ensure with ODEE your activity is approved by the necessary state or licensure entities and follows the Out of State Educational Activities policy.

<https://odee.osu.edu/sites/default/files/outofstateeducationalactivitiespolicy.pdf>



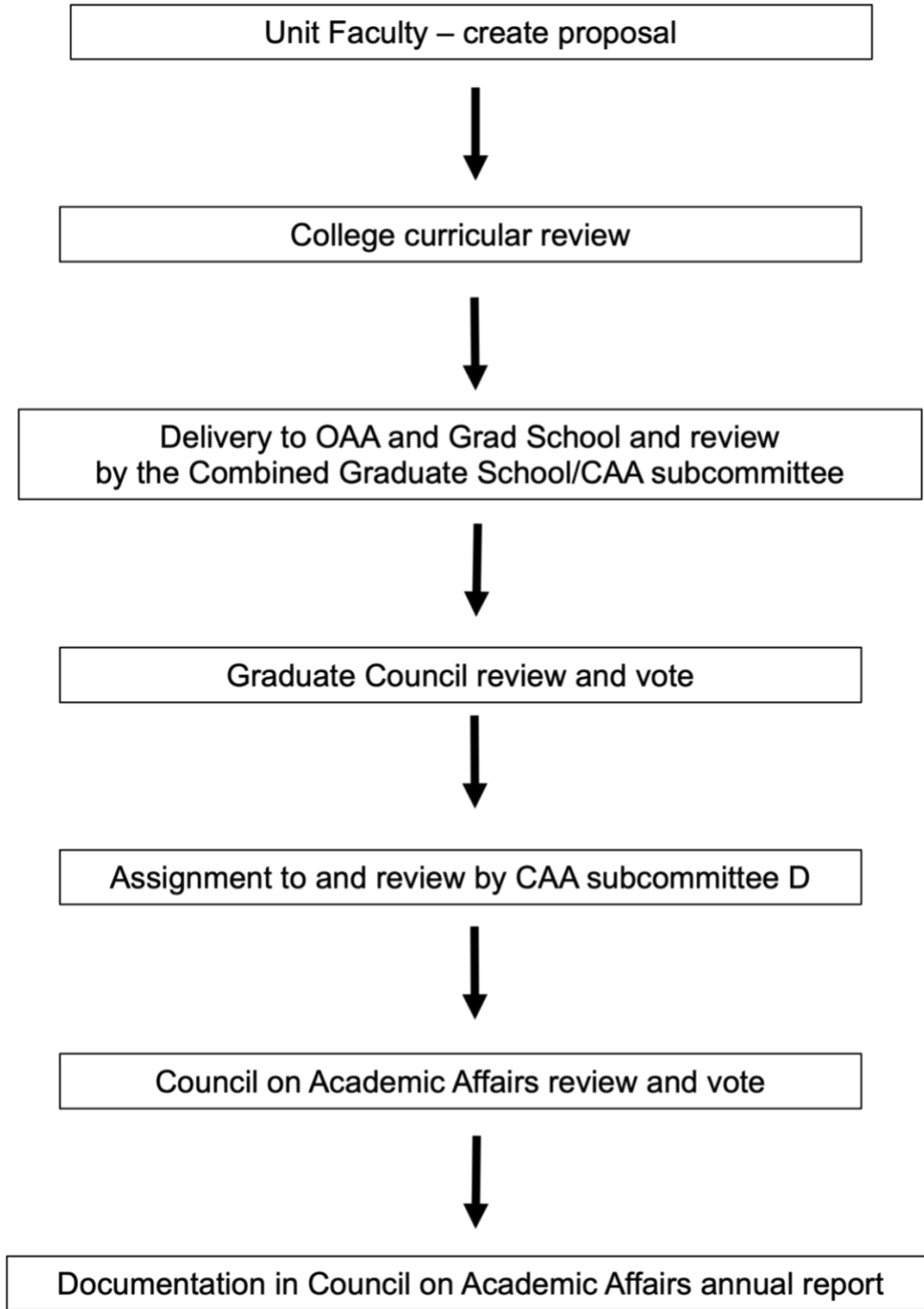
- 2) Should students have educational activities required of, or related to, this program outside the United States and its territories, ensure with OIA your activity is approved by the necessary entities and follows applicable laws and policies.

<https://oia.osu.edu/contact-us>

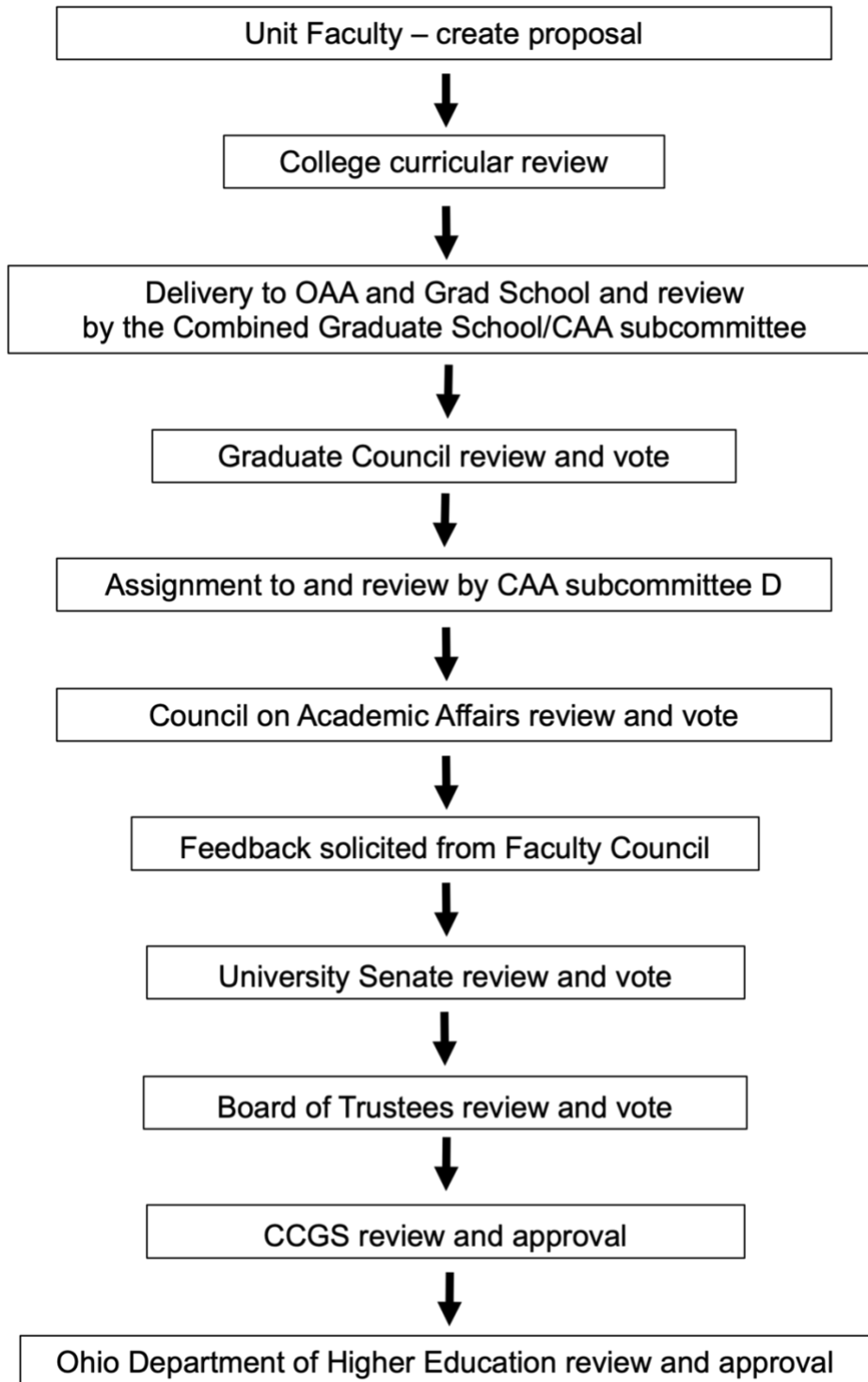
Instruction related to training for licensure

If the program proposal or changes lead to a licensure or prepare a learner for a licensure examination, additional student disclosures may be necessary. Contact the ODEE State Authorization team for more information.

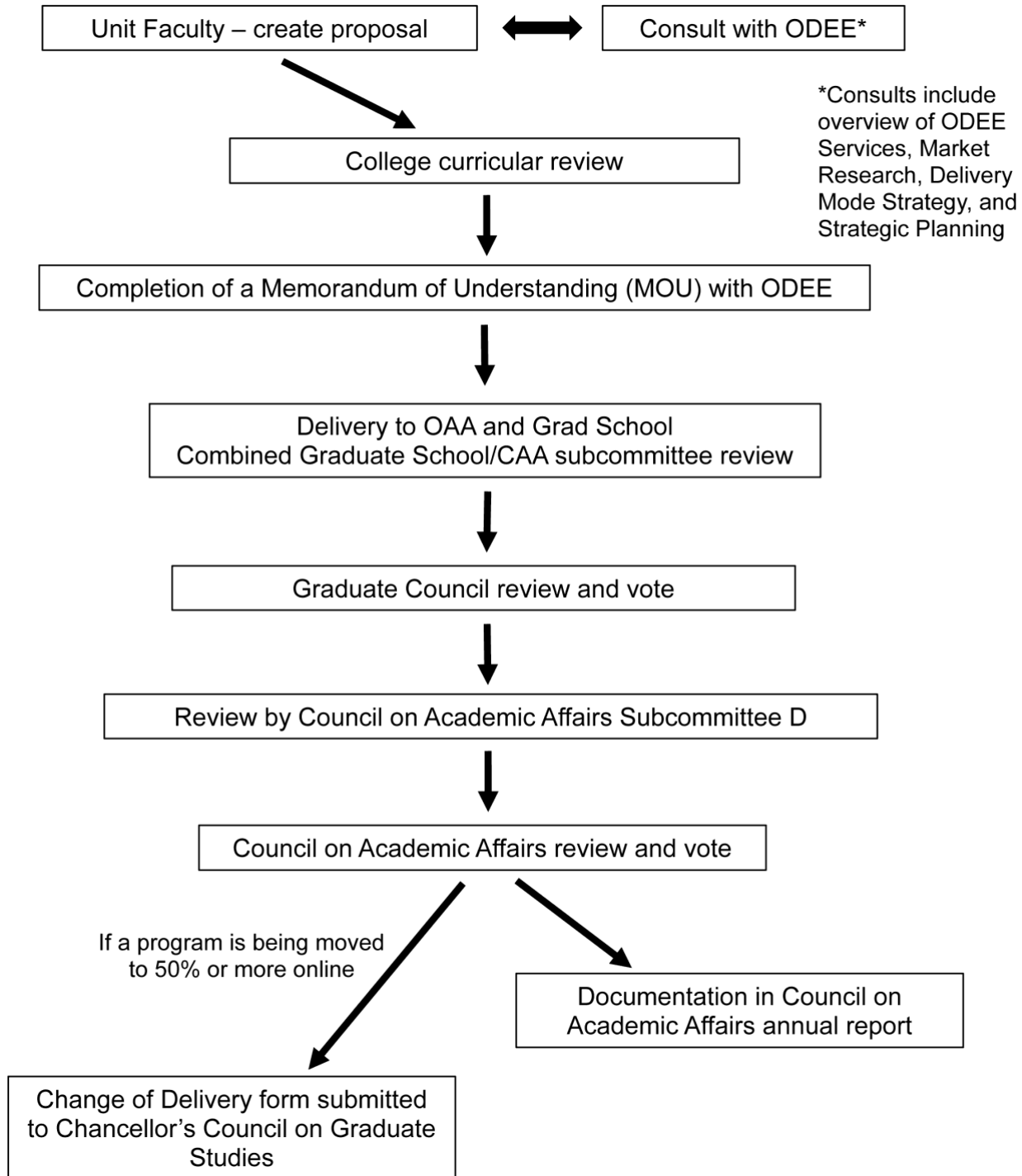
Flowchart #5: For Graduate program revisions less than 50%, creation of majors, minors, specializations, endorsements, or certificate programs category 3



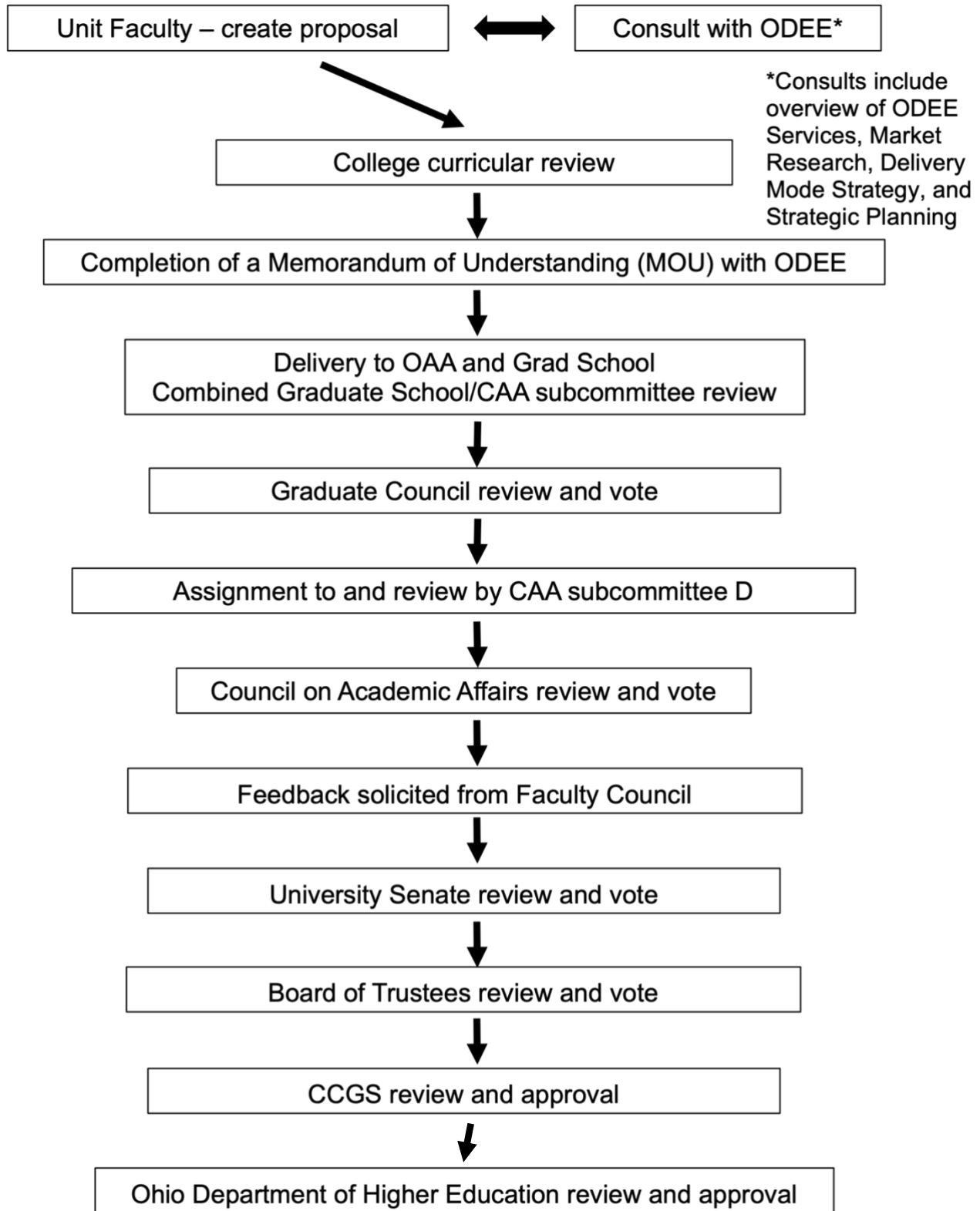
Flowchart #6: For creation of new Graduate degree, revision greater than 50%, or title change for an existing program



Flowchart #7: For online Graduate program revisions, including change of delivery to online, creation of online majors, online minors, online endorsements, or online certificate program category 3



Flowchart #8 - For creation of new online Graduate degree



Tagged Master's or Professional Master's Degree Programs

The term 'tagged' for a Master's degree program refers to a degree that does not conform to the standards of either a Master of Arts (MA) or Master of Science (MS). Examples include a Master of Fine Arts (MFA) or Master of Business Administration (MBA). There are also many graduate programs that can be defined as "professional", but while carrying the label of Master of Arts or Master of Science.

These titles, the programs of study and the determinations of entry and exit are made according to standards designed for academic degree purposes. While the criteria used to determine these standards are the most appropriate for an academic degree, they may not necessarily represent the appropriate standards for professional degrees. For example, the program of study made available for the "practitioner" should develop skills necessary to function as a professional in that particular field. These programs are not necessarily the same as those made available for a person interested in a scholarly pursuit of new knowledge in the discipline, although both the "practitioner" and the scholar may be pursuing the same degree. It is the objective of this university to offer professional graduate degrees that are nationally recognized as being of high quality. It is therefore, expected that program proposals will meet minimum requirements for accreditation by the appropriate accrediting agency.

A further distinction exists between tagged master's and MA or MS programs relating to preparation for advanced training. Whereas MA and MS degrees can be viewed as appropriate background for entrance into Ph.D. programs, the professional master's degree frequently is not. Prospective students should understand that the tagged degree is viewed in some places as a terminal program, or one leading to a tagged doctorate, if one exists. For some fields of study, the tagged master's is preparation for entrance into a tagged or professional doctoral degree program. Proposals should specify post-candidacy requirements as well as exit requirements.

Exit criteria that measure specific skills are called for in "tagged" degrees and these are not necessarily the same as expected skills associated with the MA or MS student who wishes to continue to the PhD degree.

Recommendations/ Requirements for a Tagged Master's Degree Proposal

Proposals for tagged or Master's degree programs should meet the following guidelines:

- I. The degree must be identified as a Master of . It cannot be identified as a Master of Arts or Master of Science.
- II. Admission to the program should be limited to holders of bachelor's or higher degrees from accredited institutions. In addition, it is expected that admission will be granted to those who show high promise by their professional activities or other means of measurement as determined by the graduate studies committee in charge. Such other criteria must be identified and be capable of some objective measure. Minimum grade point averages or scores on national tests may be used; however, they must be specified in the proposal.
- III. The course program for each professional Master's degree must identify those courses considered "core" and therefore required of all students. Some of these core courses may also be required in the MA or MS programs. Special courses developed for these professional programs will be identified. Courses offered are those requiring at least baccalaureate level background. Courses which include off-campus field experiences should be identified.
- IV. Instructors of courses in Master's programs are those approved by the graduate studies committee responsible for the program and by the Graduate School. Such faculty members are expected to hold such status in the Graduate School as will allow them to teach 8000- and 9000-

level courses, excluding 9998 and 9999 courses, and to serve as members of master's examining committees.

- V. Exit criteria will be established by which students can be evaluated before the degree is granted. Such criteria must identify basic skills expected to be performed by persons in that profession, plus demonstrating the appropriate level of competency in that field. These must be spelled out in sufficient detail so that objective measurement can be determined.
- VI. The minimum number of credit hours required for the professional Master's degree is 30. Additional credit hours may be required at the discretion of the appropriate graduate studies committee.
- VII. The same time limits applicable to present MS and MA degrees apply to professional master's degrees.
- VIII. As a general rule, these degree programs provide training for a practitioner and need not be perceived as appropriate preparation for doctoral programs. If the recipient of such a professional master's degree wishes to pursue additional academic degrees, the credit hours completed in these programs will be evaluated by the appropriate graduate studies committee and the Graduate School.

Recommendations/ Requirements for a Professional Doctoral Degree

- I. The degree must be identified as a Doctor of _____. It cannot be identified as a Doctor of Philosophy.
- II. Admission to the program should be holders of Master's degrees, either MS or MA, or a tagged Master's, or individuals who show high promise by their professional activities, or by other means of measurement as determined by the graduate studies committee. Such other criteria must be identified and be capable of some objective measure. Minimum grade point averages or scores on national tests may be used; however, they must be specified in the proposal. The current limits established by the Graduate School need not necessarily apply to these programs.
- III. Course programs must be defined, and should include courses that will provide students with the appropriate skills and background to function as a professional at the doctorate level. They should build on previous academic and experience related background, and should develop the students for leadership roles within the profession. For example, advanced courses in the discipline, including extensive field work could be supplemented with administrative and management oriented development.
- IV. The minimum number of credit hours required for the tagged doctorate will be 80.
- V. Faculty in doctoral programs should have sufficient graduate faculty status that permits them to advise doctoral students and serve as chairs of general exam committees. Qualifications include appropriate terminal degree or educational experience, and either college teaching or significant professional experience.
- VI. Proposals should specify the nature of the general examinations, and the procedures to be employed for their administration.
- VII. Post-candidacy activities and requirements should be characterized and defined. These may include discipline related practical experiences, field experiences, presentations or other specific forms of professional activities. The description of any required treatise should be provided. The manner of supervision of these activities should be described.
- VIII. The nature of the final examination should be specified.

Suspending of Admissions and Discontinuation of a Graduate Degree Program

A unit requesting a suspension of admissions or discontinuation must clearly state if the program is to be suspended or discontinued. Discontinuation is a final step which removes the program from the possibility of future reactivation. To suspend a program means that it is held in abeyance until reactivation becomes feasible. In both cases no new admissions into the program are possible. Suspension or discontinuation of an existing academic degree must be reviewed and approved by the same bodies that approved the existence of the degree. The proposal must include information on how the suspension or discontinuation will affect the University, justification and an explanation of the suspension or discontinuation. Forms should be submitted for the permanent elimination of any courses necessitated by the suspension or discontinuation of the degree. In both cases, the 'Suspension of Admissions into a Graduate Program' form must be submitted with the supervision of the Associate Dean of Academic Affairs in the Graduate School to CCGS and ODHE.

Reactivating a Graduate Degree Program

The reactivation of a graduate degree program must follow the same procedures and guidelines as the establishment of a degree. At any time within 5 years of the initial suspension of a degree program, a reactivation request may be submitted to the same bodies that approved the establishment of the degree. When the university has approved reactivation, a 'Reactivation of Admissions into a Graduate Program' form must be submitted with the supervision of the Associate Dean of Academic Affairs in the Graduate School to CCGS and ODHE. It is the responsibility of the Associate Dean to determine whether or not changes in program since admissions were suspended warrant concurrent submission of a "Curriculum Modification" form to ODHE and CCGS.

If admission into a graduate degree program is not reactivated within the specified five-year period, the program will be declared as discontinued. If at a subsequent date after the five-year period the university plans to reactivate a discontinued graduate degree program, the university must seek formal approval from the Chancellor of the Ohio Department of Higher Education, through CCGS, in the same manner as required for approval of a new graduate degree program.

Graduate Interdisciplinary Specializations and Minors

Graduate specializations and minors are transcript-designated enhancements of an advanced graduate degree. They are contrasted with tracks. Tracks are groupings of elective courses within a graduate program designed to customize the program. Tracks are not designated on the student's transcript.

- I. Specializations: Exist within the student's home program
 - a. They are significant, widely-recognized divisions of an overall field of study that are broader than an individual faculty member's area of interest or an individual student's thesis or dissertation topic.
 - b. The specialization must be selected from a list of specializations already approved for the student's graduate degree program.
- II. Graduate Minors: Exist outside the student's home program
- III. Graduate Interdisciplinary Specializations (GISs): Exist through cooperation of two or more graduate programs outside the student's major graduate program which work to develop an integrated, interdisciplinary course of study.
- IV. Graduate Interdisciplinary Minors (GIMs): Exist through cooperation only two graduate programs, and one of those is within the student's major graduate program.

ADMINISTRATION

- I. All academic aspects of a GIS/GIM (e.g., admission criteria, program of study, examination requirements) are subject to approval by each of the participating graduate programs.
- II. The Graduate Studies Committee from the student's home graduate program coordinates and implements rules and procedures relevant to the student's program. The Graduate Studies Committee Chair of the coordinating graduate program for a GIS or GIM will report to the Graduate School and the home graduate program the student's completion of the GIS or GIM.
- III. It is recommended that information regarding GISs or GIMs be included in the handbooks of all participating graduate programs.
- IV. GISs and GIMs each require at least 10 credit hours, but cannot require more than 20. These credit hours must be in at least four different courses. At least 14 credit hours must be from outside the home graduate program but may include cross-listed courses. Enrollment in cross-listed courses that comprise this 14-hour minimum must be outside the home department.
- V. The student must receive the grade of B (or better) or S in each course comprising the Interdisciplinary Specialization.

PROPOSAL GUIDELINES

Graduate Studies Committees (GSCs) in conjunction with graduate faculty of the graduate programs involved develop and transmit the proposal for an Interdisciplinary Specialization/Minor. The title of the specialization and the associated requirements should be included. The proposal should contain the following elements:

- I. Designation of the Specialization/Minor and its title
- II. Rationale for its development and a brief description of its purpose, including anticipated benefits for participants.
- III. Description of the proposed curriculum for completion of the Specialization, including a master list of required and/or elective courses.
 - a. At least 10 but not more than 20 credit hours of graduate-level course work is the requirement for a GIS/GIM. These credit hours must include at least four different courses. For a GIS, at least 9 hours must be from outside the home graduate program but may include cross-listed courses. Enrollment in cross-listed courses that comprise this 9-credit hour minimum must be outside the home department. For a GIM, the credit hours must be accrued in at least three separate courses.
- IV. Administrative arrangements for the proposed Specialization/Minor.
- V. Plans to enroll students and prospective enrollment.
- VI. Letter(s) of support from the participating deans.
- VII. Advising Sheets for the GIS or GIM
 - For a new GIS or GIM, simply include the Advising Sheet the student will use
 - For revisions to an existing GIS or GIM, include side-by-side Advising Sheets with the first being the current, and the second being the new sheet that will be used after the revisions take effect

APPROVAL PROCESS

- I. GSCs seek approval of the proposal through whatever procedures the graduate programs / departments / schools / colleges deem necessary.
- II. GSCs submit approved proposal and a letter of transmittal to the Graduate School for review and action. The letter should be signed by all the involved GSC chairs.
- III. See Flowchart #5 on Page 37 for the review process at the Graduate School and OAA levels. Also note that CCGS requires notification of ODHE of the approval of a new GIS.

OPERATING PROCEDURES

Students wishing to pursue an official GIS or GIM must follow the procedures for access outlined below.

- I. A student in conjunction with his or her advisor should determine the appropriateness of pursuing a GIS or GIM and how best to incorporate it into the student's program of study.
- II. The student completes GIS/GIM Advising Sheet, including obtaining her/his advisor's signature, which serves as an application to enroll in a GIS or GIM. The form can be obtained from any graduate program involved in offering the Specialization or Minor. The GIS/GIM Advising Sheet will list the required and/or elective courses the student must complete in order to obtain the Specialization or Minor.
- III. Copies of the completed GIS or GIM Advising Sheet are given to the Graduate School and the Graduate Studies Committee Chair from the student's home graduate program. The coordinating graduate program which offers the Specialization or Minor will keep the original copy on file.
- IV. Completed GIS/GIM Advising sheets can be turned in during the first two weeks of every semester.
- V. Upon receipt of the completed Advising Sheet, the GSC of the graduate program coordinating the Specialization or Minor will send the student an acknowledgment indicating whether or not the request is approved, with a copy being sent to the Graduate School and the student's home department.
- VI. Upon receipt of the acknowledgment from the graduate program coordinating the Specialization or Minor, the Graduate School will send the student an acknowledgment letter/memo.
- VII. The student must adhere to the curriculum for the GIS/GIM as indicated on the approved Advising Sheet. If changes in the approved curriculum are necessary, the student must complete a new GIS/GIM Advising Sheet and once again obtain approval via Steps I – V above.
- VIII. Upon application to graduate, the student must complete the GIS or GIM Transcript Designation Form.
- IX. The Graduate School will match the courses completed with those in the GIS/GIM. Unapproved departures from the approved GIS/GIM program could lead to a loss of transcript designation.
- X. A review will be conducted by the Graduate Council, in conjunction with the Council on Academic Affairs, of an approved GIS/GIM five years after the program is first officially in place and periodically thereafter.

CURRENT GRADUATE SPECIALIZATIONS AND MINORS

A current list of graduate specializations and minors can be found at:

<https://gradsch.osu.edu/degree-options>

Certificates of Study

3335-9-29 Degrees and certificates

3335-9-32.1 Requirements for a certificate of study

Certificate programs are self-contained academic programs to students develop knowledge or skills in a particular area. They are useful for current full-time students enrolled in bachelor's, master's, or doctorate degree programs. They can also be aimed at professionals seeking career development or advancement. They are significantly smaller in scope than a major program. Unlike minors or transcript designated specializations, they do not require concurrent enrollment in a major program.

Certificate Categories

As shown in the table on Pages 50-53, there are five categories into which a certificate can fall:

- 1) Undergraduate: requiring a high school diploma
 - a. Standalone
 - b. Embedded
- 2) Undergraduate: requiring a bachelor's degree
- 3) Graduate
 - a. Standalone
 - b. Embedded
- 4) Workforce Development Certificate of Completion
 - Non-credit bearing
- 5) Technical/Professional Certification
 - Non-credit bearing

Proposals

- I. Well-defined Program
 - A. Title of the program
 - B. Certificate category and justification. Currently, only one category is permitted per certificate program.
 1. See Table on Pages 50-53 for guidance on certificate category
 - C. State purpose of program –why the faculty chose to create the certificate and why the certificate is the best route of delivery of the education to the student
 1. Method of delivery (online, in-person, hybrid)
 2. Has the method of delivery been approved in the past, and is it changing?
 - D. Are multiple methods of delivery available concurrently?
 - E. Date the program would become effective, if approved
 - F. Program goals



- G. Expected learning outcomes supporting the program goals (“Upon completion of the certificate, the graduate will be able to”)
 - H. Minimum requirements to complete program, including off-campus field experiences (if applicable)
 - I. Table showing the number of credit hours that can be achieved:
 - i. in-person only
 - ii. online only
 - iii. in-person or online
 - J. For programs in which 50% of the credits may be achieved online, an MOU with ODEE is needed
 - K. List of required courses and elective courses
 - L. Length of program compared to similar programs
- II. Adequate Enrollment
- A. Projected enrollment (include justification for estimate)
 - 1. Will there be problems if too many students enroll in the certificate program?
 - 2. Will there be problems if too few students enroll in the certificate program?
 - B. Opportunities for graduates
 - 1. For standalone certificates, include metrics to assess how the program will measure benefit to graduates
 - C. Minimum requirements to undertake program of study; admissions policy
- III. Sufficient Resources
- A. Adequacy and availability of facilities and staff, including off-campus field experience sites
 - B. Projected resource needs and plans to meet those needs
- IV. Justifiable Expenses
- A. Additional faculty
 - B. Course additions or deletions
 - Include syllabi for new courses
 - C. Necessary budget adjustments
 - D. Available and anticipated funding
- V. Adequate Demand
- A. Evidence of sufficient demand by students, faculty, general public, and/or business
 - In the absence of a clear market demand for a standalone certificate, metrics to assess benefit to the graduates will be crucial for CAA approval
 - B. Duration of demand (long/short term)
 - C. Ability of other programs to meet demand
- VI. Competitiveness with other Institutions: Limited Overlap within the University



- A. Overlap with other programs or departments (include letters of concurrence with any programs that may be affected)
- B. Duplication of effort by other areas in the University, another university, or another school
- C. Similar programs at other universities in Ohio or in the United States and their levels of success

Certificate Approval Process

All credit-bearing certificate programs (Categories 1-3) require final approval by CAA. In addition, graduate programs that lead to educational licensure and that involve earning 21 credits or more or, degree programs that include licensure or stand-alone 'certificates' for licensure must seek additional approval through both the ODHE Office of Program Development and Approval and Chancellor's Council on Graduate Studies.

Non-credit-bearing certificate programs do not require a CAA vote, but instead are included as informational items reported by the provost's designee to CAA. The informational items are entered into the official CAA record through the meeting minutes and annual report.

Please also note that an online certificate program, defined here as a program for which 50% or more of its offerings could be completed online, require consultation and a memorandum of understanding (MOU) with the Office of Distance Education and E-learning. This includes programs that are undergoing a change of delivery to the online format, for which the threshold is a minimum of 50% of offerings that could be completed online (even if students have the option of completing 50% or more in the conventional face-to-face format). The new program or revision cannot be implemented until the MOU with ODEE is completed.

CAA strongly encourages the unit-level faculty/staff developing the proposal to consult with ODEE during the development stage to ensure adherence to best practices during the development of the online content.

Instruction that extends outside of the state of Ohio

- 1) Should students have educational activities required of or related to this program outside Ohio, but within US states or territories, ensure with ODEE your activity is approved by the necessary state or licensure entities and follows the Out of State Educational Activities policy.

<https://odee.osu.edu/sites/default/files/outofstateeducationalactivitiespolicy.pdf>

- 2) Should students have educational activities required of, or related to, this program outside the United States and its territories, ensure with OIA your activity is approved by the necessary entities and follows applicable laws and policies.

<https://oia.osu.edu/contact-us>

Instruction related to training for licensure

If the program proposal or changes lead to a licensure or prepare a learner for a licensure examination, additional students disclosures may be necessary. Contact the ODEE State Authorization team for more information.

Approval Workflows for Certificate Programs



See Flowchart #1 (Page 45) for certificate approvals process for conventional Category 1 and 2 certificates.

See Flowchart #3 (Page 47) for certificate approvals process for online Category 1 and 2 certificates.

See Flowchart #5 (Page 52) for certificate approvals process for conventional Category 3 certificates.

See Flowchart #7 (Page 54) for certificate approvals process for online Category 3 certificates.

See Flowchart #9 (Page 69) for certificate approvals process for online Category 4 and 5 certificates.

See Flowchart #10 (Page 70) for certificate approvals process for online Category 4 and 5 certificates.

Suspending or Discontinuing an Existing Certificate of Study

A unit requesting a suspension of admissions or discontinuation must state if the program is to be suspended or discontinued. Discontinuation is a final step that removes the program from the possibility of future reactivation. To suspend admissions to a program means that it is held in abeyance until reactivation becomes feasible. Suspension of an existing certificate of study must be reviewed and approved by the same bodies that approved its creation (unit(s), college(s), CAA). The proposal must include information on how the suspension or discontinuation will affect the university, and justification for the suspension or discontinuation. Forms should be submitted for the permanent elimination of any courses necessitated by the suspension or discontinuation of the certificate.

Endorsement Credentials

As can be seen in Table 3, many Endorsements are offered as certificate programs. However, Endorsements need not be degrees or certificates. Endorsements are a collection of courses that provide training and expertise in a focused sub-field of a degree or certificate program. Even though they are not stand-alone programs, and even if they are not being delivered as a certificate program, the internal curricular review process through CAA treats them like it would certificate programs. Thus, creation of new endorsements or revision to existing endorsements (including change of delivery to/from online) would follow the curricular review procedures outlined in Flowchart 1 or 3 for undergraduate Endorsements and Flowcharts 5 or 7 for graduate level Endorsements. Because they are not stand-alone programs, CAA will not currently require an assessment plan for Endorsements.

As with stand-alone programs, a change in delivery of an Endorsement to potentially 50% or more of the courses being taken through online delivery will require a change of delivery revision and appropriate curricular approval. Flowcharts 3 or 7 would be used for creation of, or change of delivery to, online Endorsements, and would require consultation and an MOU with ODEE.

Reinstating or Reactivating a Certificate of Study

The reinstatement or reactivation of a certificate of study must follow the same procedures and guidelines as the establishment of a new certificate.

Implementation of a New Certificate Program

New students being admitted to any certificate program must be admitted to the university through the Undergraduate Admissions office or through the Graduate School. Therefore, those admissions offices represent key partners in the implementation of the certificate after its approval by CAA. Units/colleges

proposing certificates are encouraged to communicate with these offices following CAA approval in order to best coordinate the implementation process.

Academic Organization, Curriculum, and Assessment Handbook

OAA ad hoc Certificate Committee (Ver.10/10/18)

Criteria	1 Undergraduate Academic Certificate ¹ Programs (Credit): Post-High School Diploma		2 Undergraduate Academic Certificate ¹ Programs (Credit): Post-Bachelor Degree	3 Graduate Academic Certificate ¹ Programs (Credit): Post-Bachelor Degree		4 Workforce Development Certificate of Completion Programs (Non-Credit or <12 Credits)	5a Technician/Professional Certification Programs (Non-Credit or <12 Credits)	5b Professional Certification Programs (Credit)
	1a Stand – Alone Certificate	1b Embedded Certificate	Stand – Alone Certificate	3a Stand - Alone Certificate	3b Embedded Certificate	Non-Credit Stand-Alone Certificate of Completion	Non-Credit Stand-Alone Certification	Stand Alone Certification
Stand-alone Program	Yes, may be pursued independent of a degree program.	No, must be pursued with a degree program.	Yes, may be pursued independent of a degree program.	Yes, may be pursued independent of a degree program.	No, must be pursued with a degree program.	Yes, typically, independent of academic program requirements. However, these programs are not always mutually exclusive from those described in the preceding columns.	Yes, typically, independent of academic program requirements. However, these programs are not always mutually exclusive from those described in the preceding columns.	Yes, may be pursued independent of a degree program. Overlap with degree programs permitted.
Maximum Credit Overlap with degree program	Maximum of 50% overlap of the credits required for the academic certificate.			Maximum of 50% overlap of the credits required for the academic certificate.	Maximum 50% overlap of the credits required for the academic certificate.	N/A	N/A	Maximum of 50% overlap of the credits required for the academic certificate.
Minimum acceptable grade to apply	C- or better			C- or better and 3.0 overall GPA.	C- or better and 3.0 overall GPA.	N/A	N/A	Varies by college and program.
Transfer credit	100% of applied courses must be taken at Ohio State.			100% of applied courses must be taken at Ohio State.		N/A	N/A	100% of applied courses must be taken at Ohio State.
EM Credit	100% of applied courses must be taken at Ohio State. EM credit not applicable.			100% of applied courses must be taken at Ohio State. EM credit not applicable.		N/A	N/A	100% of applied courses must be taken at Ohio State. EM credit not applicable.
Outcomes-based	Upon completion of the academic certificate in <specify title>, learners will be better prepared to. . ." <List max 3 Outcomes>					Upon completion of the workforce development course (or program) in <specify title>, learners will be better prepared to. . ." <List max 3 Outcomes>	Upon completion of the program in <specify title>, learners will be better prepared to <specify>. . .and eligible to sit for applicable registration or licensure exam.	Upon completion of the program in <specify title>, learners will be better prepared to <specify>. . .and eligible for recommendation for license or endorsement.
Curriculum and Credits	Undergraduate-level courses equivalent to minimum of twelve (12) undergraduate semester credits.			Graduate-level courses equivalent to minimum of twelve (12) graduate semester credits.		Non-credit continuing education modules/courses, including individual Short Courses and Workshops, or, a required series of non-credit courses. Programs with course credit must be <12 credits.	Depends on the certification program. Content and minimum number of contact hours may be mandated by a registration or licensure agency/board.	Depends on the certification program. Content and minimum number of contact hours may be mandated by a registration or licensure agency/board, such as, the Ohio Department of Higher Education.

OAA ad hoc Certificate Committee (Ver.10/10/18)

Criteria	1 Undergraduate Academic Certificate ¹ Programs (Credit): Post-High School Diploma		2 Undergraduate Academic Certificate ¹ Programs (Credit): Post-Bachelor Degree	3 Graduate Academic Certificate ¹ Programs (Credit): Post-Bachelor Degree		4 Workforce Development Certificate of Completion Programs (Non-Credit or <12 Credits)	5 a Technician/Professional Certification Programs (Non-Credit or <12 Credits)	5 b Professional Certification Programs (Credit)
Type	1 a Stand – Alone Certificate	1 b Embedded Certificate	Stand – Alone Certificate	3 a Stand - Alone Certificate	3 b Embedded Certificate	Non-Credit Stand-Alone Certificate of Completion	Non-Credit Stand-Alone Certification	Stand Alone Certification
Admission	Post-high school admission, including high school transcript review by UG Admissions and program. Minimum GPA aligned with OSU undergrad admissions; Official High School Transcripts; Completed Application	Initially admitted to the university as part of an Associates or Bachelors Degree program. An embedded certificate program is “declared” in a similar path to majors. Each college or program may have their own pathway into the program.	Post bachelors admission including college transcript review by UG Admissions and program. Minimum GPA aligned with OSU undergrad admissions; Official College Transcripts; Completed Application	Post-baccalaureate admission via Graduate Admissions. Minimum GPA aligned with Graduate School; Official College Transcripts; Completed Application	Initially admitted to the university as part of a graduate degree program. Secondary admission to certificate program based on criteria established by program. Minimum GPA aligned with Graduate School; Official College Transcripts; Completed Application	Post-high school admission via the specific unit (i.e. college; department; center; . . .) at OSU. Completed Application.	Post-high school admission via the specific unit (i.e. college; department; center; . . .) at OSU. Official High School Transcripts; Completed Application	Depends on program. Post-high school admission via the specific unit (i.e. college; department; center; . . .) or UG or Grad/Prof Admissions. Official High School Transcripts; Completed Application or post-baccalaureate admission via the Graduate School. Student declares the license or endorsement program. Minimum GPA aligned with Graduate School; Official College Transcripts; Completed Application
Arranged/Individual Study Courses	None	None	None	None	None	None	None	None
Minimum Grades and GPA to Complete Program	Minimum GPA 2.0/4.0 . . . units may require higher GPA; Only grades of “A” through “C-” may be counted toward the completion of the academic certificate program.			Minimum GPA 3.0/4.0 . . . units may require higher GPA Only grades of “A” through “C-” may be counted toward the completion of the academic certificate program.		Not Applicable (However, if for academic credit (≥12 credits), see minimum for academic certificate programs summarized in columns 1, 2 or 3.)	Not Applicable (However, if for academic credit (≥12 credits), see minimum for academic certificate programs summarized in columns 1, 2 or 3.)	Depends on the program
Recorded in the Student Information System (SIS)	Yes	Yes	Yes	Yes	Yes	No	No	Yes

OAA ad hoc Certificate Committee (Ver.10/10/18)

Criteria	1 Undergraduate Academic Certificate ¹ Programs (Credit): Post-High School Diploma		2 Undergraduate Academic Certificate ¹ Programs (Credit): Post-Bachelor Degree	3 Graduate Academic Certificate ¹ Programs (Credit): Post-Bachelor Degree		4 Workforce Development Certificate of Completion Programs (Non-Credit or <12 Credits)	5 a Technician/Professional Certification Programs (Non-Credit or <12 Credits)	5 b Professional Certification Programs (Credit)
	1 a Stand – Alone Certificate	1 b Embedded Certificate	Stand – Alone Certificate	3 a Stand - Alone Certificate	3 b Embedded Certificate	Non-Credit Stand-Alone Certificate of Completion	Non-Credit Stand-Alone Certification	Stand Alone Certification
Regular OSU Tuition and Fee Assessment	Yes	Yes, based on primary degree program.	Yes	Yes	Yes, based on primary degree program.	No (if non-credit) Yes (if credit)	No (if non-credit) Yes (if credit)	Yes
Eligibility for Federal Pell Grant and Direct Student Loans	Potentially, must be submitted for approval. See resource provided below.	Financial Aid eligibility based on student’s primary degree program.	Potentially, must be submitted for approval. See resource provided below.	Potentially, must be submitted for approval. See resource provided below.	Financial Aid eligibility based on student’s primary degree program.	No	No	Potentially, must be submitted for approval. See resource provided below.
Diploma Issued	No	No (diploma only issued for primary degree program).	No	No	No (diploma only issued for primary degree program).	No	No	No
Type of Completion Document Issued	University Level Certificate (OAA Level Signature)	Program Level Certificate (Dean level signature)	University Level Certificate (OAA Level Signature)	University Level Certificate (OAA Level Signature)	Program Level Certificate (Dean level signature)	Certificate of Completion	Certificate of Completion or non-OSU certificate provided by certification agency.	None or Program Level Certificate (Dean level signature).

¹Academic Certificate programs refer to those that require completion of courses with academic credits. Academic certificate programs are “stand-alone” or “independent” programs, which mean they do not need to be completed as part of an academic degree program. This is the primary distinction when compared to minor programs or specialization tracks which only can be completed coinciding with an academic degree.

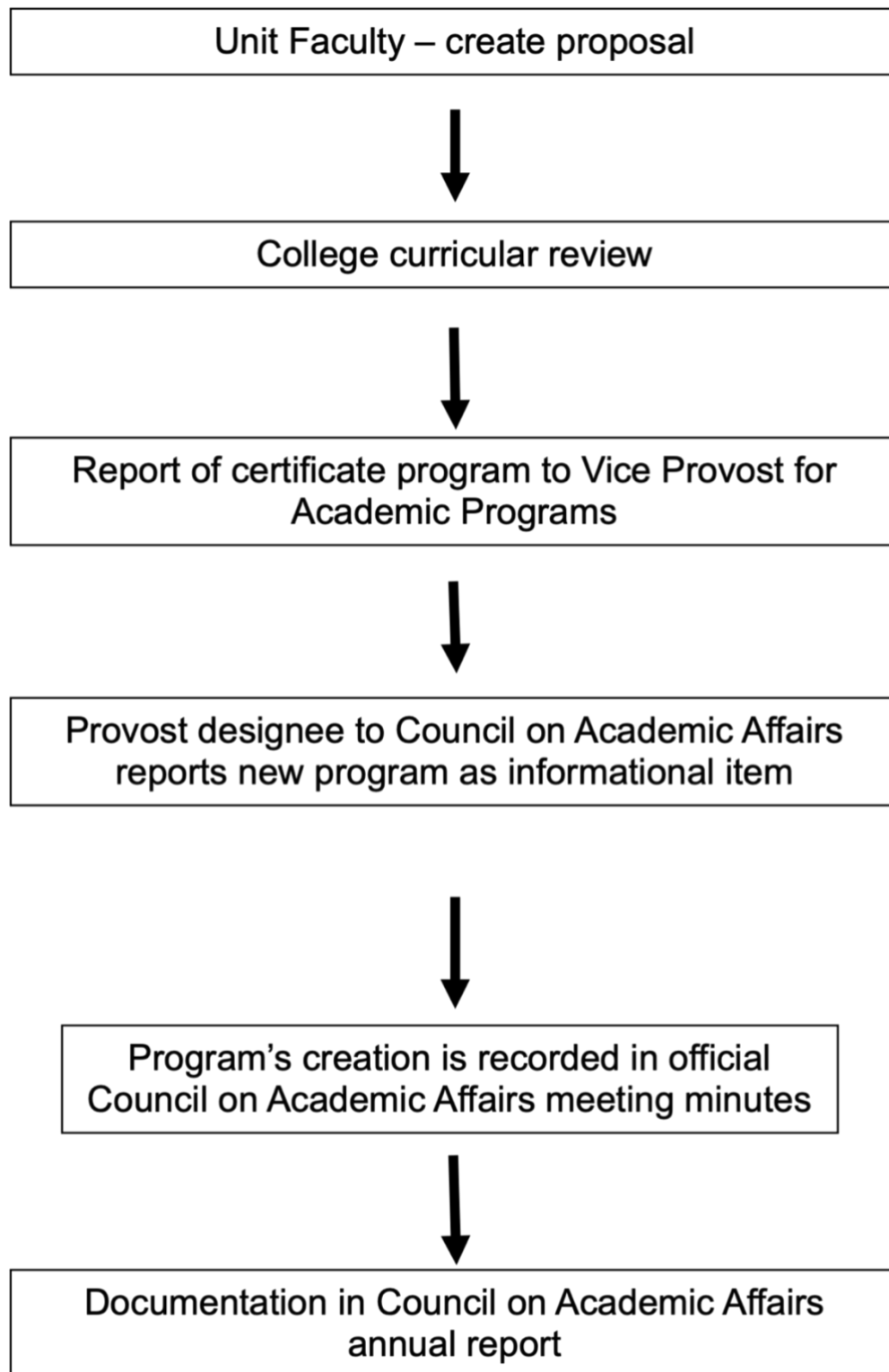
Contacts/Resources:

- | | | |
|------------------|--|------------------------------------|
| Randy Smith | Smith.70@osu.edu | Academic Affairs |
| Rand McGlaughlin | Mcgloughlin.3@osu.edu | University Registrar |
| Vicki Miller | Miller.6050@osu.edu | Student Financial Aid |
| Rich Chappell | Chappell.10@osu.edu | Graduate & Professional Admissions |
| Jill Hampshire | Hampshire.576@osu.edu | Undergraduate Admissions |
| Rob Griffiths | Griffiths.44@osu.edu | Distance and Extended Education |

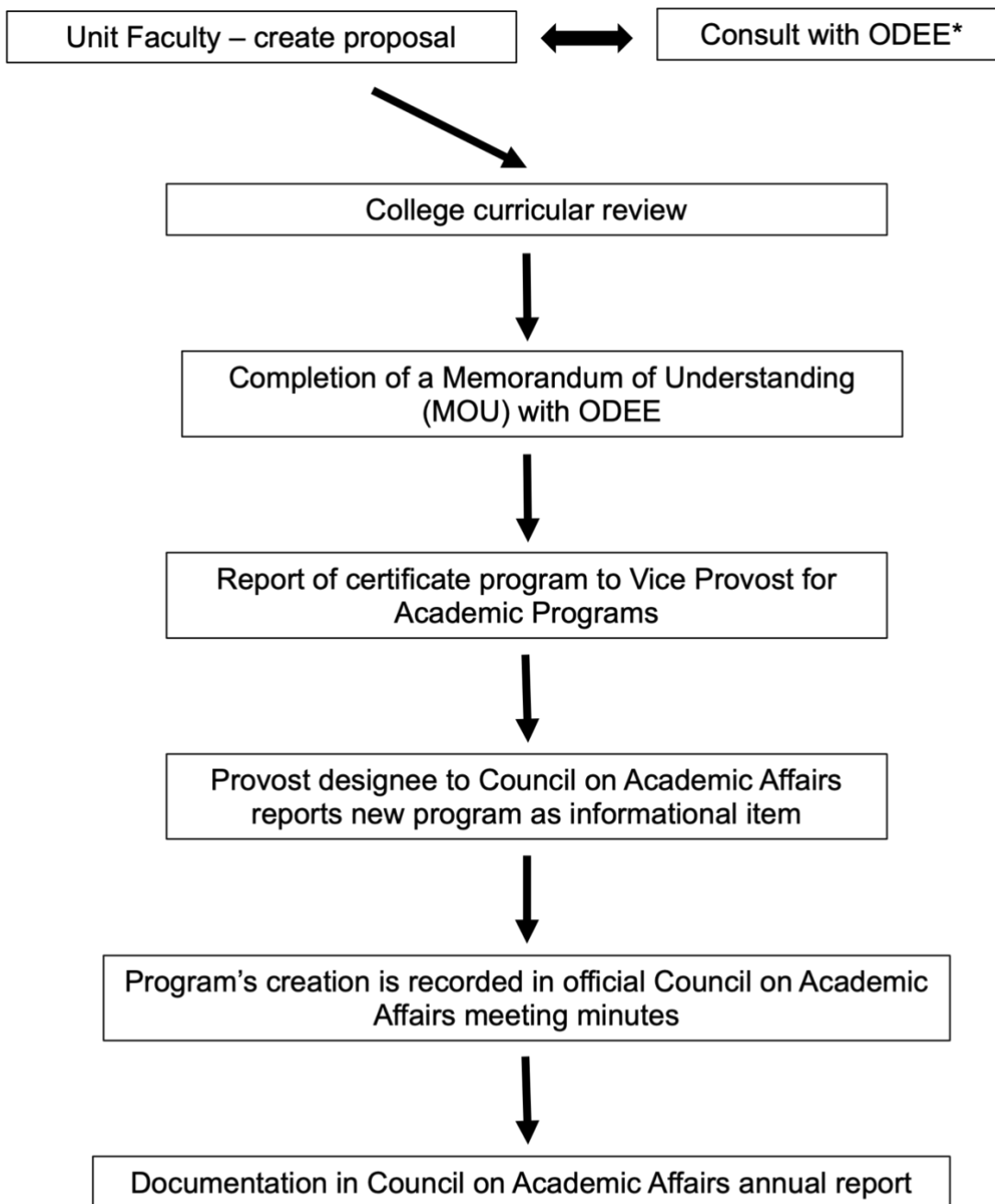
Financial Aid Resources:

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Flowchart #9: For non-credit-bearing certificate programs categories 4 and 5



Flowchart #10: For online non-credit-bearing certificate programs categories 4 and 5



*Consults include overview of ODEE Services, Market Research, Delivery Mode Strategy, and Strategic Planning

Existing Certificates of Study

An updated list is also available at <https://registrar.osu.edu/certificates/index.html>

TABLE 2: CURRENT UNDERGRADUATE CREDIT-BEARING CERTIFICATES

Certificate	Offered by
Bioenergy	ATI
Dairy	AGR
Fundamentals of Hospitality Services	EHE
Health Info Mgmt & Systems	HRS
Histotechnology	MED
Hospitality and Retail Leadership	EHE
Hydraulic Serv & Repair	ATI
Certificate in Leadership	BUS
Medical Laboratory Science	HRS
Nursing in School Health Services	NUR
Post-baccalaureate Licensure in Music Education	ASC
Primary Care Academic Certificate	NUR
Registered Nurses in Primary Care	NUR
School Nurse Professional Pupil Services	NUR
Turfgrass Equipment Manager	ATI
Teaching Visual Impairment Licensure	EHE
Healthcare Environmental and Hospitality Certificate	EHE
Diversity, Equity, and Inclusion	ASC

TABLE 3: CURRENT GRADUATE CREDIT-BEARING CERTIFICATES

Certificate	Offered by
Bilingual Education	EHE
Biomedical Informatics	MED
Business Education Teacher Licensure	EHE
Career and Technical Education Licensure	EHE
Certificate in Analytics	BUS
Certificate in Business Leadership	BUS
Computer Technology Endorsement	EHE
Core Practices in World Language Education	EHE
Criminal Justice Administration	JGS
Early Childhood Generalist Endorsement	EHE
Environmental Public Health Risk Assessment	CPH
Family and Consumer Sciences Education Licensure	EHE
Global One Health	CPH/CVM
Graduate Bridge Certificate	GRAD
Graduate Business Leadership	BUS
Graduate Certificate in One Health	PBH
Health and Wellness Coaching	NUR
Health Education Licensure	EHE
Healthcare Leadership and Innovation	NUR
Interprofessional Healthcare Graduate Certificate	NUR
Medieval & Renaissance Studies	ASC
Middle Childhood Generalist Endorsement	EHE
Nurse Coaching Graduate Certificate	NUR
Nurse Educator	NUR
Orientation and Mobility Licensure	EHE
P-6 Mathematics Specialist Endorsement	EHE
Principal Licensure	EHE
Public Management	JGS
Reading Endorsement	EHE
School Nurse Wellness Coordinator	NUR
Special Education: Early Childhood Intervention Specialist Licensure	EHE
Special Education: Mild/Moderate Intervention Specialist Licensure	EHE
Special Education: Moderate Intensive Intervention Specialist Licensure	EHE
Special Education: Pre-K Special Needs Endorsement	EHE
Superintendent Licensure	EHE
Teacher Leader Endorsement	EHE
Teaching English to Speakers of Other Languages Endorsement	EHE
Teaching Visual Impairment Licensure	EHE

TABLE 4: CURRENT NON-CREDIT-BEARING CERTIFICATES

Certificate	Offered by
Advanced Propulsion Certificate	ENG
4H Camp Counselor Training	CFAES
Advanced Certificate in Serving Veterans and Their Families	SWK
Advanced Golf Course Management	AGR
Baseball Field Management	AGR
Commercial Pesticide Applicator Certification Program	OSU
CPA Green Belt Certification Program	ATI-BTES
Digital Agriculture Professional Certificate Bundle	AGR
Digital Portfolio Development	CFAES
Diversity: The Source of Our Strength (4H)	CFAES
eCEAP or eLearning on Controlled Environment Animal Product USDA Higher Education Grant	CFAES
Electrical and Controls Technician Certificate	ATI-BTES
Fertilizer Applicator Certification	OSU
Food Components and Nutrition Course	CFAES
Food Manufacturing	CFAES
Food Safety Course	CFAES
Fruit Diseases of the Midwest	CFAES
Golf Course History	AGR
Golf Course Management	AGR
Good Agricultural practices	CFAES
Green Building Methods	ENG
History of Golf course Design and Management	CFAES
Industrial Maintenance Technician Certificate	ATI-BTES
Introduction to Food Science Essentials	CFAES
Leadership in Human Services Management	SWK
Leadership in the City	CFAES
Leading as a Team	CFAES
Livestock Environmental Assurance Program	CFAES
Maintenance Management Certification	ENG
Management Advancement for the Public Service (MAPS)	JGS
Master Gardener Volunteer Certification	OSU
Mechanical Technician Certificate	ATI-BTES
Mental Health First Aid (MHFA) Certification	OSU
Noise, Vibration and Harshness Certificate	ENG
Non-Credit Certificate in Epidemiology	PBH
Non-Credit Certificate in Public Health Leadership	PBH
Occasional Quantity Cooks Volunteer Training	CFAES
Ohio Beef Quality Assurance	CFAES
Ohio Watershed Academy	CFAES
Pesticide Education	CFAES
Post-Graduate Certificate in Operations Management	BUS

Certificate	Offered by
Powertrain Certificate	ENG
Practice of Data Analytics	ENG
Practice of Finite Element Principles	ENG
Private Pesticide Applicator Certification Program	OSU
Public & Nonprofit Leadership	JGS
Public Safety Leadership Academy	JGS
Reliability Engineering Certification	ENG
SAMMIE Successful Assessment Methods and Measurement in Evaluation	CFAES
Sanitation and Photo sanitation	CFAES
ServSafe Food Handling Certification	OSU
Sick Plants and a Hungry World	CFAES
Soil and Site Evaluation for Onsite Wastewater Treatment	CFAES
Sports Turf Management	CFAES
Successful Co-Parenting	OSU
Supervisors Toolbox Certificate Program	ATI
Swift Coding and App Development Certificate	ODEE
Synthetic Field Management	CFAES
The Leadership Academy	ATI
The Leadership Advantage	CFAES
Timber Marketing	CFAES
Transition Options in Postsecondary Settings (TOPS) 2-year track	Nisonger Center
Transition Options in Postsecondary Settings (TOPS) 4-year track	Nisonger Center
Veterinary Entomology	CFAES

Enrollment Limitation

This section describes procedures established by the Council on Academic Affairs (CAA) to be followed when student demand for study in an academic area exceeds the capability of a department or college to teach all students wanting the program. In developing these procedures, the council has assumed that the university is obligated to provide a certain level of access to courses and programs for its undergraduate students, and that under this obligation the university will offer:

- 1) A sufficient number of courses so that undergraduate students can meet general education requirements.
- 2) A sufficient number of entry-level prerequisite courses for each undergraduate major as well as a range of other courses that measure student ability and potential to perform well in each major.
- 3) A sufficient number of courses that satisfy the basic requirements for each undergraduate major as well as a range of courses to satisfy elective requirements for each major.
- 4) Courses required as a result of interdepartmental agreements.

The Office of Academic Affairs will inform the council of activities relating to enrollment problems in various units.

Definition

An Enrollment Limitation Plan (ELP) is the set of short-term guidelines that restrict access to a particular undergraduate major because of the inability of an academic unit to meet instructional demands using available resources in any acceptable instructional configuration. An ELP applies to undergraduate majors only

Procedure for establishing need for ELP

If a college judges that enrollment problems may require an ELP, the college must first work with the Office of Academic Affairs to evaluate the enrollments and resources, and to seek viable alternative ways of meeting the enrollment demand. If OAA in working with the college determines that no other viable alternative exists, then an ELP should be prepared and submitted to CAA.

Guidelines for preparing an ELP

- I. Generally, an ELP will be developed at the college level and will involve all units of the college. In those cases where a specific program has enrollment pressures, it may be appropriate for the ELP to apply to the program, but not to the whole college. In either case, the college must be involved in the development of an ELP for a program.
- II. An ELP should not address issues related to program or student quality within a unit.
- III. The ELP will be developed for, at most, a three-year period.
- IV. The ELP will explain the impetus for the proposed enrollment limitations:
 - i. A description of general enrollment trends over the past five years highlighting key courses in the undergraduate major which have experienced severe enrollment pressures.

- ii. A description of instructional resources, their current utilization, and efforts that have been made to meet enrollment pressures.
- V. An ELP will include a full description of the criteria by which students will be chosen for the program and a justification for the use of those criteria.
- VI. An indication of the potential impact of the ELP on other university programs.
- VII. An ELP will stipulate a target enrollment range for undergraduate majors, and provide a rationale for that range. An ELP will also indicate enrollment expectations in each of the following categories:
 - i. Undergraduate non-majors.
 - ii. Graduate students.
 - iii. Others.
- VIII. An ELP may not require a cumulative point-hour ratio for graduation in the major above the current university standard of 2.0.
- IX. An ELP should demonstrate special attention to underrepresented student populations, in addition to transfer and academically at-risk students.
- X. An ELP should outline fully all administrative procedures associated with managing the plan, including student advising, how changes are communicated throughout the university, and expectations of the Registrar's Office and the Admissions Office.
- XI. Initiation of an ELP by an academic unit should provide a minimum of one year's notice to the students.
 - i. Include description of the interim steps designed to deal with enrollment pressures until the ELP becomes operational.
- XII. The plan for reporting the effects of the ELP to CAA and OAA on an annual basis.

Criteria established by the Council on Academic Affairs for assessing an ELP

- I. The consistency of the plan with the mission of the university, including its responsibilities as a land-grant institution and its desire to attract and retain students.
- II. The adherence of the proposed plan to the guidelines.
- III. The potential impact on students outside the major(s) in question.
- IV. The potential impact on other units in the university.
- V. The potential impact of the proposed plan on recruitment and retention efforts at Ohio State.

Academic Centers/Institutes

An academic center or institute is a non-degree granting educational unit of the university engaged in research; instruction; or clinical, outreach, or related service. It is important to note the university uses the terms ‘center’ and ‘institute’ interchangeably, and these terms are not intended to define the scope or the mission of the center/institute. However, use of the title “center” or “institute” is limited to academic centers that have been approved at the college level or by the council on academic affairs (CAA).

Neither university nor college centers may establish independent course offerings and degree programs, but they may participate in cooperative programs involving course offerings and degree programs within existing academic units. With the approval of CAA, the faculty of a school or college may delegate to an academic center the authority to offer courses or degree programs established under the auspices of that school or college. Proposals for any such courses or programs must be forwarded to the office of academic affairs with the signature approval of the appropriate school or college which must retain ultimate authority and responsibility for the courses or degree programs.

Creation, review, and termination of centers and institutes are dictated by University Rule 3335-3-36, which can be found at: <https://trustees.osu.edu/university-faculty-rules/3335-3>

College versus University Centers/Institutes

University centers/institutes’ internal funding (initial and continuing) is drawn fully, or in large part, from central university funds (i.e. office of the president, office of academic affairs, office of research). The leadership of the center will report to one or more of those offices.

College centers’ funding (initial and continuing) is drawn fully, or in large part, from one college or a small set of colleges. The leadership of the center will report to one dean or a small set of deans.

Conditional use of the term “center” or “institute”

By university rule, all uses of the terms “center” and “institute” must be approved by CAA.

Start-up centers are permitted. Following a formal request by a vice president or dean and expedited review and approval by CAA, the term “center” may be used related to external or central funding possibilities. That action will be communicated directly to the board of trustees.

Should funding not be secured within one year, the unit must request from CAA an extension of the use of the term. Once funding is secured, the appropriate process for establishment of a university or college center must be initiated within one year.

Establishment of university centers/institutes

1. Establishment of university centers/institutes

Proposals for university centers will be developed following the “guidelines for the establishment and review of academic centers” and submitted to the office of academic affairs for action.

The chair of the council on academic affairs (CAA) and the provost’s designee to that council, and the chair of the university research committee (URC) will review the proposal to ensure adherence to the guidelines.

If so, a “centers subcommittee” of the council, supplemented with membership from URC, will review the proposal and bring a recommendation for action to CAA. Simultaneously, CAA will request a review from the University Senate Fiscal committee on the budgetary impact to the university. This step will be solicited for all proposals that will be requesting central money from the university for a part of either its temporary or permanent budget.

If approved by CAA, the proposal will be sent to the University Senate for final approval. That action will be communicated to the Board of Trustees.

See [Flowchart #11](#) for the approval workflow for creation of new university centers.

a. Proposal to Establish a University Center.

The proposal should provide in clearly labeled sections the information requested below.

- I. Mission: Explain the mission of the center and how it is aligned with the university’s Academic Plan and strategic goals. In particular, describe or explain the following:
 - A. The missions of the university (research, teaching, service or outreach) most relevant to the center.
 - B. The interdisciplinary nature of the center.
 - C. The goals of the center that cannot be met within existing academic units.

- II. Faculty: Describe the level of faculty interest and commitment to the center. In particular, provide, describe or explain the following:
 - A. The criteria for selecting the center’s faculty membership.
 - B. A list of faculty expressing interest in associating with the center and accompanying documentation that their chairs/directors support such involvement.
 - C. The extent to which staff and students will be involved and how they will be supported.

- III. Administration: Describe the administrative structure and responsibilities of the director and oversight committee. In particular, describe or explain the following:
 - A. The name of the director or interim director of the center.
 - B. The proposed responsibilities of the director.
 - C. The function(s) and composition of the oversight committee.
 - D. The reporting line—the dean, group of deans, or vice president to whom the center will report.
 - E. The main components of a pattern of administration for the center (to be formally completed/approved within a year of center establishment).

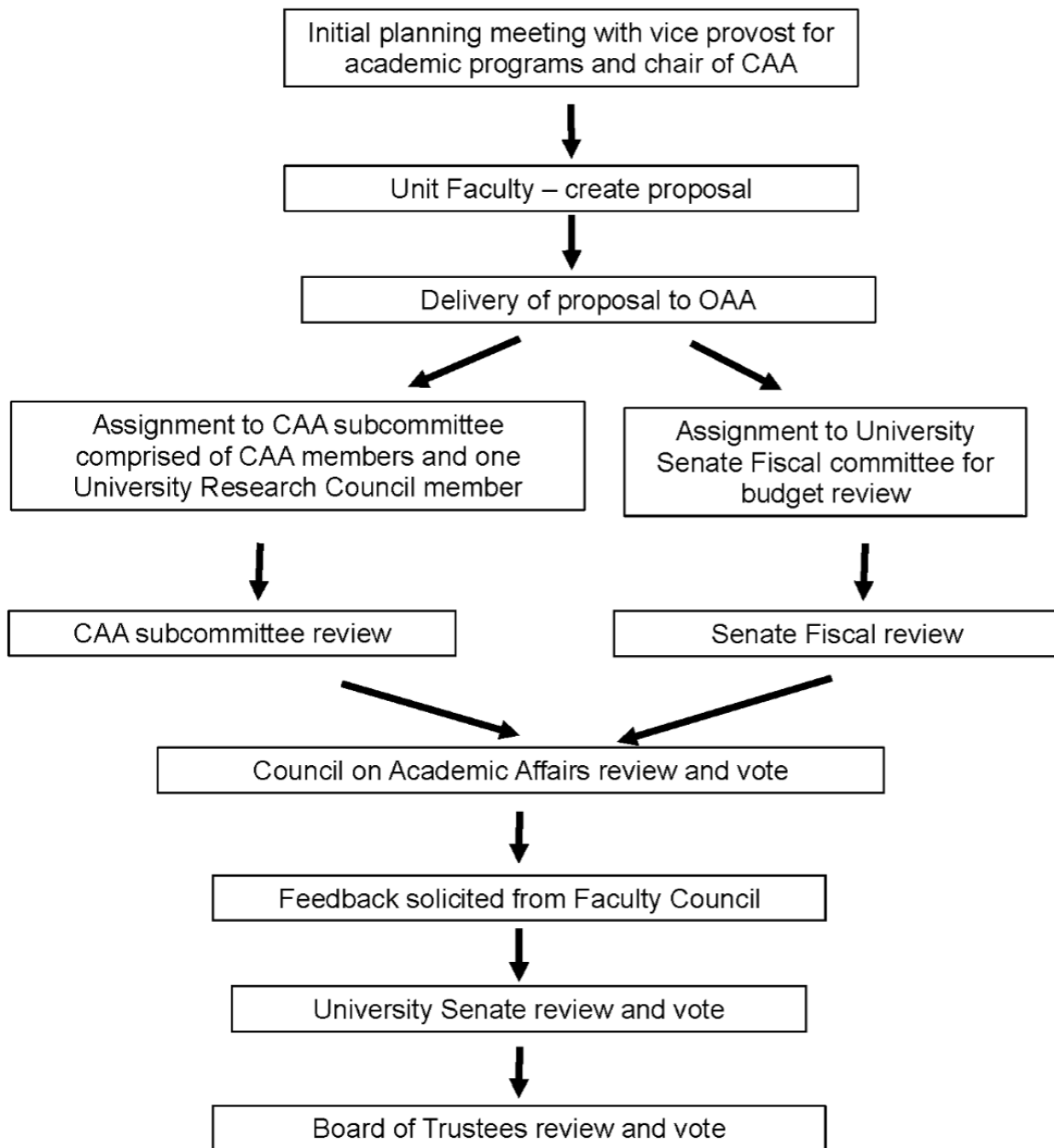
- IV. Budget/Funding: Specify budget and funding sources for the center. In particular, describe or explain the following:
 - A. The expected budget for the first year of operation.
 - B. Funding sources and one-time and recurring costs.
 - C. Existing or new equipment, space, and facilities needed to establish the center.

- D. The sustainability of the center—possibilities for external funding, and details of related funding proposal submissions.
 - V. Evaluative Criteria and Benchmarks: Propose and define specific criteria and benchmarks against which the center will be measured.
 - VI. Supporting Materials: Solicit and include letters of support from:
 - A. Relevant department chairs, school directors, deans, and vice presidents from within the university.
 - B. Interested parties outside the university.
 - C. Entities with similar emphases at other universities.
2. Establishment of college centers.

Each college will have a template for the establishment and review of centers that will be included in the college pattern of administration. Copies of college templates also will be maintained in the office of academic affairs (OAA). Proposals will be developed with adherence to the template, and submitted to the dean(s) of the college(s).

No review/action by CAA is required. The dean(s) will inform the OAA of the establishment of such a center. OAA will inform CAA, resulting in official institutional notification.

Flowchart #11: Approval workflow for creation of a new University center or institute



Review and oversight of centers/institutes

1. OAA shall maintain a register of all academic centers and appropriate records concerning each one.

2. University faculty and staff may affiliate with the academic center under procedures approved by its oversight committee. However, academic centers cannot serve as tenure initiating units.
3. Administration and oversight

- A. Administration.

An academic center shall be administered by a director who shall be appointed by, and report to, the dean, relevant vice president(s), or deans of the pertinent college(s).

- B. Oversight.

Each university and college center shall have an oversight committee, at least two-thirds of whose members are faculty from the academic units involved in the center. This structure will be described in the proposal for creation of the center/institute and will be revised as needed in regular reviews with CAA (see Item C-3 below).

The director of each academic center shall develop in conjunction with the oversight committee a pattern of administration for the center. This pattern of administration will be expected by the two-year update to CAA (see Item C-3 below).

4. University centers/institutes review process

All university centers will be reviewed two years after initial establishment and at four-year intervals thereafter.

- A. Two-year review

The two-year review is intended as an update on the progress of the Center/Institute over the two-year interval after approval of the Center/Institute by the University Senate. The center/institute's two-year review by CAA will be conducted in the academic year that commences after the center has completed two calendar years of operation. The date of operation begins on the date of approval by the University Senate.

For example, if the Senate approves a center on April 15th of 2020, the two-year date will be April 15th, 2022, and the two-year review by CAA will be conducted in the 2022-23 academic year.

Technical Guidelines for the two-year review:

The bulk of the update will be delivered in a verbal report to CAA. The report should include 15 minutes of prepared content addressing the topics below. Five minutes will be held afterward from questions from the CAA members and/or meeting visitors. The prepared content can include any slides or handouts at the presenter's discretion.

Topics to discuss:

- i. Describe the mission/vision and pillars of the center/institute when it was approved.
- ii. Discuss the progress that has been made toward reaching the evaluative criteria and benchmarks for the center/institute.
- iii. Discuss the status of development and implementation of a Pattern of Administration (POA) for the center/institute.
- iv. Describe any changes to the mission and evaluative criteria that have occurred over those first two years, and discuss why those changes occurred.

Following the verbal update to CAA, the center/institute's leadership will produce a one-page Executive Summary of the two-year review that addresses the four topic areas above. This document will be added to the file on the center/institute. This will provide important context for the more comprehensive four-year review, as the CAA sub-committee reviewing the center/institute will then be able to evaluate it based on current information, rather than information from the original center/institute proposal that might be out of date.

B. Four-year review cycle

All university centers and institutes will be reviewed by CAA on a four-year cycle, beginning in the academic year that follows the four-year anniversary of approval of the center/institute by the University Senate. Following that initial four-year review, the center/institute will be reviewed every four years, with the review commencing in the calendar year following the four-year anniversary of the CAA's vote to approve the continuation of the center/institute for a four-year interval.

The centers subcommittee of CAA will conduct the review following the "guidelines for the establishment and review of centers" and bring a recommendation for action to CAA. The range of actions include: continuation, conditional continuation with a follow-up in less than four years, and termination.

Technical Guidelines for Periodic 4-Year Center Reviews:

- i. CAA leadership will meet with the center/institute leadership to charge the review process. This meeting will take place 6-8 months before the anticipated review/vote by CAA.
- ii. The main portion of the review will be built around a comprehensive self-study report. The comprehensive self-study report for the 4-year review is recommended to be limited to a maximum 20 pages of text (minimum 11-point font, 1-inch margins) addressing the five sections (A. – E.) of the self-study report, not including supporting materials such as tables, figures, references, and appendices.

a) Mission: Up to 2 pages.

Description or list of all center activities, events, initiatives, etc., that have contributed to fulfilling the mission and objectives of the center. If current activities of the center differ from those originally envisaged or articulated in the mission statement, explain this evolution.

The proposal establishing the Center, annual reports, and other relevant documents or materials may be included in appendices

b) Faculty and Student Involvement and Contribution: Up to 5 pages. Lists may be incorporated as tables, figures, or appendices as appropriate.

- I. List of current faculty and graduate student affiliates or associates.
- II. List of past faculty and graduate student affiliates or associates.
- III. List all faculty publications, lectures, grants, or other activities related to their work with the center, focusing on those that contribute most centrally to the mission of the center.
- IV. List all student publications, lectures, grants, or other activities related to their work with the center.

c) Administrative Structure and Responsibilities: Up to 3 pages.

- I. Description of administrative structure.
 - i. Responsibilities and activities of all administrative staff, indicating their contributions to the mission of the center and its objectives.
 - ii. Oversight committee, indicating their contributions to the mission of the center and its objectives.

- II. Pattern of administration: Note any revisions in the text. The full POA can be included in the appendices.
- d) Budget. Up to 5 pages.
 - I. Current budget.
 - II. Projected budget for next four years.
 - III. Past budgets since last review – may be included in appendices
 - IV. Description of the budgetary context for the center, outlining specific information regarding those expenses charged to the university's general funds. Externally generated funds produced by the center should be itemized and linked to the functions and services articulated in the mission statement.
- e) Evaluative Criteria and Benchmarks. Up to 5 pages.
 - I. List of evaluative criteria and benchmarks articulated in the original center proposal, identifying and describing the degree to which the center has met (or failed to meet) its stated evaluative criteria and benchmarks.
 - II. Identify and justify any new evaluative measures and describe the degree to which the center has met these criteria or benchmarks.
 - III. Provide any specific narrative information or data as appropriate and attach as appendices any documentation (letters of commendation, awards, news releases) that demonstrate how the center has met its criteria or benchmarks.
- iii. The self-study report will be reviewed by a center/institute review subcommittee comprised of members of CAA, supplemented by membership from the University Research Council and ad-hoc Ohio State faculty identified by CAA leadership.
- iv. The subcommittee will meet with center/institute leadership and any other stakeholders it identifies to discuss the self-study, and the present/future of the center/institute. Appropriate edits to the self-study report will be made as needed.
- v. The subcommittee will generate a final report for CAA, including a recommendation for continuation, conditional continuation, or termination. This recommendation will be based on the following questions:
 - a) Has the center/institute fulfilled or is it fulfilling its stated mission?
 - b) Is the center/institute working within its own budgetary constraints?
 - c) Is the center/institute meeting its own evaluative criteria and benchmarks?
- vi. The subcommittee will present the report to CAA in a meeting that will also include the center/institute leadership. At the conclusion of the report, CAA will vote on continuation, conditional continuation, or termination.
- vii. If continuation or conditional continuation is the decision of CAA, no further action will be needed, and the result of the vote will be included in CAA's annual report to the University Senate.

If the decision from CAA is termination of the center/institute, the decision will be brought to Faculty Council for feedback, and then brought to the University Senate for a vote. The result of that vote will be communicated to the Board of Trustees.

C. Review of college centers.

All college centers will be monitored through annual reports to the college dean(s). Should significant change to a center occur, or a decision be made to abolish a center, notification of that decision will be made to the office of academic affairs and through it to CAA.

Current university centers/institutes

An up-to-date listing of active university centers/institutes can be found at:

<https://www.osu.edu/centers.html>

Clinical/Teaching/Practice Faculty Tracks

Clinical/teaching/practice (CTP) are faculty appointments that are fixed-term contract appointments that do not entail tenure. The three different terms refer to the same basic type of appointment. These faculty are teacher/practitioners engaged primarily in teaching activities related to: a) courses or instructional situations involving live patients or live clients, b) courses or instructional situations involving the simulation of live patients or live clients, c) courses or instructional situations involving professional skills, or d) teaching as defined in chapter 3335-6-02(A)(2) of the Administrative Code.

CTP faculty may not participate in the promotion and tenure reviews of tenure or research faculty.

CTP faculty tracks are governed by University Rule 3335-7, which can be found in its entirety at:

<https://trustees.osu.edu/university-faculty-rules/3335-7>

As dictated in rule 3335-7-03, unless an exception is approved by the university senate and the board of trustees, CTP faculty may comprise no more than forty percent of the total tenure-track, CTP and research faculty in each of the colleges of the health sciences and no more than twenty percent of the tenure-track, CTP and research faculty in all other colleges. In all tenure-initiating units not in health sciences, the number of CTP faculty members must be fewer than the number of tenure-track faculty members in each unit.

*Please note that this section of the handbook does not apply to Research Faculty tracks. Those are governed by University Rule 3335-7-30 through 3335-7-40.

Establishment of Clinical/Teaching/Practice Faculty Tracks

Proposals to establish CTP faculty tracks or to raise the appointment cap to a percentage higher than those dictated in rule 3335-7-03, must be approved at the university level by the council on academic affairs (CAA), the University Senate and the board of trustees. Prior to submission to CAA, the proposal

will require approval by a simple majority of all tenure track faculty (not just those who vote) in the college and the dean of the respective college.

Per rule 3335-7-04, proposals to establish or amend CTP faculty tracks require:

1. A definition of the role in teaching and scope of professional practice duties of the CTP faculty, identifying specifically how those differ from duties of tenure-track faculty
2. Identification of the requirements for a CTP faculty appointment, including appropriate terminal degrees and any credential or licensure requirements
3. Compliance with any additional guidelines promulgated by CAA

Once with CAA, proposals to establish or amend CTP faculty tracks will be forwarded to the University Senate with a positive recommendation if the following conditions are met:

- The proposal puts forward a clear and convincing argument that a need exists that no current category of personnel can serve.
- The processes for establishing and implementing the track are acceptable.
- There is documentation of the approval and support of the tenure track faculty of the unit and college.
- A list of courses that could be taught by CTP faculty and the relationship of those courses to the general curriculum. The expectation would be that clinical or practice faculty should teach primarily courses involving professional practice in the clinical setting or courses designed to teach professional skills.

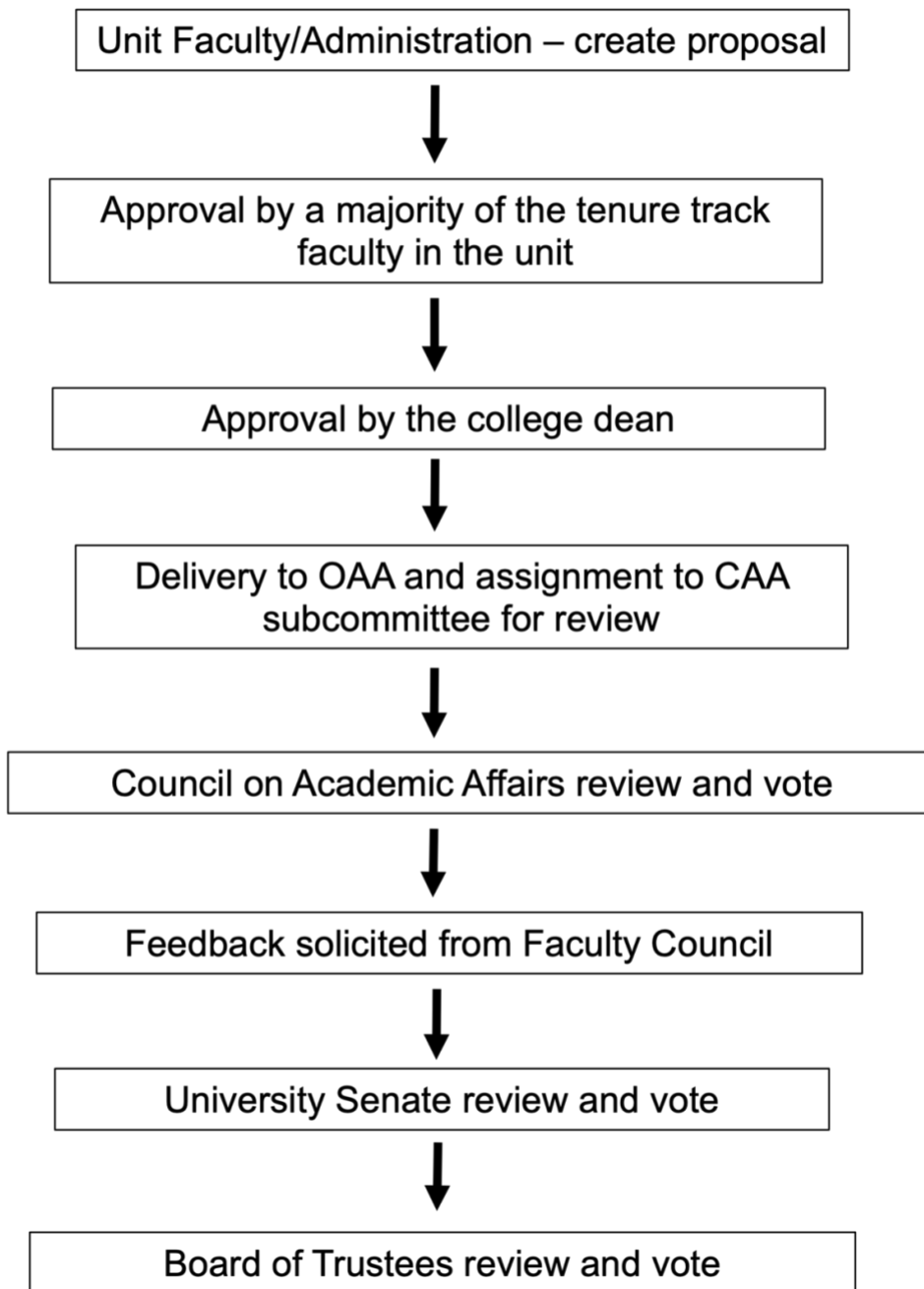
Pending approval by CAA, the proposal will be forwarded to the University Senate for a vote and recommendation to the board of trustees. Please see Flowchart #12 on Page 72 for a listing of the sequence of events for approval of a new clinical/teaching/practice faculty track or expansion of a pre-existing track's cap.

Managing clinical/teaching/professional faculty tracks

The processes and requirements for a college's or unit's management of its CTP faculty tracks are governed by Faculty Rules 3335-7-6 through 3335-7-11, which can be found here:

<https://trustees.osu.edu/university-faculty-rules/3335-7>

Flowchart #12
For creation of new **Clinical/Teaching/Practice Faculty Tracks or
Expansion of the Appointment Cap**



Current Organization of Instructional Units

The university is organized into 15 colleges, some of which have departments and schools, and some of which do not. The College of Arts and Sciences is sub-divided into three divisions, which are then sub-divided into departments and schools. There are 106 tenure-initiating units at The Ohio State University.

In addition, the university has a Graduate School, which, per Section 1.1 of the Graduate School Handbook, “is comprised of university faculty (the Graduate Faculty) authorized to give graduate instruction, a representative advisory body (Graduate Council), and the Vice Provost for Graduate Studies and Dean of the Graduate School, and administrative staff.”

The university also consists of the Columbus campus, and four regional campuses.

Finally, the academic responsibilities of the various units are supported by University Libraries.

The following lists include the colleges, their units, the regional campuses, University Libraries, and the Graduate School.

COLLEGE OF ARTS AND SCIENCES (38)

Division of Arts and Humanities (21)

- African American and African Studies
- Art
- Arts Administration, Education and Policy
- Classics
- Comparative Studies
- Dance
- Design
- East Asian Languages and Literatures
- English
- French and Italian
- Germanic Languages and Literatures
- History
- History of Art
- Linguistics
- Music, School of
- Near Eastern Languages and Cultures Philosophy
- Slavic and East European Languages and Cultures
- Spanish and Portuguese
- Theatre
- Women’s Gender and Sexuality Studies

Division of Natural and Mathematical Sciences (9)

- Astronomy
- Chemistry and Biochemistry
- Earth Sciences, School of
- Evolution, Ecology, and Organismal Biology

- Mathematics
- Microbiology Molecular Genetics Physics
- Statistics

Division of Social and Behavioral Sciences (8)

- Anthropology Communication, School of
- Economics
- Geography Political Science Psychology Sociology
- Speech and Hearing Science

COLLEGE OF DENTISTRY

COLLEGE OF EDUCATION AND HUMAN ECOLOGY (3)

- Educational Studies
- Human Sciences
- Teaching and Learning

COLLEGE OF ENGINEERING (10)

- Biomedical Engineering
- Civil, Environmental and Geodetic Engineering
- Computer Science and Engineering
- Electrical and Computer Engineering
- Engineering Education
- Food, Agricultural, and Biological Engineering
- Integrated Systems Engineering
- Knowlton School of Architecture, The
- Materials Science and Engineering
- Mechanical and Aerospace Engineering
- William G. Lowrie Department of Chemical and Biomolecular Engineering

COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES (11)

- Agricultural Communication, Education and Leadership
- Agricultural, Environmental and Development Economics
- Agricultural Technical Institute
- Animal Sciences
- Extension
- Entomology
- Environment and Natural Resources, School of
- Food, Agricultural, and Biological Engineering
- Food Science and Technology
- Horticulture and Crop Science

- Plant Pathology

COLLEGE OF MEDICINE (27)

- Anatomy
- Anesthesiology
- Biological Chemistry and Pharmacology
- Biomedical Informatics
- Cancer Biology and Genetics
- Emergency Medicine
- Family Medicine
- Health and Rehabilitation Sciences, School of
- Internal Medicine
- Microbial Infection and Immunity
- Neurological Surgery
- Neurology
- Neuroscience
- Obstetrics and Gynecology
- Ophthalmology
- Orthopaedics
- Otolaryngology
- Pathology Pediatrics
- Physical Medicine and Rehabilitation
- Physiology and Cell Biology
- Plastic Surgery
- Psychiatry
- Radiation Oncology
- Radiology
- Surgery
- Urology

COLLEGE OF NURSING

COLLEGE OF OPTOMETRY COLLEGE OF PUBLIC HEALTH

COLLEGE OF PHARMACY

COLLEGE OF SOCIAL WORK

COLLEGE OF VETERINARY MEDICINE (3)

- Veterinary Biosciences



- Veterinary Clinical Sciences
- Veterinary Preventative Medicine

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

THE MAX M. FISHER COLLEGE OF BUSINESS (5)

- Accounting and Management Information Systems
- Finance
- Management and Human Resources
- Management Sciences
- Marketing and Logistics

THE MICHAEL E. MORITZ COLLEGE OF LAW

REGIONAL CAMPUSES

- Lima•
- Mansfield•
- Marion•
- Newark•

THE GRADUATE SCHOOL

UNIVERSITY LIBRARIES

Courses and Curricula

Faculty Rules Governing Courses and Curricula

3335-8	Instruction.
3335-8-01	Courses and curricula; defined.
3335-8-02	Courses and curricula; establishment, alteration or abolition.
3335-8-03	Procedure.
3335-8-04	Adoption of approved courses.
3335-8-05	University classification and course numbering system.
3335-8-07	General education.

Courses – General Expectations

Course proposals must adhere to the ODHE's definition of a semester credit hour:

<https://www.ohiohighered.org/sites/default/files/Dir2010-016.pdf>

- Please note that any course that is on a compressed schedule (typically 4, 6, or 8 weeks, most often in Summer terms) must scale the direct and indirect instruction hours accordingly in order to meet ODHE's definition.

All General Education (GE) course proposals follow the College of Arts and Sciences protocols for GE status approval, and must include a syllabus with relevant GE expected learning outcomes and a plan for assessing those outcomes

- See ASC Curriculum and Assessment manual: <https://ascas.osu.edu/curriculum/asc-manual>

Course proposals are submitted and approved through curriculum.osu.edu (see Appendix D for the template). The system supports a work-flow approval process specific to the type of proposal.

New Course, Course Change, Course Withdrawal, Group Studies, and Study Tour Requests

When judging the merits of a course request, curriculum committees and academic administrators at the departmental, school, college, and university levels will need clear documentation on three main issues:

1. the value of the course
2. the quality and content of the course
3. the capability of the academic unit to teach the course

If a new course or course change is being requested as part of a new or revised curriculum, copies of the new or revised program must be included with the course request.

While college-level approvals may be different, in order to meet with OAA-level approval, the following items must be addressed for all New Course, Group Studies, Study Tour, and Flexibly Scheduled/Off Campus/Workshop Requests; and Course Change Requests involving

- course number change
- level change (e.g., from undergraduate to undergraduate and graduate)
- extensive revision to the course title or the course description
- a change in credit hours
- change in class hours or course format (e.g. from lecture only to lecture/lab)
- significant prerequisite change
- change in grading option
- addition of an off-campus field experience

These items may be addressed through an appropriately annotated syllabus that includes a grading plan. See the next section on best practices in syllabus construction.

1. Rationale: State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university.
2. Course Objectives and/or Student Learning Outcomes: Course objectives should explain what the course seeks to achieve in terms of knowledge and cognitive skills which emphasize recall, comprehension, application, analysis, synthesis, and critical judgment; and/or acquisition of attitudes, values, and aesthetics judgments; and/or attainment of perceptual and psychomotor skills in laboratories, clinics, studios, and gymnasias in addition to classrooms/online course content delivery (See Rule 3335-7-21.)
3. Off-Campus Field Experiences: Describe the nature of and provisions made for off-campus field experiences.
4. List the topics to be covered in the course and the number of class periods to be spent on each topic.
5. Describe the methods to be used to evaluate student performance. Indicate the percent of the final grade each method constitutes. State the grading option (e.g., A-E, S/U, P).
6. List requirements for each level of credit when the course is offered for varying credit hours.
7. List requirements for each group of students if the course is offered to different levels of students (e.g., undergraduate, graduate, professional).
8. Documentation for a course withdrawal request should state clearly the impact of no longer offering the course.
9. Appropriate signatures: Course requests must include the signature/approval of the academic unit chair and the appropriate college representative. This is automatically included electronically through curriculum.osu.edu

Change of Course Delivery Mode

There are four categories of course delivery:

- In-person (P)
- Hybrid (HY)
- Distance Enhanced (DH)

- Distance Learning (DY)

More details about each delivery model can be found at:

https://registrar.osu.edu/scheduling/SchedulingContent/SIS_Class_Labels_Job_Aid.pdf

Courses can be approved for multiple delivery modes, depending on the instructor and term of the course. However, there are different expectations for the approval of different delivery modes (see 'Syllabus for a Distance Learning (DL) course' section below for more details).

Further, any program for which 50% of the course credits can be earned through DL courses qualifies as a distance program. Therefore, it is imperative that any program carrying courses approved for DL is

Electronic Course Approval

All course requests must be submitted through the electronic course approval system (<http://curriculum.osu.edu/>).

**Note that college approval processes may require adherence to expectations different from those required by OAA. The approval processes listed below are those required by OAA.

- Failure to completely respond to all required fields will delay the approval of a course request. This is especially true for the following:
- New Course Request: State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university.
- Course Change Request: Purpose of the proposed change
- Flexibly Scheduled Course Request: Hours of out-of-class preparation and total class meeting hours

CURRICULUM PORTAL REQUESTS

Requests for new courses, course change requests, and one-time offerings are submitted through the university's Curriculum Portal (curriculum.osu.edu). To obtain initiator or approver access to the Curriculum Portal, contact the staff member who supports the Vice Provost for Academic Programs in the Office of Academic Affairs.

When submitting a request, the initiator should complete the online form with as much information as possible. Fields denoted with an asterisk are required. It is also required to upload a course syllabus for each request and, if deemed necessary, concurrence documentation (see Section X and Section X for syllabus and concurrence standards, respectively). Additional information may be requested by the college curricular body.

Descriptions of the fields in the Curriculum Portal can be found on the following ASSIST page:

<https://assist.ocio.osu.edu/assistCurriculum/index.html>

Once the request is submitted by the initiator, it will follow an approval workflow that ends with the Office of the University Registrar adding or updating the course in the Student Information System (SIS). Typical approval workflow for a non-GE course can be found in Flowchart #13.

If a course has a special designation such as Honors or Service Learning, additional review will occur by the appropriate body as discussed in sections below.

CONTINGENT COURSE REQUESTS

Do not submit to OAA course requests that are contingent upon the approval of other course requests or curricular requests until all other approvals are in order. If a course request is contingent upon approval of a proposal that is under CAA review, it should be held at the college until CAA has approved the proposal.

COURSE SYLLABI

The following represent best practice of the kinds of information students need to know about the courses in which they are enrolled. Please refer to <https://ugeducation.osu.edu/faculty-and-staff-resources> for updated information regarding syllabi at the university.

The Council on Academic Affairs (CAA) identifies a complete syllabus as a matter of academic responsibility, rather than one that infringes upon academic freedom.

The following list of syllabus components is presented for guidance to those faculty members proposing new courses in order to help the proposal move through the approval process. Language in boxes represents boilerplate language that can be adopted for any syllabus.

All syllabi submitted with new course and flexibly scheduled/off-campus/workshop requests must include the following information. Course change requests with content revisions must also include a syllabus with this information.

A recommended template for course syllabi approved by CAA is presented on Pages 83-85. The template includes all of the information CAA identifies as necessary for a complete syllabus. However, the template does not need to be strictly followed, as long as all of the relevant components are included and made available to students.

1. Information about the course and instructor (or placeholder information)
 - A. Course
 - i. Current year and semester
 - ii. Name and number of course
 - iii. Meeting time (with days of the week)
 - iv. Location
 - v. Credit hours for the course
 - B. Instructor and teaching assistants if applicable
 - i. Name
 - ii. Department/School
 - iii. Phone number and email address
 - iv. Location of office
 - v. Office hours
2. Clear statement of learning goals and objectives: This section must contain a statement of learning goals expressed as learning outcomes—what students will be expected to know at the end of the course—rather than what the instructor plans to do.
3. GE courses: The Faculty of the Arts and Sciences requires that the syllabi for all GE courses contain specific information about how the course satisfies GE requirements. Additional information can be found in the Arts and Sciences Curriculum and Operations Manual: https://ascas.osu.edu/sites/default/files/ASC_Curriculum_and_Assessment_Operations_Manual.pdf

- A. GE category or categories fulfilled (e.g. Foundation course in Historical and Cultural Ideas or Theme course in Citizenship for a Just and Diverse World)
 - B. GE learning goals and objectives boilerplate language pertaining to the appropriate area(s)
 - C. Statement that explains how the course will satisfy the stated learning goals and objectives for the category of the GE to which the course is applying
4. Description of means/activities for approaching course goals: Possible activities include lecture, discussions with active participation, problem-solving groups, field trips, guest lecturers, assignments, audio-visual materials, Carmen or other distance-learning websites (provide the web address and log-in instructions for any website required in the course).
 5. Course description: A brief text summary of what the course is and what it is intended to accomplish.
 6. Prerequisites for the course: This information is useful for students considering enrollment in a course and for transferring the course credit to another institution.
 7. Required and optional course materials: List all required texts, course packets, reading assignments, and other materials required for the course. Clearly indicate any resources and materials that are supplemental but not required. Also include information on where students can obtain these materials.
 - A. If resources with supplemental access codes or materials are used, state as clearly as possible what those supplemental materials are, where to find/use them, and what additional costs the student will incur to use them.
 8. Assignments and examinations: Include information about all homework and other assignments, papers, examinations, projects. Designations should be made on any graded assignment whether the work must be independent, whether collaboration between students is optional, or if collaboration between students is required.
 9. Grading criteria:
 - A. Components of final grade
 - B. Weighting of various grades
 - C. Relationship of participation and attendance to final grade – define expectations for participation and attendance
 - D. Grading scale to be used in the course
 10. Absence and Makeup Policy: care should be paid to be respectful of religious observances for the student populations
 - A. Late submissions policy on assignments and makeup exams
 11. Instructor feedback and response expectations: This intended to provide information to student about the instructors' availability/accessibility outside of the conventional course meeting space(s). Define when the students can expect to:
 - A. Receive feedback/grades on assignments and exams.
 - B. How the course will use Carmen
 - i. When course materials will be made available

- ii. How quizzes/assessments on Carmen will be graded and when feedback will be available
 - iii. When the instructors will post/review/interact with Discussion Boards
 - C. When the student can expect to receive responses to emails during the work week, on weekends, and during holidays
- 12. Copyright: if needed.
- 13. University policies:
 - A. The following are categories for which statements are required and represent rules to which the instructor and student must adhere:
 - i. Academic misconduct: Include the Committee on Academic Misconduct statement on academic integrity, or similar statement.
 - ii. Student conduct policy
 - iii. Disability accommodations: recommended to be presented in 16-pt font. The current statement can be found at:
<https://slds.osu.edu/faculty-staff/syllabus-statement/>
 - iv. Sexual harassment
 - v. University closure
 - vi. Escort accommodations
 - vii. Other policies: Include other policies that are relevant to the course. These may include how to request an extension, reporting illness, and cell phone use.
- 14. Schedule: At a minimum the class-by-class schedule must include the following
 - A. Dates with corresponding sequence of class topics, including the preparations that are required and suggested
 - B. Due dates for assignments
 - C. Exam dates
 - D. Holidays or other dates when the class will not convene



THE OHIO STATE UNIVERSITY

Department / Course Number
Course Title
Term
Credit Hours

Instructor:

Name
 Department
 Office Location:
 Phone Number:
 Email:
 Office Hours:

Course

Coordinator/Administrator

: (If applicable)
 Name
 Department
 Office Location:
 Phone Number:
 Email:
 Office Hours:

Teaching Associates:

Class Meeting Schedule:

Element 1: Days, Times, Location
 Element 2: Days, Times, Location (if applicable)

Course Materials / Software:

Required:
 Recommended:

Course Description:

Prerequisites:

GE Goals & Objectives: (if applicable)

A statement that explains how the course will satisfy the stated Expected GE Learning Outcomes (if applicable)

Course Learning Outcomes:

Grading and Evaluation:

Graded assignments may come in three forms, and students should note the expectations for each in the descriptions of our class assignments below.

- Independent Work** (☐): Strictly non-collaborative, original-individual work. You may discuss this assignment only with your instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.



Assignment Name	Points / Weight	Assignment Type
		□ □ 🗨️
		□ □ 🗨️
		□ □ 🗨️
		□ □ 🗨️
TOTAL COURSE POINTS		

Course Assignments:

- Descriptions for assignment or category of assignments, including expectations about individual vs. collaborative work, relative weight toward the course grade, and information about the length and format of all papers.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	E
100 - %										- 0%

Course Schedule

Week #	Dates	Topic	Readings	Assignm
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
Finals	Insert Final Exam Day and Time			

Attendance / Participation Expectations:

Absence and Makeup Policy:

Late Assignment Submissions:

Instructor Feedback and Response Expectations:

- Email Response
- Graded Materials Return
- Discussion Board Response Times

Copyright:

©

University Policies: *Insert link to secondary syllabus with statements for SLDS, Academic Integrity, etc.

SYLLABUS FOR A DISTANCE LEARNING (DL) COURSE

Syllabi for DL courses have unique requirements in order to meet the standards of the university's accrediting bodies. Explicit academic integrity statements specific to DL courses need to be included, as do indications that the student will have scheduled opportunities to engage directly with the instructor (to differentiate the DL course from a correspondence course for which OSU is not approved), weekly activities to encourage and enable monitoring of student engagement, and clear expectations for the students for their direct and indirect hours of instruction in order to meet ODHE's credit hour requirements.

A DL course syllabus template can be found at the course design tools website from the Office of Distance Education and eLearning (ODEE):

<https://odee.osu.edu/plan-your-course>

GROUP STUDIES (X194) REQUEST

A Group Studies Request should be used to request a new or previously-offered group studies course. Care should be taken to ensure that a group studies course does not encroach upon material being taught in established courses. The request is for a single semester of offering, and the course is not permanently added as with a New Course Request. Regular course numbers should be sought for group studies courses taught three times with success.

For each X194 topic an academic unit wishes to offer in any given semester, an X194 request form must be on file with the Office of Academic Affairs with the proper approval. Group Studies requests must complete the approval process before a call number can be released by the Scheduling Office.

STUDY TOURS (X798)

The Study Tour Request form is used to request a course to be taught off campus either in the United States or abroad at a great enough distance from the campus offering the course to prevent commuting. This form along with supporting documentation, i.e., an academic and administrative plan, must be submitted at least three semesters prior to the semester of offering and must flow through the normal approval process, including department, college, Graduate School (if the study tour is to carry graduate credit) and the Office of Academic Affairs. In addition, requests for overseas study tours are reviewed by the Office of International Affairs for evaluation of the administrative portion of the plan. Study Tours are approved for a single semester of offering.

The study tour must be functionally related to the subject of the intensive study and travel to the off-campus location must be a necessary component in meeting the course objectives. For study tours approved for graduate credit, supervision by some graduate studies committee is required. As with other 6000-level courses, graduate studies committees are responsible for the content and the instructional staff.

The academic portion of the plan (B.4 and 5 on the Study Tour Request Form) is much the same as the course syllabus for regular on-campus courses. Specific components of the academic portion of the plan include the following.

1. Rationale for the study tour
2. Student learning outcomes and/or course objectives
3. Topical outline and percent of time spent on each topic

4. Method of instruction with explanations of any special instructional requirements
5. Course requirements
6. Methods of examination and percent of the final grade each method constitutes
7. Text books and/or reading lists with explanation of how library resources will be provided while away from campus
8. Admission requirements and procedures
9. Orientation and debriefing sessions
10. Method of dealing with language barrier

The administrative portion of the plan (B.6 on the Study Tour Form) must address the following areas.

1. Arrangements for travel
2. Student housing and meals
3. Off-campus course facilities
4. Proposed extra-curricular activities
5. Contingency plans including those for medical emergencies
6. Detailed budget

The budget should provide a breakdown of the costs of the study tour, the cost per individual student, proposed arrangements for handling deposits of student payments, procedures for disbursements of expenses, and any arrangements with travel agencies, including discounts, rebates or other incentives available to the study tour leader.

Responsibility for management of tours resides with the instructor and home department. Normal university accounting procedures are required in handling financial aspects of study tours, namely:

1. All purchases should be made through the Purchasing Department using the guidelines set forth by that Office.
2. An FAS account should be established by the home department for each study tour, via an Ohio State Request for New Account form. The account should be a designated account (315XXX). The home department is responsible for monitoring this account, and must provide funding for any deficit incurred.
3. Student payments should be deposited to the above FAS account in a timely manner. A separate bank account should NOT be maintained.

Full documentation and reporting of expenditures to the Office of International Affairs is required within one month of return from an overseas study tour.

If the study tour plans are acceptable, final notice of approval will be provided by the Office of Academic Affairs no later than one month following submission of the completed request to the Graduate School (if applicable) and the Office of Academic Affairs. Study tour course requests must complete the full approval process before a call number can be released by the Scheduling Office. The Office of Academic Affairs will notify both the Scheduling Office and the academic unit when a course proposal has completed the approval process. Any publicity distributed prior to the approval of a study tour must indicate that the offering is contingent upon approval by appropriate university bodies.

STUDY AT A FOREIGN INSTITUTION (X797)

The omnibus course number X797 is available for use by all academic units to grant formal Ohio State credits and grades for up to 30 credit hours of study at an approved foreign institution of higher learning. Use of this course number is subject to the considerations and procedures outlined below.

Units wishing to list X797 under their offerings in the Course Offerings Bulletin must notify the Office of Academic Affairs in writing of their intention to utilize this course number.

Students interested in enrolling in X797 must first discuss this with an advisor in the Office of International Affairs; and then contact a regular Ohio State faculty member in each department where the student expects to receive credits and grades for work completed at a foreign institution, to discuss the course of study, credit hours, and specific Ohio State course credit prior to enrolling in the foreign institution.

Students enrolling in X797 will pay full Ohio State fees. An Ohio State student enrolling in a direct one-for-one exchange program, which includes a tuition exchange clause, will pay no fees at the foreign institution, and the foreign student will not pay academic fees to Ohio State. Ohio State students will be considered regular full-time students and will be eligible to receive financial aid and to enroll in the Ohio State student insurance program. Part-time Ohio State students may also use the X797 registration and pay part-time Ohio State fees. They will be considered as regular part-time students.

The university will then pay the student's fees at the foreign institution, up to the limit of Ohio State's tuition. Any fees in excess of Ohio State tuition and all travel expenses, room and board, and other incidental costs will be paid by the individual student in addition to Ohio State fees. Students will work with an advisor in the Office of International Affairs to handle these and other administrative details.

X797 will be available in all semesters (Summer, Autumn, and Spring). Enrollment in X797 requires OIA approval, as well as the approval of the student's academic department. X797 credit may be earned up to a maximum of 45 credit hours (the equivalent of three semesters of full-time study), with a maximum of 15 credit hours in a single semester. The Graduate School will continue to require a minimum of 36 credit hours completed on the Columbus campus for the Master's degree.

The Office of International Affairs is responsible for coordinating X797s. Students temporarily register for approved study programs under International Studies X797 while they are abroad. The Office of International Affairs receives rosters to track and coordinate student work. Individual departments are responsible for approving student "Study Plans" prior to foreign study, and for course and grade determinations upon the student's return.

In order for the X797 course number to be used, the following conditions must be met:

1. In cases where academic exchanges exist, the receiving foreign institution must have signed an agreement with The Ohio State University. The agreement must be approved by the provost.

Examples of such agreements are available in, and are administered by, the Office of International Affairs.

Students may enroll for X797 credit only on programs whose curricula have been approved at Ohio State. The current list of eligible programs is available in the Office of International Affairs.

Exceptions to this rule are permitted only with the approval of the student's advisor and the Office of International Affairs.

2. Students planning to enroll in courses at a foreign institution must file a Study Plan for X797 (see forms) at Ohio State prior to departure. Such a study plan may not be

filed ex post facto. A student with an approved Study Plan for X797 may register at Ohio State for up to 30 credit hours in one academic year using International Studies X797. A student must have written departmental approval to register for X797 credits. This approval implies the willingness of the appropriate department(s) to evaluate the student's performance in course work taken at the foreign institution on the basis of grades submitted by foreign instructors, papers submitted by the student, or competency examinations administered by Ohio State faculty members, or some combination of the above, and to assign an appropriate letter grade for work completed under the X797 registration. After the student returns to Ohio State, registration under International Studies X797 will be transferred to the appropriate departmental X797, or to a specific Ohio State course number.

3. In cases where a standard matrix of course equivalencies between the foreign institution and Ohio State has been authorized by a department, the Office of International Education will process the evaluation of the student's performance and submit the student's final grade to the Registrar with a copy of the notification to the department.
4. A copy of the student's approved Study Plan (see Forms at the end of the Handbook) must be on file in the student's college office before they register for International Studies X797. Copies of the approved Study Plan must be placed on file in the Office of International Affairs and in the Office of the Registrar, and in cases of graduate credit, in the Graduate School.

FLEXIBLY SCHEDULED/OFF-CAMPUS/WORKSHOP COURSE REQUEST

A Flexibly Scheduled/Off Campus/Workshop Course Request form should be used to request a workshop or course for a concentrated period of time (less than 15 weeks duration.) These requests are meant to be one-time offerings. In some instances, these courses may be taught off campus. Flexibly Scheduled/Off Campus/Workshop course requests must complete the full approval process before a call number can be released by the Scheduling Office.

Components of the request:

1. Describe the nature of and provisions made for the instructional experience indicating clearly arrangements made for off-campus activities, if any, and the rationale for a flexibly scheduled format.
2. List the topics to be covered in the course and the number of class periods to be spent on each topic.
3. Describe the methods to be used to evaluate student performance. Indicate the percent of the final grade each method constitutes. State the grading option (e.g., A-E, S/U, P).
4. List requirements for each level of credit when the course is offered for varying credit hours. See 3335-8-24 of the Rules of the University Faculty for guidelines on course credit.
5. List requirements for each group of students if the course is offered to different levels of students (e.g., undergraduate, graduate, professional).

HONORS EMBEDDED COURSES

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

An E student evaluation form should be used for all honors embedded courses, with the option to add questions specific to the college or unit offering the course:

<http://asccas.osu.edu/sites/asccas.osu.edu/files/pdf/honorsembedded.pdf>

The University Honors & Scholars Center will also elicit feedback on the effectiveness of these honors experiences from the faculty who teach them at the end of each semester.

REGISTRATION

Students should carry an Honors designation to qualify for enrollment in the embedded honors option, but non-honors students have the option of obtaining special permission to enroll.

Under the current student information system, E courses will have a suffix of "E" and student's transcript will have a translation of "honors embedded." Under the new student information system, courses will be designated as "E."

HE courses will have a separate call number from the regular course. A code to designate "Enrollment by permission only" will be listed for these sections as well, so that students cannot add the course without instructor approval.

Once approval for the E course is obtained, E will be listed as an option for the course in the online Registrar's Course Schedule.

Students will register for the E course at the time of registration. If they wish to drop the E part of the course (and transfer to the regular course), they will need to do so by the usual withdrawal deadline (end of third week of semester).

PROPOSAL COMPONENTS

1. A cover letter with a rationale for offering the E course.
2. A description of how the course will offer honors students enhanced student/faculty interaction.
3. A description of the enhanced expectations and experiences, which need to be more rigorous and enriching in ways that constitute honors content, and not simply additional work. Proposals should give the approximate number of additional hours expected of the student per week.

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

- A related research project
- A special in-class presentation

- Presenting at an out-of-class activity related to the course
- Developing a teaching tool related to the course or assisting a faculty member in course improvement/development
- An enhanced laboratory experience
- Differential assignments/learning experiences based on the honor student's honors program
- Interaction with other students pursuing the E option
- College-wide enrichment experiences, such as an open-forum debate on a topic related to curricula in the college, a field trip to a research facility or industry location, or a prominently known guest speaker sharing research.
- Delving more deeply into the methodology, structure, and/or theory, addressing more sophisticated questions; and satisfying more rigorous standards than are generally expected.
- A description of the grading. The student's grade should reflect all of the student's work in the course, including work done in common with other students, as well as work done for the honors element. An agreement on grading procedures needs to be established in advance of the beginning of the course.
- The syllabus for the regular course and the E addendum.
- Completed signature page:
<http://asccas.osu.edu/sites/asccas.osu.edu/files/pdf/honorsembedded.pdf>
- Note that a course change form is not required for E courses.

PROCESS FOR APPROVAL

Faculty should request approval of a course for the E option by submission of the proposal for departmental review (regional campuses – regional honors director as well), and college honors review. Proposals should then be submitted to the University Honors & Scholars Center one semester in advance of the offering. Approved proposals will be forwarded to the Office of Academic Affairs.

The colleges and the University Honors & Scholars Center will maintain a list of courses approved for embedded experiences in a manner accessible to both students and faculty, e.g., college and H&S web sites, honors handbooks.

Approval of a course for E experience does not obligate faculty to offer such an experience each time the course is offered.

College Honors Committees and the University Honors Faculty Advisory Committee will review these guidelines periodically.

MISCELLANEOUS

No more than two E courses will count for the six course honors/upper division/graduate-level course requirement over the first two years, with the exception of the regional campuses, where any combination of E and honors courses are permitted.

The University Honors & Scholars Center will report annually to the Council on Academic Affairs on E courses approved and offered, including number, enrollments, and student and faculty feedback.

HONORS VERSIONS OF EXISTING COURSES AND HONORS COURSES

Approval of the creation of Honors courses require adherence to the following principles when the course is created:

1. Limited enrollment to ensure opportunity for student participation and for faculty/staff interchange. The recommended limits are 25 for honors courses and versions of courses and 15 for honors seminars.
2. Participation of regular tenure-track or visiting Ohio State University faculty members to ensure expertise with subject matter, experience with teaching and research, a role model of the professional in the discipline, and personal consultation.
3. High expectations for student performance in writing, problem-solving, logical thought, analysis and synthesis, and oral presentation.
4. Content that will be more challenging than that offered in a similar course that does not carry the honors designation.
5. Methodology that fosters the growth of intellectual attitudes and skills through individual exploration of the topic, introduction to research methods, and seminar participation.
6. Syllabus that clearly presents goals and objectives, assignments, expectations of performance, time tables and deadlines, and basis for grading.
7. Grading that neither penalizes nor rewards the student because of their honors status. The grades in an honors course are not curved because the class is limited to those of high ability.
8. Work load and pace to maintain interest and self-esteem of able students.
9. Additional criteria may be established by the colleges.

PROCEDURES FOR APPROVAL

1. Proposals for honors courses and sections are initiated by academic units or by honors committees of colleges, schools, or campuses.
2. When proposing a new honors course, the requesting academic unit will complete the new course form and provide appropriate documentation.
3. When requesting an honors version of an existing course, the academic unit will prepare a course change form along with both the regular and the honors syllabi, student learning outcomes, and evaluation procedures.
4. Both types of requests must follow the regular curricular approval process and must include review by the appropriate honors committee. In the review of requests for an honors version of an existing course, the unit's curriculum committee may delegate its approval power to the unit's honors committee.
5. The Office of Academic Affairs will forward the requests to the University Honors Office for review.

SERVICE-LEARNING COURSES ("S" DESIGNATION)

Service-Learning courses are designed to enrich students' understanding of course content, broaden their appreciation of the discipline, and enhance development of civic responsibility. A service-learning

course uses experiential strategies characterized by student participation in an organized service activity, is connected to specific learning outcomes, meets identified community needs, and provides structured time for students to analyze and connect the service experience to learning. The successful completion of such a course will be noted on a student's transcript using the letter "S."

There are two types of Service-Learning courses: Non-GE Service-Learning courses and GE Service-Learning courses.

For instructions on how to submit non-GE Service-Learning courses, please consult with the Office of Service-Learning (<https://u.osu.edu/servicelearning/>). The Office of Service-Learning offers assistance for faculty interested in service-learning, including course design and development, technical assistance, grants, and detailed descriptions of the approval process. Once a course receives the "S" designation, the course will need to be taught with the service-learning component. (If an instructor wishes to offer an additional version of the course without service-learning content, they will need to create a separate non S-designated course in addition to the S-designated one.)

For instructions on how to submit GE Service-Learning courses, please see Section VII.B.13 of the College of Arts and Sciences Curriculum and Assessment Operations Manual:

https://asccas.osu.edu/sites/default/files/ASC_Curriculum_and_Assessment_Operations_Manual.pdf

Service-Learning course

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

ADDITION OF S-SUFFIX TO EXISTING COURSES

A course change form must be submitted according to existing procedures within the department/school and college. The course syllabus must be submitted to the Service-Learning Scholars Roundtable (SLSR) for advice and comment. SLSR response is attached to the course change documents.

PROPOSAL OF NEW COURSE WITH S-SUFFIX

The course must be proposed according to existing procedures within the department/school and college and, at the college level, is sent to the Service-Learning Scholars Roundtable (SLSR) for advice and comment. The Program Director of the SLSR will convene a committee of 5 university faculty/staff from among the roundtable and from areas appropriate to the content of the proposed course.

CHECKLIST FOR SERVICE-LEARNING COURSES

If the syllabus of course you are proposing does not include all of the following information, please attach a description of that information.

1. Statement of goals, expectations, and responsibilities
 - A. Faculty
 - B. Students
 - C. Community partner

2. Service activities students performed by students, developed in conjunction with the service partner
 - A. Connection with the academic content of the course
 - B. Statement on how service activities meet community partners' priorities
3. Statement on how students will be prepared for service
 - A. Description of the activity and goals and objectives and evaluation
 - B. Time and effort expectations
 - C. Cultural sensitivity
 - D. Training for the tasks involved in the service
 - E. Safety awareness
 - F. Introduction to the work of the community partner.
4. Statement on how students will connect course content and service
5. Evaluation of the course and achievement of project goals
6. Plan for sustainability of the faculty/community partnership with your department and with your community partner

EXAMINATION SCHEDULES

The deadline for requesting alternate or common midterm and final examination facilities is always three weeks prior to the opening day of the semester in which the alternate or common examination is to be given. The Scheduling Office will confirm the dates and times for alternate and common midterm and final examinations at least one week prior to the first day of the semester. The Scheduling Office will assign facilities available to requestors in the order in which the requests are received. Room assignments for alternate and common exams will also be made before the beginning of the term. All deviations from the official midterm and final examination schedule must be announced during the first week of classes. Therefore, the Scheduling Office will not accept requests for alternate and common midterm and final examinations after the deadline.

CONCURRENCES

If the content of a course includes, in substantive ways, topics and interests related to those in other units you will need to pursue Concurrence from those units. This can take the form of an email or letter from the Dean, Department Chair or Director, or curricular contact of the outside unit(s).

If an outside unit does not agree to Concurrence, the college curricular deans should be involved. If agreement cannot be reached between the colleges, the Office of Academic Affairs will convene the parties for an in-person discussion.

The University does have an established list of areas that always require Concurrence. Those topics are listed below.

ESTABLISHED CONSULTATIONS/CONCURRENCES NEEDED FOR COURSES IN SPECIFIC AREAS OF STUDY

[Computing and Computer Programming](#)

Any department or college proposing a new course that includes principles of computing and programming elements will be required to consult with the Department of Computer Science and Engineering to see if CSE has a course that will serve the purpose or can develop such a course. Such

courses will be approved only if it can be demonstrated that CSE has been fully consulted and that CSE cannot provide a suitable course.

Normally such courses outside of CSE, if approved, will be approved for a three-year period. After that time, they will be re-evaluated to see if CSE has developed an adequate substitute course. If CSE has developed an adequate substitute by that time, then the original course will be cancelled. If not, then the original course will become a permanent course.

Statistics

Any department or college proposing a new course that includes statistics and statistical methodology will be required to consult with the Department of Statistics to see if Statistics has a course that will serve the purpose or can develop such a course. Such courses will be approved only if it can be demonstrated that Statistics has been fully consulted and that Statistics cannot provide a suitable course.

Normally such courses outside of Statistics, if approved, will be approved for a three-year period. After that time, they will be reevaluated to see if Statistics has developed an adequate substitute. If Statistics has developed an adequate substitute by that time, then the original course will be cancelled. If not, then the original course will become a permanent course.

Leadership Development

Consult with the Office of Academic Affairs on any courses that include leadership and leadership development before submitting the course request electronically.

The Environment or Sustainability

Any department or college proposing a new course that includes the environment or sustainability will be required to consult with the following colleges:

- Biological Sciences
- Business
- Engineering
- Food, Agricultural, and Environmental Sciences
- Law
- Mathematical and Physical Sciences
- Public Health
- Social and Behavioral Sciences

Such courses will only be approved if it can be demonstrated that these units have been fully consulted. A consultation with the Sustainability Institute's leadership is also recommended.

CROSS-LISTED COURSES

Courses to be cross-listed among two or more cooperating academic units should meet satisfactorily the following criteria and procedures established by CAA:

1. Proposals for the cross-listing of courses must include the participation of two or more academic units in the conduct, evaluation, and planning of such courses, and the syllabi for such courses will clearly indicate the sections of the course to be taught by the individual cooperating academic units.
2. The courses to be cross-listed must have a clear and direct relationship to the program of several academic units involved.
3. II. The course description should contain a concise indication of the interdisciplinary nature of the course and its relationship to the work of each of the cooperating academic units.

4. IV. A cross-listed course may be withdrawn upon the recommendation of a coordinating committee established in I. above. Reference will need to be made to the same issues that established the cross-listing.

PREREQUISITES/COREQUISITES

A course **Prerequisite** is any requirement an academic department identifies as essential for a student to complete before taking a course.

A course **Corequisite** is a requirement that must be completed at the same time or prior to the course for which it is required.

A course **Exclusion** is any requirement that an academic department identifies as being prohibited for a student to achieve/complete before taking a course.

Prerequisites should be listed in the following order when in sequence: Home Academic Unit, Other Academic Unit(s), and General Requirements. Only use abbreviations consistent with Course Bulletin Listings/Subject Areas.

Examples:

Chemistry = Chem

Materials Science and Engineering = MatScEn Women's, Gender, and Sexuality Studies = WGSSt

Great care must be taken to punctuate and phrase prerequisites correctly to prevent misunderstanding of the requirements.

Prerequisites/corequisites/exclusions can most often be electronically enforced by SIS. If you have any questions about these, please contact the Office of the University Registrar.

PREREQUISITE FORMATTING RULES

Honors Courses (including Embedded)

Course requires enrollment in honors program (e.g., course being submitted is 1101H or 1101E).

Prereq: Honors standing.

Stated Specific

Course has prerequisite in same academic unit (e.g., submitted course has a prerequisite that also comes from course's native department).

Prereq: 1101.

Course has prerequisite in another academic unit (e.g., submitted course is a Chemistry course, and prerequisite is a Materials Science and Engineering course).

Prereq: MatScEn 1101.

Course has prerequisite from same academic unit and other academic unit (e.g., submitted course has prerequisites from the course's native department as well as other departments).

Prereq: 1101, MatScEn 1101, and Math 1150.

(*Example*) Course requiring enrollment in honors program and requiring course prerequisites. Prereq: Honors standing, and 1101, MatScEn 1101, and Math 1150.

Stated Variable

Course has prerequisite(s) from native academic unit. Prereq: 1101 or 1102.

Course has prerequisite(s) from another academic unit.

Prereq: MatScEn 1101 or 1102.

Prereq: MatScEn 1101 or 1102, and Math 1150 or 1151.

Note: Course numbers which follow a listed subject heading (e.g., MatScEn) are assumed to belong to that subject heading until a new subject heading is listed, at which time the course following the new subject heading belong to that department.

Course has prerequisite(s) from native academic unit and other academic unit(s).

Prereq: 1101, and MatScEn 1101 or 1102, and Math 1150 or 1151.

Concurrency

Course has corequisite that must be taken during same semester as the course being submitted. Concur: 1101.

Course has both prerequisite(s) and corequisite course(s) (i.e., courses that have both requirements that must have been met before taking the submitted course, as well as courses that must be taken concurrently during the same semester as the submitted course).

Prereq: 1101. Concur: MatScEn 1101.

Course has prerequisite(s) that may either be taken before the course being submitted is offered (prerequisite) or concurrently during the semester that the submitted course is offered (corequisite).

Prereq or concur: 1101 or MatScEn 1101.

(Example) A course that has strictly prerequisite and corequisite courses required, as well as prerequisites that may be taken either before or during the submitted course's semester of offering.

Prereq: 1101. Concur: MatScEn 1101. Prereq or concur: Math 1150 or 1151.

Cumulative Point Hour Ratio (CPHR)

Note: A cumulative point hour ratio is the cumulative GPA of all work performed at the University, regardless of department. This designation should be used in lieu of GPA when appropriate. Listings of GPA requirements should be reserved for GPAs within a program or a section of courses taken within a subject. Please see next section on GPA.

Course with a CPHR requirement.

Prereq: CPHR 2.0 or above.

(Example) Course with a course prerequisite as well as a CPHR requirement. Prereq: 1101, and CPHR 2.5 or above.

GPA

Note: Please see CPHR section for a note on difference between CPHR and GPA.

1. Course with a GPA requirement within major. Prereq: GPA 3.4 or above in Chem major.
2. Course with a GPA requirement within a subject. Prereq: GPA 3.4 or above in all MatScEn courses.

(*Example*) Course with a course prerequisite, and a CPHR prerequisite, and a GPA requirement within major coursework.

Prereq: MatScEn 1101 (101) or 1102 (102), and CPHR 2.0 or above, and GPA 3.4 or above in all major coursework.

Credit Hour Requirements

Course requiring a certain number of credit hours previously taken in a subject (assumption is that credit hours listed are *semester* credit hours).

Example: Prereq: 15 cr hrs in English.

Complex Example

Course with a course prerequisite, and a CPHR requirement, and a GPA requirement, and a credit hour requirement.

Prereq: English 1110.01 or 1102.01, and CPHR 2.0 or above, and GPA 3.4 or above in English coursework, and 15 cr hrs in English.

Standing Enrollment Requirements

The authoritative abbreviations for academic standing are as follows: Freshman = Fresh

Sophomore = Soph Junior = Jr

Senior = Sr Graduate = Grad

Doctoral = Doct

First year standing in a Professional program, Example: 1st yr standing in DVM program. Second year standing (...)

Examples of courses with academic standing: requirements. Prereq: Soph standing.

Prereq: Jr or Sr standing.

Prereq: Jr standing or above.

Prereq: Soph standing or above in MatScEn.

Course with major or program enrollment standing requirements. Prereq: Enrollment in English major.

Prereq: Enrollment in DVM program.

(*Example*) Course with a course prerequisite, and a CPHR requirement, and a GPA requirement, and a credit hour requirement, and a standing requirement, and an enrollment requirement in a major.

Prereq: English 1110.01 (101.01) or 1102.01 (102.01), and CPHR 2.0 or above, and GPA 3.4 or above in English coursework, and 15 cr hrs in English, and Soph standing or above, and enrollment in English major.

“Other” Requirements

Note: This section is meant to contain any unique prerequisites that are not elaborated above. It does not require any specific formatting, except that these prerequisites be outlined in the clause AFTER any prerequisites presented above.

Prereq: Teaching certificate or teaching experience.

Prereq: A degree in Nursing and 3-5 years of experience in the field.

Permission Requirements

Course requiring permission of instructor or other individual, written or otherwise, before enrolling in submitted course.

Prereq: Permission of instructor.

Prereq: Permission of instructor or department. Prereq: Permission of department chairperson.

A Complex Example

The hypothetical course listed below requires enrollment in Honors program, has course prerequisite and corequisite requirements, requires a minimum CPHR and GPA, has a credit hour requirement, requires a particular level of standing or above, and has a unique requirement. However, all course prerequisites can be substituted by obtaining permission of department or instructor.

Prereq: 1101 (101) or 1102 (102), and MatScEn 1101 (101) or 1102 (102), and CPHR 2.0 or above, and GPA 3.4 or above in Chem coursework, and 15 cr hrs in Chem, and Jr standing or above, and membership in Chemistry Club; or permission of instructor. Concur: Math 1150 or 1151.

Exclusionary Clause

Course is restricted for students with credit for courses taken in the past. Formatting for equivalent semester courses remains as it is for prerequisite clauses. Example:

Not open to students with credit for 1101, 1102, MatScEn 1101, or Math 1151. Course containing both prerequisites and an exclusion.

Prereq: 1101 (101), and 15 cr hrs in Chem, and Soph standing or above. Not open to students with credit for Math 1150 or 1151.

COURSE NUMBERING SYSTEM

A Course Numbering System has been approved for Semesters.

<https://registrar.osu.edu/courses/index.asp>

Course Number	Description
1000—1099	<p>UG (Undergraduate) – Non-Credit Courses</p> <p>Non-credit courses for orientation, remedial, or other non-college-level experiences. These are courses in addition to a program's graduation requirements.</p>
1100—1999	<p>UG - Introductory Level Undergraduate Courses</p> <p>Basic courses providing undergraduate credit, but not to be counted toward a major or field of specialization in any department. Courses at this level are beginning courses, required or elective courses that may be prerequisite to other courses.</p>

2000—2999	<p>UG - Intermediate Level Undergraduate Courses</p> <p>Intermediate courses providing undergraduate credit and may be counted toward a major or field of specialization.</p>
3000—3999	<p>UG - Upper Level Undergraduate Courses</p> <p>Upper Level courses providing undergraduate credit that may be counted toward a major or field of specialization.</p>
4000—4999	<p>UG - Advanced Level Undergraduate Courses</p> <p>Advanced Level courses providing undergraduate credit that may be counted toward a major or field of specialization. Graduate students may enroll in and receive graduate credit for 4000-level courses outside their own graduate program.</p>
5000—5999	<p>UG and G (Graduate) - Dual Career Level Courses</p> <p>Courses that are regularly offered for both graduate credit and undergraduate credit. Advanced Level courses providing undergraduate credit that may be counted toward a major or field of specialization. Foundational coursework and research providing graduate or professional credit.</p>
6000—6999	<p>G - Foundational Level Graduate and Professional Courses</p> <p>Foundational courses and research providing graduate or professional credit.</p>
7000—7999	<p>G - Intermediate Level Graduate and Professional Courses</p> <p>Intermediate courses and research providing graduate or professional credit.</p>
8000—8999	<p>G - Advanced Level Graduate and Professional Courses</p> <p>Advanced courses and research providing graduate or professional credit.</p>

Suffixes

- **H** - Honors Course
- **E** - Honors Embedded Course
- **T** - ATI Course
- **S** - Service Learning Course

Special/Consistent Course Designations

- **X189** - Field Experience & Field Work
- **X191** - Internships
- **X193** - Individual Studies
- **X194** - Group Studies
- **X797** - Study at a Foreign Institution
- **X798** - Study Tours
- **7796 or 8796** - Curricular practical training
- **X998** – Research
- **7999** - Research for master’s thesis
- **8998** – Research for dissertation (pre-candidacy)
- **8999** – Research for dissertation (post-candidacy)
- **X78Y** - Research principles and techniques
- **X88Y** - Interdepartmental seminars
- **X89Y** - Colloquia, workshops, and special topics seminars
- **2367** - Second writing course (General Education)
- **2596, 3596, or 4596** - Multi-disciplinary undergraduate seminar
- **3597 or 4597** - Contemporary world/capstone course
- **X78Y** - Research Principles and Techniques
- **X88Y** - Interdepartmental Seminars
- **X89Y** - Colloquia, Workshops, & Special Topics Seminars
- **2367** - GE Second Writing Course
- **2596, 3596 or 4596** - Cross-disciplinary UG Seminar
- **3597 or 4597** - Contemporary World/Capstone Course

DETERMINING WHICH REQUEST TYPE OR FORM TO USE

Activity	Form to Use
Adding a course	New Course Request
Adding a course that has been withdrawn	New Course Request

Changing the Book 3 Listing or course number Or title level or credit hours or description or semester of offering or class time distribution or prerequisite or exclusion or limiting clause or repetition or general information clause	Course Change Request
Changing the course number	Course Change Request
Changing a generic number to a non-generic number	Course Change Request and Course Withdrawal Requests for decimals
Dividing one course into two or more courses with one course retaining the existing number and the other courses having new numbers	Course Change Request for existing course; New Course Requests for new courses
Withdrawing a course	Course Withdrawal Request
Dividing one course into two or more	Course Withdrawal Request for course not being retained and New Course Requests for new courses
Combining two or more courses into one course	Course Withdrawal Request for course(s) not being retained and Course Change Request for course being retained
Combining two or more courses into one course with number	Course Withdrawal Request for each existing course New Course Request for new course
Changing from letter grading to S/U grading	Course Change Request
Changing from S/U grading to letter grading	Course Change Request
Adding an honors version of an existing course	New Course Request
Adding an honors course	New Course Request

Offering a group studies topic	One Time Offering Request/Group Studies
Offering an off-campus course	One Time Offering Request /Off Campus
Offering a course whose scheduled deviates from the approved academic calendar	One Time Offering Request/Flexibly Scheduled
Offering a study tour	One Time Offering Request/Study Tour
Offering a workshop topic	One Time Offering Request/Workshop Request

COURSE REQUEST TERMS (CURRICULUM.OSU.EDU) AND DEFINITIONS

Academic Unit: Administrative home of course offerings, see Rules 3335-1-05, 3335-3-25 – 3335- 3-28, 3335-3-34, 3335-3-36.

Attachment Details: In curriculum.osu.edu, attachments of up to 10 MB each can be added to a Course Request to provide additional information.

Acceptable file types are:

- PDF
- Excel Word
- Image files (JPEG, GIF, etc.)
- Text and rich-text files

Uploaded File Information will appear in the Uploaded File Info box. It is suggested that you add a description to your file to easily identify it later. You must select the Attachment Type from the drop-down list.

Book 3 Listing/Registrar's Listing: Area of academic study; must be an academic unit, major, or language.

Circulating Form: Monthly document listing changes to existing courses, new courses, course withdrawals, limbo courses, CAA program approval.

Course: The unit of instruction or research through which the educational program of the University is offered to its students; see Faculty Rule 3335-8-01.

Course Bulletin

The following information from the Course Request will be displayed in the Course Bulletin: Course Bulletin Listing/Subject Area

- Level/Career
- Course Number/Catalog Course Title

Instruction Mode

Course Description Semester Credit Hours/Units

If applicable:

Grading Basis if not Letter Grade (i.e. Satisfactory/Unsatisfactory, Progress - S/U, Progress Letter)

Repeatable

Credit Available by Exam

Prerequisites/Corequisites

Exclusions

Cross-Listings

General Education course

Course Description: A Course Description is a series of coherent and grammatically correct phrases, in 250 characters or less, that state the major emphases of the course.

Course Goals/Objectives/Learning Outcomes: The knowledge, skills, and attitudes/perspectives to be attained by students at time of successful completion of course.

These should be stated to make clear what students will know, be able to do, or the perspective they will acquire in the course experience. The outcomes should align with but not necessarily be identical to any program learning outcomes the course is associated with (e.g., major, general education, graduate degree).

Departments are encouraged to work with their college's curricular associate dean for guidance on how to complete this section. For more information on developing course outcomes and other course design topics, contact the Michael V. Drake Institute for Teaching and Learning for consulting services, workshops, and recommended readings: <https://drakeinstitute.osu.edu/>.

Course Level: Indicates kind of instruction taking place in course—U = Undergraduate, G = Graduate, P = Professional, U G = Advanced Undergraduate and Graduate; see Faculty Rule 3335-8-05.

Course Number: Digit used to identify various offerings within a Book 3 listing—four digits for a regular number (1000) or six digits for a generic course with decimals (1000.02); may not be reused for a period of five years if changed to another number, withdrawn, or transferred to another Book 3 listing; assigned on basis of University Classification and Course Numbering System, see Faculty Rule 3335-8-05, and "Special Purpose Course Numbers."

Course Title: A brief, concise statement of content; may be no longer than two lines of 30 characters each; listed on student's transcript in 18 characters.

Credit Hours: The academic value assigned each course, determined on the basis of Faculty Rule 3335-8-24; only officially approved credit hours may be offered for a particular course; may be specific (3), varied (1-4), specific/varied (6, 12, or 18), or arranged (1-18, used for research courses); may vary for decimal subdivisions under the same generic number.

Cross-Listed Course: The course offering is available through two or more Course Bulletin Listing/Subject Areas.

Decimal Subdivisions: Offerings associated with general areas of academic concern closely related to one another but different enough to merit the assignment of subdivisions under a generic number; treated

as separate courses and require the same approval as courses without decimals; may carry semesters of offering, credit, description, etc.; student's permanent record will carry both the generic course number and decimal number for specific reference to the area of study. A course can either be a whole number, OR decimalized, but not both. For example, there cannot be "Math 1148" and "Math 1148.01" existing at the same time.

Distance Learning: If any portion of the formalized instruction is offered at a distance between the instructor and the student, the course is considered to have a distance learning component.

One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of two hours for every hour of formalized instruction. The instructor bears the primary responsibility for formalized instruction, which may be delivered in a variety of modes.

Distribution of Class Time: Setting in which learning activities take place; determined by course content and number of credit hours; all courses must have a class time distribution.

Exclusion Clause: States type of student not eligible to enroll in a course; course numbers listed in exclusion clauses as a result of number changes may be dropped after five years; examples: Not open to students with credit for Biology 1101 or 1102. Not open to students in revised MBA.

Flexibly Scheduled Course: Flexibly Scheduled Course Sections: Flexibly scheduled course sections are all course sections not meeting during the institution's regular academic term as well as all course sections meeting during the regular academic term offered in a substantially different manner than a fixed number of meeting times per week for all weeks of the term. Please see the link for guidelines about reporting flex courses:

<https://www.ohiohighered.org/node/1837>

The following types of instruction should not be reported as flexibly scheduled:

- student teaching,
- practicum or internships,
- course sections offered as part of a continuous module format where registration must be closed for all individual components of the module no later than the 15th calendar day of the traditional academic term, and
- course sections offered during an established regular academic term differing from the traditional institutional calendar. For example, all course sections associated with a specific program operating on a semester calendar at an institution that traditionally maintains a quarter calendar.

General Education course: Offering which may be used to meet part of the University General Education; not all GE courses are acceptable in all curricula; see Rule 3335-8-07.

For General Education information please see the ASCCAS site:

<http://asccas.osu.edu/curriculum/ge-information>

On the request form, please indicate the General Education (GE) topic(s) and/or sub-topic to which the course applies.

Beginning in Autumn 2021, a revised GE structure will be implemented, and all courses currently approved for GE status will need to be re-approved for inclusion in the Foundations of Themes.

For details on the revised GE starting in Autumn 2021, please see:

<https://oaa.osu.edu/general-education>

Length of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week

Limiting Clause: States type of student eligible to enroll in a course; examples: 1st or 2nd yr standing only. Open only to students in aviation-arts and sciences major.

Methods of Evaluation: Measuring tools used by instructor to determine level of student success.

Off Campus: A course is considered to be "off campus" if instruction is conducted at a location other than The Ohio State University's academic lands (main and regional campuses). The term 'academic lands' refers to facilities owned by the university or to which rent is directly allocated to the course. The term "off campus" does not apply to courses taught online.

Prerequisite: Level of preparation required of students entering a course or program.

Rationale: A brief statement explaining the need and purpose of a course.

Repetition Clause: States the total number of credit hours a particular course may be repeated for credit; if no repetition clause is listed, the course may not be repeated for credit, see Rule3335-8-28.

Semester(s) of Offering: Indicates that part of the university year in which the course will be taught (Su = Summer, Au = Autumn, Sp = Spring), see Rule 3335-8-35.

Signatures: Indication of action taken by various reviewing bodies.

Student Learning Outcomes: Knowledge, skills, etc. a student has attained at end of course. Also refer to course goals or learning objectives. (see Rule3335-8-19).

Subject/Classification of Instructional Program (CIP) Code: Codes are designed to reflect the content of individual courses. **CIP** stands for Classification of Instructional Programs, a federal coding system used to report enrollment to the Ohio Board of Regents and the National Center for Education Statistics.

The lookup link is to a search engine that allows the user to find Subject (CIP) codes based on keywords. Verify that the radio button is set to "Title & Description." It usually works best if you can reduce your search to a maximum of one or two words. You also may need to change the part of speech of the word (e.g., ecological to ecology). Once you have the list of one or more codes and their descriptions, choose the one that best fits the course. The corresponding six-digit number is the one to use on the form. If you need further assistance, please contact Michael Worth at worth.13@osu.edu.

Subsidy Level:

Assigning a subsidy level:

Undergraduate Levels

"V" Developmental: this course is below college level.

"G" General Studies: this course is primarily for service in fulfilling a GenEd requirement.

"B" Baccalaureate: this course is designed to fulfill undergraduate major requirements.

"T" Technical: this course is part of an associate degree program (ATI only) and fulfills the technical portion of the curriculum as defined by the Ohio Board of Regents' program approval standards.

Graduate and Professional Levels



“M” Master's and “D” Doctoral: If your department offers doctoral degree programs, with the possible exception of any that are exclusively for master-level students like thesis research, the graduate courses are coded “D”. If the highest level degree program leads to a master’s degree, the graduate courses will be M. In the medical areas, unless a course is specifically for undergraduates, it should be treated like a graduate course and given a code of D.

“P” Professional: this course leads to a first professional degree offered by the college of law.

Syllabus: An outline of a course (see Pages 83-85 for an example).

COURSE APPROVAL PROCESS

The information below is also displayed in Flowchart #13 for schematic of the approval process.

1. Faculty member initiates request.
2. Academic unit curriculum committee reviews and evaluates requests; undergraduate and/or graduate studies committees review request.
3. College curriculum committee reviews and evaluates request (College reviews school requests on fiscal basis only).
4. Curriculum Committee of the Graduate Council (Graduate School, 250 University Hall, 230 North Oval Mall) reviews and evaluates all course requests involving graduate credit.
5. Office of Academic Affairs (Vice Provost for Academic Programs, 203 Bricker Hall, 190 North Oval Mall) reviews and evaluates request. All other changes are published on a monthly basis in the Circulating Form.
6. Request is approved.
7. Office of the University Registrar adds the course to the University’s Student Information System and course catalog.
8. Academic deans, directors, chairs, college and school secretaries review Circulating Form.

APPROVAL PROCESS FOR GENERAL EDUCATION COURSES

Please see Flowchart #14 for approval process for GE courses. Please note that, as of Summer 2020, the implementation plan for the revised GE (due to begin in Autumn 2021) has been endorsed by several colleges but is still under review by the remaining. Should all colleges endorse the implementation plan, Flowchart #14 will be revised to reflect the new approval workflow.

After the appropriate college curriculum committee(s) approves the proposed course, the course request should be submitted to the Arts and Sciences Curriculum and Assessment Office. The request will be vetted by an appropriate subcommittee of the A&S Committee on Curriculum and Instruction, which will determine if the proposed course meets the general education criteria (see for operations manual with submission guidelines and criteria).

https://ascas.osu.edu/sites/default/files/ASC_Curriculum_and_Assessment_Operations_Manual.pdf

When the course proposal has been approved as a general education offering, the proposal will be forwarded to the Office of Academic Affairs.

The continued approval and maintenance of GE course status will be the responsibility of the ASC Curriculum Committee.

SUBMISSION DEADLINES FOR COURSE REQUESTS

Master Schedule of Classes and Course Bulletin

Effective Term

The Effective Term describes the first term that this request (or change request) can be offered. If you feel there are compelling reasons why a new course or a course change needs to be implemented and the deadline for that has passed (as per below chart), please contact OAA.

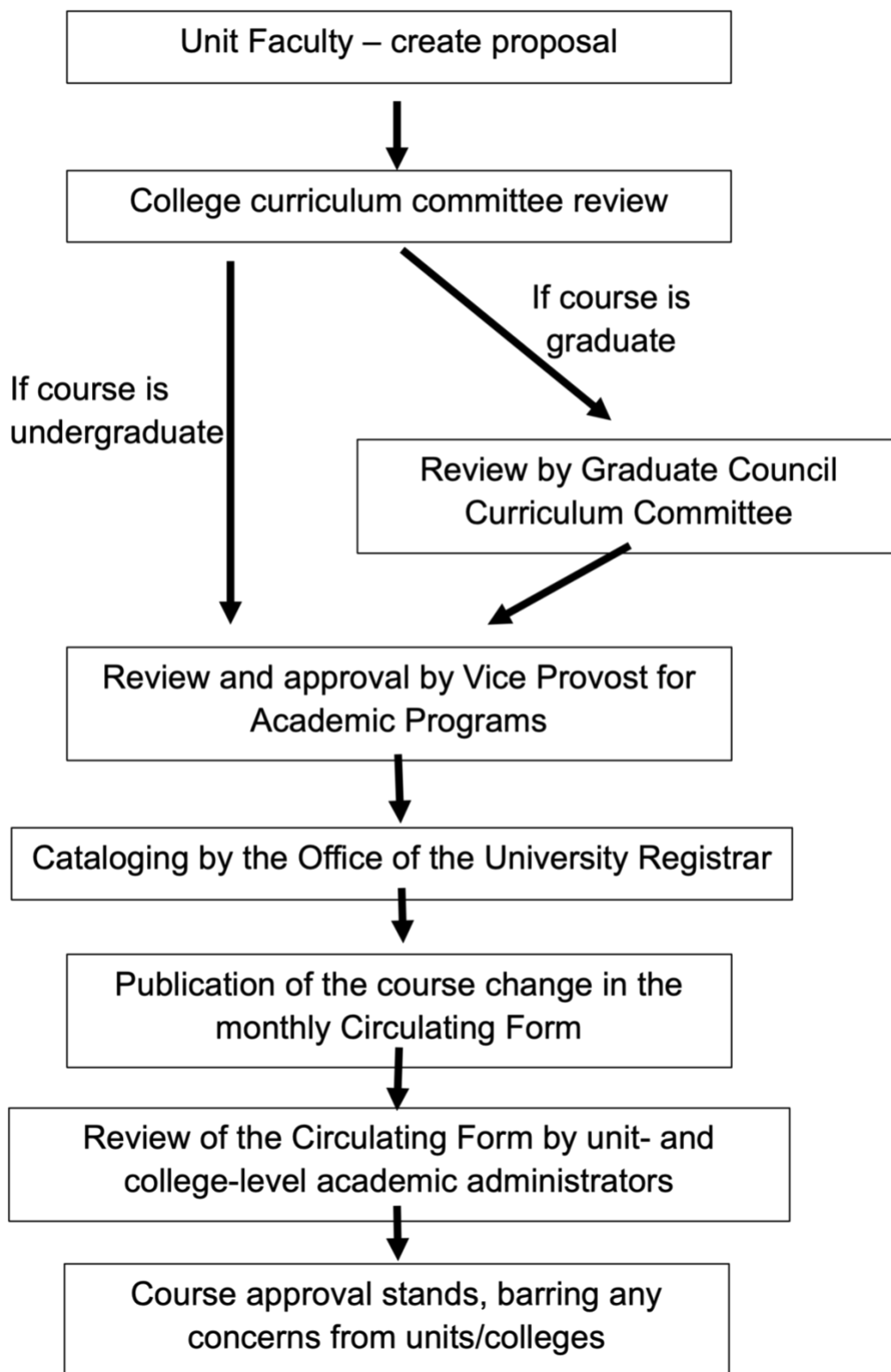
Course Submission Dates

Course change forms to be included in normal registration for upcoming term, to Registrar by:		*All other forms, to Registrar by:
Spring Semester	September 1	December 1
Summer Term	January 1	April 1
Autumn Semester	February 1	July 1

*Since registration begins shortly after the initial "course change forms" date, on-campus classroom assignments will increasingly be set and students actually enrolled in classes. Therefore, after that time, departments will need to assume responsibility for locating classroom space and for informing students of substantive changes to courses, including: significant course content changes, credit hours, grading basis, and the addition of new course requisites.

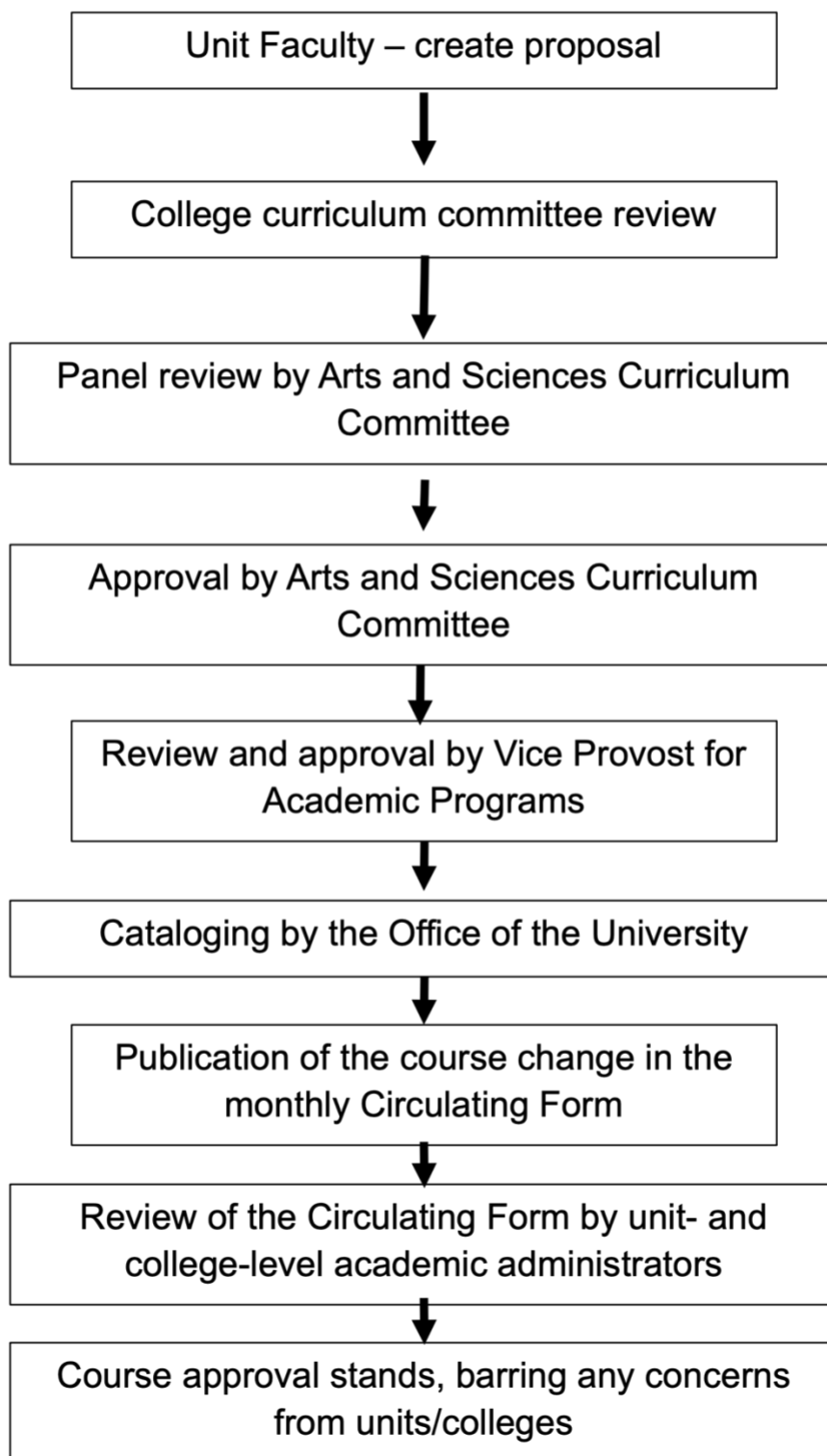
Flowchart #13

For approval of non-GE courses



Flowchart #14

For approval of General Education courses



Information that involves new courses, changes to existing courses, or course withdrawals, must be received by the Office of Academic Affairs by the following deadlines in order for the information to be reflected in the Master Schedule for the appropriate semester. These deadlines ensure that all students have the same opportunity to register for all of the courses offered in a given semester.

	New Course	Course Change	Group Studies	Student window opens
Summer	01/01	01/01	01/01	3rd Monday of February
Autumn	02/01	02/01	02/01	3rd Monday of March
Spring	09/01	09/01	09/01	3rd Monday of October

OAA will adjust the effective and offering deadlines to the next applicable semester for all courses received after the deadline

Delays in submission due department and/or college faculty review do not warrant an exception to the published deadline.

CIRCULATING FORM OF CHANGES TO EXISTING COURSES, NEW COURSES, AND COURSE WITHDRAWALS

The Circulating Form (<https://registrar.osu.edu/apps/circform/circform.asp>) is sent to all deans, directors, department chairs and college and school secretaries on a monthly basis after the course requests have moved through the usual approval process.

Objections and/or questions concerning course requests appearing on the Circulating Form should be directed to the Office of Academic Affairs and the requesting academic unit by the deadline stated on the form. The Office of Academic Affairs will inform the college secretary and request that the problem be worked out. If there is no resolution within a reasonable length of time, the secretary should inform the Office of Academic Affairs. At that time, the matter will be referred to a subcommittee of the Council on Academic Affairs. The recommendation of the subcommittee will be forwarded to the vice provost for academic programs for a final decision. Such decisions may be appealed to the executive vice president and provost.

The proposed changes will appear in the Circulating Form.

LIMBO, POLICY FOR COURSES NOT TAUGHT

It is important that the Master Schedule and Course Bulletin reflect actual curricula being taught at the university. To this end, the Office of Academic Affairs and the Office of the University Registrar will work annually with colleges on "limbo" courses. Course that have not been taught for three or more consecutive years should be placed in limbo. If placed in limbo, these courses will be removed from the Course Offering Bulletin, but not formally withdrawn. The Office of Academic Affairs will notify each dean and instructional unit of courses being placed in limbo.

Alternatively, the unit may request formal withdrawal of the courses. All requests for withdrawal shall follow the usual curricular approval procedures.

While a course is in "limbo" it may be offered for student scheduling by the appropriate instructional unit. If the offering is successful, i.e., the course is taught, notification to the Office of Academic Affairs will result

in reinstatement of the course to the Course Offering Bulletin. Courses in "limbo" that are offered, but not taught, will remain in "limbo". At the end of the course's fifth year in "limbo" the course will be automatically withdrawn. The dean and instructional unit will be notified of such action.

BOOK 3: LISTINGS AND ABBREVIATIONS

For the complete Subject Area/Course Bulletin listings including abbreviations see

http://registrar.osu.edu/transfer_credit/tcc_list.asp

Appendix A: Guidelines and Resources for Program Assessment

Guidelines

All programs must:

- have an assessment plan entered into Nuventive Improve that includes:
 - learning outcomes appropriate for the program level (e.g., undergraduate/graduate)
 - methods to assess each outcome
 - criteria appropriate for the program level to measure achievement of each outcome
 - timeline for assessing each outcome

Undergraduate and professional programs should consult with their respective college curricular dean(s) for college-specific requirements; graduate programs should consult with the curricular dean of the Graduate School.

Once approved, a program must:

- implement the plan
 - collect evidence of at least one outcome annually and all outcomes within three years
 - involve faculty in regular review of collected information
 - use outcomes information to inform actions to improve learning
- report annually in Nuventive Improve
 - update the plan as needed
 - provide summary level information of data collected and actions taken
 - provide a general summary of assessment activities in the program for the year

Details for developing a plan, entering it into the system, and creating reports may be found at:

<https://oaa.osu.edu/assessment>

Resources

Institutional Research and Planning (<https://oaa.osu.edu/irp>) may be contacted for access to and training for Nuventive Improve.

The University Institute for Teaching and Learning (<https://uitl.osu.edu/>) may be contacted for individual consultation on developing a plan.

Additional resources may be found under the resource section of the Office of Academic Affairs
Assessment Home site: <https://oaa.osu.edu/assessment>

Appendix B: Ohio Department of Higher Education Guidelines and Procedures for Academic Program Review

Directions for submitting a request for approval of undergraduate degrees/degree programs

University System of Ohio (USO) institutions requesting approval from the Chancellor of the Ohio Department of Higher Education to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit an Initial Inquiry to begin the review process. Questions about the Initial Inquiry or the proposal template may be submitted to Matt Exline, assistant director for program approval operations, at (614) 728-3095 or mexline@highered.ohio.gov. Once the initial inquiry is received, an institutional mentor will be assigned to the institution to assist in the development and review of the request.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a supplement or supplements (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). The institutional mentor will assist the institution in determining what forms are needed to complete the review the process.

If the request also requires the approval of the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC), or if the institution also intends to pursue programmatic/specialized accreditation for the request, the institution may submit materials prepared for HLC or the programmatic/specialized accrediting body in lieu of submitting this proposal and any applicable supplement forms.

If the institution is submitting a request for an educator preparation program, additional information will be requested to complete the review.

The institutional mentor will provide directions for submitting the request. Electronic submission of all review materials is preferred. The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a CD or "flash drive" and then mail the CD or flash drive to our office.

**REQUEST FOR APPROVAL
SUBMITTED BY:**

(Insert name of institution)

(Insert name of degree/program request)

(Insert date of submission)



REQUEST

Date of submission:

Name of institution:

Degree/degree program title:

Primary institutional contact for the request Name:

Title:

Phone number:

E-mail:

Delivery sites:

(List all sites where the proposed program will be delivered)

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors):

Proposed start date:

Institution's programs: *(e.g., associate, bachelor's, master's, doctorate)*

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure Yes/No

Endorsement Yes/No

SECTION 1: INTRODUCTION

1.1 Provide a brief summary of the request that will serve as an introduction for the reviewers.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

- Original date of accreditation:
- Date of last review:
- Date of next review:

2.2 Results of the last accreditation review

- Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.

2.3 Notification of appropriate agencies

- Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. Provide documentation of the notification as an appendix item.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

- Insert/describe the institution's mission statement.

3.2 Organizational structure

- Provide a copy of the institution's organizational chart as an appendix item.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

- Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.
- Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.
- Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

4.2 Program development

- Describe how the proposed program aligns with the institution's mission.
- Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.
- Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.
- Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

4.3 Collaboration with other Ohio institutions

- Indicate whether any USO institutions within a thirty-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.
- Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

- Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.
- Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of credit hours that can be transferred into the program. In your response, specifically address the credit that may be transferred
 - according to the Department of Higher Education' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT2) initiatives; and
 - other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

5.2 Student administrative services

- Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

5.3 Student academic services

- Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

SECTION 6: CURRICULUM

6.1 Introduction

- Provide a brief description of the proposed program as it would appear in the institution's catalog.

6.2 Program goals and objectives

- Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

6.3 Course offerings/descriptions

- Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.

Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT ² equivalent course	New/Existing Course
<i>e.g., MTH1130: College Algebra for Business</i>	<i>e.g., 4s</i>		X		X	<i>e.g., Existing</i>
<i>e.g., BUSFIN1200: Personal Finance</i>	<i>e.g., 3s</i>	X			X	<i>e.g., Existing</i>
<i>e.g., BUSADM1101.01: Business Administration Seminar: Scholars</i>	<i>e.g., 1s</i>			X		<i>e.g., New</i>

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items.**

6.4 Program sequence

- Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 1 Fall Semester</i>	Courses/Activities	<i>e.g., Year 1 Spring Semester</i>	Courses/Activities
	<i>BIO 145: Biology</i>		
	<i>BUS150: Intro to Management</i>		
	<i>PSY100: Intro to Psychology</i>		
	<i>MTH 130: Statistics</i>		
Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 2 Fall Semester</i>	Courses/Activities	<i>e.g., Year 2 Spring Semester</i>	Courses/Activities

Time period	Curriculum component	Time period	Curriculum component
-------------	----------------------	-------------	----------------------

e.g., Year 1 Fall Semester	Courses/Activities	e.g., Year 1 Spring Semester	Courses/Activities
	<i>BIO 145: Biology</i>		
	<i>BUS150: Intro to Management</i>		
	<i>PSY100: Intro to Psychology</i>		
	<i>MTH 130: Statistics</i>		
Time period	Curriculum component	Time period	Curriculum component
e.g., Year 2 Fall Semester	Courses/Activities	e.g., Year 2 Spring Semester	Courses/Activities

6.5 Alternative delivery options (please check all that apply):

- More than 50% of the program will be offered using a fully online delivery model
- More than 50% of the program will be offered using a hybrid/blended delivery model
- More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- an online course is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a hybrid/blended course is one that blends online and face-to-face delivery, with substantial content delivered online;
- a flexible or accelerated program includes courses that do not meet during the institution’s regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

6.6 Off-site program components (please check all that apply):

- Co-op/Internship/Externship
- Field Placement
- Student Teaching
- Clinical Practicum
- Other

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:

- Name of the unit/position responsible for directing assessment efforts;

- Description of any committees or groups that assist the unit;
- Description of the measurements used;
- Frequency of data collection;
- Frequency of data sharing; and
- How the results are used to inform the institution and the program

7.2 Measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:

- Name of the unit/position responsible for directing these efforts;
- Description of any committees or groups that assist the unit;
- Description of the measurements used;
- Frequency of data collection;
- Frequency of data sharing;
- How the results are used to inform the student as they progress through the program; and
- Initiatives used to track student success after program completion.

SECTION 8: FACULTY

8.1 Faculty appointment policies

- Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.
- Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).
- Describe the institution's load/overload policy for faculty teaching in the proposed program.
- Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the proposed program.

Full-time:

Less than full-time:

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

Full-time:

Less than full-time:

8.3 Expectations for professional development/scholarship

- Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations



for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

8.4 Faculty matrix

- Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member’s CV must be included as an appendix item.

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year at All Campus Locations
<i>e.g., John Smith</i>	<i>e.g., Professor, Assistant Professor, Adjunct Professor, Lecturer, etc.</i>	<i>FT or PT</i>	<i>e.g., M.S., Mathematics, ABC University, 1990</i>	<i>e.g., 6</i>		<i>e.g., MTH120: College Algebra MTH148: Analytic Geometry</i>	<i>e.g., 7</i>
<i>Open Position</i>	<i>e.g., Professor, Assistant Professor, Adjunct Professor, Lecturer, etc.</i>	<i>FT or PT</i>	<i>e.g., Master's in English required</i>	<i>e.g., 3 years minimum</i>		<i>e.g., ENG 100: English Composition I, English Composition II</i>	<i>e.g., 4</i>

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

- Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).
- Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).
- Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

9.2 Information literacy

- Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

- Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

10.2 Budget/financial planning

- Complete the table on the following page to describe the financial plan/budget for the first four years of program operation.

Academic Organization, Curriculum, and Assessment Handbook

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time				
Head-count part time				
Full Time Equivalent (FTE) enrollment				
II. Projected Program Income				
Tuition (paid by student or sponsor)				
Expected state subsidy				
Externally funded stipends, as applicable				
Other income (if applicable, describe in narrative section below)				
Total Projected Program Income				
III. Program Expenses				
New Personnel				
<ul style="list-style-type: none"> • Instruction (technical, professional and general education) <ul style="list-style-type: none"> Full ____ Part Time ____ • Non-instruction (indicate role(s) in narrative section below) <ul style="list-style-type: none"> Full Part time 				
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Scholarship/stipend support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				
Other expenses (if applicable, describe in narrative section below)				
Total Projected Expense				

APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

Results of recent accreditation reviews Course syllabi Organizational Chart Faculty CVs Faculty/student handbooks (or link) Current catalog (or link)

Other items as directed in the supplemental forms (if submitted)

Table with 2 columns: Appendix Name, Description. Multiple empty rows for data entry.

Commitment to Program Delivery

Provide a statement of the institution's intent to support the program and assurances that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

Verification and Signature

(Insert name of the institution) verifies that the information in the application is truthful and accurate.

Academic Organization, Curriculum, and Assessment Handbook

Signature of the Chief Presiding Officer or the Chief Academic Officer (Insert name and title of the chief presiding or chief academic officer)

Appendix C. Review and approval of Graduate Degree Programs

CCGS Guidelines and Procedures Ohio Department of Higher Education
CHANCELLOR'S COUNCIL ON GRADUATE STUDIES
Guidelines and Procedures for Review and approval
of
Graduate Degree Programs

https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/racgs/CCGS_Guidelines.pdf

Appendix D: Course and Program Templates

<https://curriculum.osu.edu>



Course Request

Request Status: NEW * Denotes Required Field

Course Term Information

Effective Term <https://assist-erp.osu.edu/assistCurriculum/effectiveTerm.html>: Choose

Semester/Term	Course change forms to be included in normal registration for upcoming term, to Registrar by:	*All other forms, to Registrar by:
Spring Semester	September 1	December 1
Summer Term	January 1	April 1
Autumn Semester	February 1	July 1

*Since registration begins shortly after the initial "course change forms" date, classroom assignments will increasingly be set and students actually enrolled in classes. Therefore, after that time departments will need to assume responsibility for locating classroom space and for informing students of substantive changes to courses, including significant course content changes, credit hours, grading basis, and the addition of new course requisites.

General Information

Course Bulletin Listing/Subject Area: Choose What displays in the Course Bulletin <https://assist-erp.osu.edu/assistCurriculum/cou>

Fiscal Unit/Academic Org: Choose

College/Academic Group: Choose

Level/Career (can select multiple):

To select multiple terms, hold the Ctrl or Cmd key and click.

Course Number/Catalog: - <https://assist-erp.osu.edu/assistCurriculum/number.html>

Course Title: (100 characters remaining)

Transcript Abbreviation: (18 characters remaining)

Course Description: (400 characters remaining) <https://assist-erp.osu.edu/assistCurriculum/description.html>

Semester Credit Hours/Units: Fixed Variable

Offering Information

Length of Course <https://assist-erp.osu.edu/assistCurriculum/length.html>: 14 Week 12 Week 8 Week 7 Week 6 Week 4 Week

Flexibly Scheduled Course <https://assist-erp.osu.edu/assistCurriculum/flexSchedule.html>: Never

Does any section of this course have a distance education component? <https://assist-erp.osu.edu/assistCurriculum/length.html>: No

erp.osu.edu/assistCurriculum/distance.html

Grading Basis

Letter Grade

Satisfactory/Unsatisfactory

Progress - S/U

Progress - Letter

Repeatable No ▾

Course Component

Clinical
Field Experience
Independent Study
Laboratory
Lecture
Recitation

Add >

< Remove

<< Remove All

Grade Roster Component [https://](#) Choose ▾

erp.osu.edu/assistCurriculum/graded.html

Credit Available by Exam No ▾

Off Campus [https://assist-](https://assist-erp.osu.edu/assistCurriculum/offCampus.html) Never ▾

erp.osu.edu/assistCurriculum/offCampus.html

Campus of Offering (check all that apply)

Columbus Marion Newark

Lima Mansfield Wooster (ATI)

Prerequisites and Exclusions

All courses listed will be assumed to be prerequisites unless otherwise specified. Please see the help text <https://assist-erp.osu.edu/assistCurriculum/prerequisites.html> for guidelines and examples.

Prerequisites/Corequisites <https://assist-erp.osu.edu/assistCurriculum/prerequisites.html>

500 characters remaining

Exclusions

500 characters remaining

Cross-Listings

Cross-Listings <https://assist-erp.osu.edu/assistCurriculum/cross.html>

250 characters remaining

Subject/CIP Code

Subject/CIP Code .

[erp.osu.edu/assistCurriculum/cip.html](https://assist-erp.osu.edu/assistCurriculum/cip.html)

[Subject/CIP Code lookup \(http://registrar.osu.edu/cip/cip.aspx\)](http://registrar.osu.edu/cip/cip.aspx)

Subsidy Level <https://assist-erp.osu.edu/assistCurriculum/subsidyLevel.html> Choose ▾

Use the above link to determine which level should be applied

Intended Rank (check all that apply)

Freshman Sophomore Junior Senior

Masters Doctoral Professional

Requirement/Elective Designation

Requirement/Elective Designation https://assist-erp.osu.edu/assistCurriculum/gen_ed_course.html

Required for this unit's degrees, majors, and/or minors

General Education course

The course is an elective (for this or other units) or is a service course for other units

Course Details

***** **?** Course goals or learning objectives/outcomes (knowledge, skills, and attitudes/perspectives) <https://assist-erp.osu.edu/assistCurriculum/goals.html>
to be attained by students at time of successful completion of course

250 characters remaining Add Remove

***** Content Topic List

250 characters remaining Add Remove

Attachments <https://assist-erp.osu.edu/assistCurriculum/attachments.html>

? A syllabus is a required attachment for all new course requests. For guidance on developing a syllabus, please visit the [University Center for the Advancement of Teaching \(http://ucat.osu.edu/teaching-topics/course-preparation/syllabus\)](http://ucat.osu.edu/teaching-topics/course-preparation/syllabus).

+ Add...

Comments

1000 characters remaining

Actions

Save For Later Save and Continue Do Not Save/Return to Home

***** **Denotes Required Field**

The Ohio State University

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Program Request

Request Status: NEW * Denotes Required Field

General Information

* Fiscal Unit/Academic Org:

* Administering College/Academic Group:

Co-administering College/Academic Group (can select multiple):

- Arts and Sciences
- Business
- Continuing Education
- Dentistry
- Education & Human Ecology
- Engineering

* Type of Program Request:

- New Program/Plan
- Significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses)
- Minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
- Deactivated (i.e., program to be held in abeyance for possible future use, but not to be converted at present time, no new admissions shall be possible until reactivated, include effective date of deactivation)
- Terminated (i.e., final step which permanently eliminates the program, no new admissions shall be possible, include effective date for termination)

Attachments (<https://assist-erp.osu.edu/assistCurriculum/programAttachments.html>)

Before leaving the College/Division queue, please ensure that only a maximum of three attachments appear, a single document is preferred:

- Letter from the College
- The Proposal, which includes the following *required* information and supplemental information found at http://caa.osu.edu/caa_proposalsubmission.html | http://caa.osu.edu/caa_proposalsubmission.html:
 - Letter from the Program-offering Unit
 - Program Rationale Statement and Executive Summary
 - List of Courses
 - Advising Sheet(s)

and if applicable:

- Transition Policy
- Pre-major Advising Sheet
- Co-administering Letter
- Support/Concurrence Letter(s)
- Additional Documentation for Ohio BOR Review

Comments

1000 characters remaining

Actions

* Denotes Required Field

The Ohio State University

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Appendix E: Alternative text for handbook flowcharts

[Flowchart 1](#)

The flowchart depicts the 8-step process to revise an undergraduate program, or to create an undergraduate major under existing degrees, minors or certificate programs.

Note: The flowchart includes a separate, shorter approval pathway at Step 4a for program revisions that are considered small scale, as explained on pages 26 and 27.

Step 1: Unit faculty creates proposal

Step 2: College curricular review

Step 3: Notification of CAA and vice provost for academic programs

Step 4a: If revision is considered small scale, provost's designee to the Council on Academic Affairs reports the revision as an informational item, and the revision is documented in the CAA annual report, concluding the process.

Step 4b: If revision is considered major, the proposal is assigned to CAA subcommittee. Step 5: CAA subcommittee review

Step 6: CAA review and vote

Step 7: Documentation in CAA annual report

Step 8: If proposal creates a new major or revises a program 50% or more, the proposal is sent to the Ohio Department of Higher Education for review and approval.

[Flowchart 2](#)

The flowchart depicts the 9-step process to create an undergraduate degree or to change the title of an existing undergraduate program.

Step 1: Unit faculty creates proposal

Step 2: College curricular review

Step 3: Delivery to OAA and assignment to CAA subcommittee

Step 4: CAA subcommittee review

Step 5: CAA review and vote

Step 6: Feedback solicited from Faculty Council

Step 7: University Senate review and vote

Step 8: Board of Trustees review and vote

Step 9: Ohio Department of Higher Education review and approval

[Flowchart 3](#)

The flowchart depicts the 7-step process to change an undergraduate program to online delivery, or to create an undergraduate online major, online minor or online certificate program.

Step 1: Unit faculty creates proposal in consultation with the Office of Distance Education and e-Learning (O.D.E.E.)

Step 2: College curricular review

Step 3: Completion of a Memorandum of Understanding with O.D.E.E.

Step 4: Delivery to OAA and assignment to CAA subcommittee

Step 5: CAA subcommittee review

Step 6: CAA review and vote

Step 7: Documentation in CAA annual report

[Flowchart 4](#)

The flowchart depicts the 10-step process to create a new undergraduate online degree.

Step 1: Unit faculty creates proposal in consultation with the Office of Distance Education and e-Learning (O.D.E.E.)

Step 2: College curricular review

Step 3: Completion of a Memorandum of Understanding with O.D.E.E.

Step 4: Delivery to OAA and assignment to CAA subcommittee

Step 5: CAA subcommittee review

Step 6: CAA review and vote

Step 7: Feedback solicited from Faculty Council

Step 8: University Senate review and vote

Step 9: Board of Trustees review and vote

Step 10: Ohio Department of Higher Education review and approval

[Flowchart 5](#)

The flowchart depicts the 8-step process to revise a graduate program by less than 50%, or to create a graduate major, minor, specialization, endorsement or certificate program.

Step 1: Unit faculty creates proposal

Step 2: College curricular review

Step 3: Delivery to OAA and Grad School and review by combined Graduate School/CAA subcommittee

Step 5: Graduate Council review and vote

Step 6: Assignment to and review by CAA Subcommittee D

Step 7: CAA review and vote

Step 8: Documentation in CAA annual report

[Flowchart 6](#)

The flowchart depicts the 10-step process to create a new graduate degree, to revise a graduate program by more than 50%, or to change the title of an existing graduate program.

Step 1: Unit faculty creates proposal

Step 2: College curricular review

Step 3: Delivery to OAA and Grad School and review by combined Graduate School/CAA subcommittee

Step 5: Graduate Council review

Step 6: Assignment to and review by CAA Subcommittee D

Step 7: CAA review and vote

Step 6: Feedback solicited from Faculty Council

Step 7: University Senate review and vote

Step 8: Board of Trustees review and vote

Step 9: Chancellor's Council on Graduate Studies review and approval

Step 10: Ohio Department of Higher Education review and approval

[Flowchart 7](#)

The flowchart depicts the 9-step process to revise online graduate programs, including change of delivery to online. The same process is used to create graduate online majors, online minors, online endorsements or online certificate programs.

Step 1: Unit faculty creates proposal in consultation with the Office of Distance Education and e-Learning (O.D.E.E)

Step 2: College curricular review

Step 3: Completion of a Memorandum of Understanding with O.D.E.E.

Step 4: Delivery to OAA and Grad School and review by combined Graduate School/CAA subcommittee

Step 5: Graduate Council review and vote

Step 6: Review by CAA Subcommittee D

Step 7: CAA review and vote

Step 8: Documentation in CAA annual report

Step 9: If program is being moved to 50% or more online, a change of delivery form must be submitted to the Chancellor's Council on Graduate Studies.

[Flowchart 8](#)

The flowchart depicts the 12-step process to create a new online graduate degree.

- Step 1: Unit faculty creates proposal in consultation with the Office of Distance Education and e-Learning (O.D.E.E)
- Step 2: College curricular review
- Step 3: Completion of a Memorandum of Understanding with O.D.E.E.
- Step 4: Delivery to OAA and Grad School and review by combined Graduate School/CAA subcommittee
- Step 5: Graduate Council review
- Step 6: Assignment to and review by CAA Subcommittee D
- Step 7: CAA review and vote
- Step 8: Feedback solicited from Faculty Council
- Step 9: University Senate review and vote
- Step 10: Board of Trustees review and vote
- Step 11: Chancellor's Council on Graduate Studies review and approval
- Step 12: Ohio Department of Higher Education review and approval

[Flowchart 9](#)

The flowchart depicts the 6-step process to create non-credit-bearing certificate programs, such as workforce development and professional/technical certifications.

- Step 1: Unit faculty creates proposal
- Step 2: College curricular review
- Step 3: Report of certificate program to vice provost for academic programs
- Step 4: Provost's designee to Council on Academic Affairs reports new program as an informational item
- Step 5: Program's creation is recorded in official CAA meeting minutes
- Step 6: Documentation in CAA annual report

[Flowchart 10](#)

The flowchart depicts the 7-step process to create online non-credit-bearing certificate programs, such as workforce development and professional/technical certifications.

- Step 1: Unit faculty creates proposal in consultation with the Office of Distance Education and e-Learning (O.D.E.E)
- Step 2: College curricular review
- Step 3: Completion of a Memorandum of Understanding with O.D.E.E.
- Step 4: Report of certificate program to vice provost for academic programs

Step 5: Provost's designee to Council on Academic Affairs reports new program as an informational item

Step 6: Program's creation is recorded in official CAA meeting minutes

Step 7: Documentation in CAA annual report

[Flowchart 11](#)

The flowchart depicts the process to create a new university center or institute. Note: At Step 4, the process takes a parallel path temporarily, with the proposal sent for review to a subcommittee of the Council on Academic Affairs and to the University Senate Fiscal Committee.

Step 1: Initial planning meeting with vice provost for academic programs and chair of CAA

Step 2: Unit faculty creates proposal

Step 3: Proposal delivered to OAA

Step 4a: Assignment to CAA subcommittee for review. Committee consists of CAA members and one University Research Council member.

Step 4b: Concurrent with CAA subcommittee review, proposal assigned to University Senate Fiscal Committee for review.

Step 5: CAA review and vote

Step 6: Feedback solicited from Faculty Council

Step 7: University Senate review and vote

Step 8: Board of Trustees review and vote

[Flowchart 12](#)

The flowchart depicts the 8-step process to create a new clinical/teaching/practice faculty track, or to expand the appointment cap.

Step 1: Unit faculty/administration create proposal

Step 2: Approval by majority of tenure track faculty in unit

Step 3: Approval by college dean

Step 4: Delivery to OAA and assignment to CAA subcommittee for review

Step 5: CAA review and vote

Step 6: Feedback solicited from Faculty Council

Step 7: University Senate review and vote

Step 8: Board of Trustees review and vote

[Flowchart 13](#)

The flowchart depicts the 8-step process to create a non-General Education course.

Step 1: Unit faculty create proposal

Step 2: College curriculum committee review

Step 3 (only if graduate course): Review by Graduate Council Curriculum Committee

Step 4: Review and approval by vice provost for academic programs

Step 5: Cataloging by Office of University Registrar

Step 6: Publication of course change in monthly Circulating Form

Step 7: Review of Circulating Form by unit- and college-level administrators

Step 8: Course approval stands, barring any concerns from units or colleges

[Flowchart 14](#)

The flowchart depicts the 9-step process to create a General Education course.

Step 1: Unit faculty create proposal

Step 2: College curriculum committee review

Step 3: Panel review by Arts and Sciences Curriculum Committee

Step 4: Approval by Arts and Sciences Curriculum Committee

Step 5: Review and approval by vice provost for academic programs

Step 6: Cataloging by Office of University Registrar

Step 7: Publication of course change in monthly Circulating Form

Step 8: Review of Circulating Form by unit- and college-level administrators

Step 9: Course approval stands, barring any concerns from units or colleges