

IV.B. Individual Course Requests

General Information

IMPORTANT DEADLINES: Information that involves new courses, changes to existing courses, or course withdrawals, must be received by the [Office of Academic Affairs](#) by the deadlines below in order for the information to be reflected in the *Master Schedule* for the appropriate quarter so that students may have timely information when they register for courses.

We recommend that proposals going through the Colleges of the Arts and Sciences curricular approval process be submitted (via the Electronic Course Approval System) in time to reach this office 8-10 weeks before the OAA deadlines below. For Group Studies and Flexibly Scheduled/Workshop requests, we recommend submitting proposals 1-2 weeks prior to the deadlines. Please keep in mind that curricular committees do not meet during the summer. We will do everything possible to make sure requests reach OAA on time.

OAA deadlines

Effective Date Quarter of Offering	New/Change/Withdrawal Requests to OAA	Group Studies/Flex Schedule Requests to OAA
Su Qtr.	February 15	March 15
Au Qtr.	February 15	March 15
Wi Qtr.	August 15	September 15
Sp Qtr.	November 15	December 15

(Based on OAA [Academic Organization and Curriculum Handbook](#), p. 63.)

ELECTRONIC COURSE APPROVAL: For all course requests, **PLEASE RESPOND TO ALL THE FIELDS ON THE COURSE REQUEST FORMS.** If you have a question about what a particular field requires, many fields in the ECA system have hyperlinks to helpful explanations and resources. If you are unable to find the information needed, please contact the ASC Curriculum and Assessment Office (292-7226, ascurofc@osu.edu). Submitting a complete form will help expedite the approval of a request because information will not have to be solicited and entered at a later stage.

Excerpt from OAA [Academic Organization and Curriculum Handbook](#), pp.44-45:

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: the value of the course, the quality and content of the course, and the capability of the academic unit to teach the course.

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.

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 aesthetic judgments; and/or attainment of perceptual and psychomotor skills in laboratories, clinics, studios, and gymnasias, as well as classrooms.

Relationship to other Courses/Curricula: Describe how the course relates to courses and curricula of other academic units. List academic units which may have an interest in or responsibility for portions of the course content. Append to the course form letters of support or concern, or a Departmental Course Review Concurrence Form for each unit.

Concurrences

Units initiating course requests are encouraged to seek concurrence from other departments and/or units that may have an interest in a course request before submitting a course. As a general rule, if another unit could be affected by, or might be interested in the proposed course, a concurrence form along with the proposed course materials should be sent to the chair or director of that unit. For example, if a department teaches a similar course or topic contained in the proposed course, concurrence should be sought from that unit. Also, if a new or changed course could affect enrollment patterns of students from other units (e.g., a credit hour increase for a course required by students from other departments), those units should be contacted for concurrence. Course requests will also be reviewed by the ASC Curriculum and Assessment Office as well as curricular committees, who may choose to request concurrence from other units. However, the approval process usually moves more quickly if a request is accompanied by concurrences. A concurrence form is embedded in the ECA course initiation screen.

Cross-Listing Courses

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. The syllabus for a cross-listed course must clearly indicate the sections of the course to be taught by the individual cooperating academic units. The courses to be cross-listed must have a clear and direct relationship to the program of the academic units involved. 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. When requesting to cross-list a course, please submit separate request forms from each unit with identical content (other than the department name and possibly number), and an identical syllabus which indicates the departments and course number(s) of the offering units. An identical course number for a cross-listing is ideal, but not necessary. Concurrences may be sought from units not involved in the cross-listing, but the cross-listing units need not provide additional letters of concurrence; the cross-listing itself stands as a concurrence.

Types of Course Requests

New Course Request (non-GEC)

The addition of a course that is new to the curricula of a unit requires a New Course Request form, a syllabus (or syllabus template document; see section IV.A), and possibly concurrences. If the course is intended to be a “Topics” course, please include at least two sample syllabi.

New Course Request (GEC)

Please refer to section V for detailed guidelines on the submission of courses for GEC status.

Course Change Request (non-GEC)

Course changes may occur over time to accommodate developments in a field of study, changes in personnel, and the developing curricular goals of a unit. Such changes may include, but are not limited to, the number, title, level, credit hours, description, content, structure, pre-requisites, or other special characteristics included in the Course Change Form. A change to an existing course requires a Course Change Form and usually a syllabus which reflects the requested changes. If the content of a course is being altered significantly, please include a current and a proposed syllabus (or syllabus template document; see section IV.A) for comparison purposes. The same holds true if a course is being changed to or from an honors course. Concurrences may be required.

Course Change Request (GEC)

If a proposer wishes to add or alter the GEC status of an existing course, please refer to section V for detailed guidelines on the submission of courses for GEC status. Other changes to a course (i.e., description) may also be part of such a course change request. Concurrences may be required.

Course Withdraw Request and Limbo

If a course no longer fits into the curriculum, it should be formally withdrawn. Please contact the Curriculum and Assessment Office for instructions on how to withdraw a course. To ensure that the Course Offerings Bulletin (Book 3) reflects actual curricula being taught at the university,

The Office of Academic Affairs will automatically place in 'limbo' all courses that have not been taught for three or more consecutive years (six years for courses offered in alternate years). These courses will be removed from the Course Offerings Bulletin, but not formally withdrawn. The Office of Academic Affairs will notify each dean and instructional unit of courses being placed in limbo. Alternatively, the unit may request formal withdrawal of the courses. All requests for withdrawal shall follow the usual curricular approval procedures.

While a course is in 'limbo' it may be offered by scheduling the course through the appropriate instructional unit. If the offering is successful, i.e., the course is taught, notification to the Office of Academic Affairs will result in reinstatement of the course to the Course Offering Bulletin. Courses in 'limbo' that are offered, but not taught, will remain in 'limbo.' At the end of the course's fifth year (tenth year for courses offered in alternate years) in 'limbo,' the course will be automatically withdrawn. The dean and instructional unit will be notified of such action. *Approved by the Council on Academic Affairs 1/4/84.* (OAA [Academic Organization and Curriculum Handbook](#), p. 64)

Honors Course

ASC units wishing to develop honors courses (new or honors versions of existing courses) or honors embedded courses should consult the [Colleges of the Arts and Sciences Honors Program](#) (<http://aschonors.osu.edu/main>) for further details. Please note that any proposals for ASC honors courses **must come to the ASC Curriculum and Assessment Office** after being approved by the divisional associate curricular deans.

Honors Course Flow:

1. Initiating Department/Unit
2. Divisional Approval Level
3. ASC Curriculum and Assessment Office
4. Honors Curriculum Committee
5. CCI Subcommittee (if GEC)
6. ASC Curriculum and Assessment Office for ASC Office of Executive Dean approval
7. OAA for final approval
8. Registrar for listing

Group Studies Request (X94)

Group Studies Requests are intended to pilot a course or offer a single course for a special purpose (such as a visiting scholar). A Group Studies Request Form is required to request a new or previously offered group studies course and should be accompanied by a syllabus. Care should be taken to ensure that a group studies course does not encroach upon material being taught in established courses. The request is for a single quarter of offering and the course is not permanently added to the Course Offering Bulletin as with a New Course Request. Regular course numbers should be sought for group studies courses taught **three** times with success. For each X94 topic an academic unit wishes to offer in any given quarter, an X94 request form must be submitted. If a unit does not already have the appropriate Group Studies level shell course as a listing, a New Course Request must be submitted to create the permanent number for the department/unit. Thereafter, Group Studies requests may be submitted using a Group Studies Form, which must complete the approval process before a call number can be released by the Scheduling Office. Group Studies Request numbers include 194, 294, 394, 494, 594, 694, 794, and 894. These requests are typically expedited by the ASC Curriculum and Assessment Office.

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 one term in 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. These requests are typically expedited by the ASC Curriculum and Assessment Office. Such requests must include the completed Flexibly Scheduled/Off Campus/Workshop Course Request form, a syllabus, and any additional rationale or details deemed appropriate by the proposer. Concurrences should be sought for such requests if appropriate.

Off Campus Field Experiences; (Foreign) Study Tours; Study at a Foreign Institution

These long-distance educational experiences require special documentation. Please see the OAA [Academic Organization and Curriculum Handbook](#) (pp. 45-51).

Freshman Seminar Course Request

Freshman Seminar Courses are designed to provide first-year students opportunities for contact with faculty in small group-discussion settings. They should offer an introduction to frontier areas of scholarly pursuit, allowing freshmen a glimpse of current topics of research and study, introduce students to unfamiliar academic areas, and provide insight into how faculty conduct scholarship in their disciplines. There are special procedures and guidelines for designing and requesting a Freshman Seminar (see Appendix 4.B for details).

Junior Seminar Course Request

Junior Seminar courses are designed to provide upper-level students the opportunity to explore current issues affecting our world with faculty in small group-discussion settings.

They should offer an introduction to areas of scholarly pursuit, allowing juniors to become familiar with the knowledge production in current topics of research and study as well as provide insight into how faculty pursue scholarship in their disciplines. There are special procedures and guidelines for designing and requesting a Junior Seminar (see Appendix 4.C for details).

Professional Pathways Course Request

Professional Pathways seminars are intended to provide undergraduate students the opportunity to study professional career paths and current professional issues including graduate and professional post-secondary educational opportunities, as well as a myriad of occupational options. Many academic units presently provide their majors with detailed information and preparation for post-graduation options. These seminars do not seek to duplicate those efforts but to provide a format for a broader group of students, including non-majors, to explore the wider professional issues and professional options within or across disciplines. There are special procedures and guidelines for designing and requesting Professional Pathways Courses (see Appendix 4.D for details).

Service Learning Course Request (“S” designation)

Service Learning courses are designed to enrich students’ understanding of course content, broaden their appreciation of the discipline, and enhance development of civic responsibility. A service learning course uses experiential strategies characterized by student participation in an organized service activity, is connected to specific learning outcomes, meets identified community needs, and provides structured time for students to analyze and connect the service experience to learning. Once a course receives the “S” designation, the option exists to offer the course in its service learning capacity when requested during scheduling of a particular section. The successful completion of such a course will be noted on a student’s transcript using the letter “S.” There are special procedures and guidelines for designing and requesting Service Learning Courses. The [Service Learning Initiative \(http://service-learning.osu.edu/faculty.php\)](http://service-learning.osu.edu/faculty.php) offers assistance for faculty interested in service learning, including course design and development, technical assistance, grants, and detailed descriptions of the approval process.

Undergraduate Research Course Request (699)

The Undergraduate Research Course (699) is designed to parallel the graduate level 999 research course and was created to acknowledge more clearly student participation in research on student transcripts (that is separate from the honors thesis distinction process), to highlight the role of undergraduate research from a curricular perspective, and to allow for more accurate assessment of the number of undergraduates engaged in research.

In order to ensure that the course will most effectively relate to research opportunities for your undergraduate population, the following are issues that your departmental curriculum committee should consider in advance of submitting the course request. Please include any pertinent information regarding the points below in a cover letter accompanying the New Course Request form.

- **Title.** The generic course calls for the course to be titled “Undergraduate Research in XXX.” Arts units may opt to use the title “Undergraduate Research and Creative Activities in XXX” to parallel language used in other settings.

- **Credit hours.** The generic course allows for variable credit hours of 1-15 credits. Do you wish to modify this? Would it benefit your students to have a “0” credit option? Do you want to limit the number of credits?
- **Repeatability.** What is the maximum number of credit hours students can take within this course number in your unit? The generic course suggests 15 hours; do you want to increase the repeatability?
- **Grading.** The generic course is graded S/U. Units wanting to use a letter grading scheme in their course will need to request this modification. Criteria for letter grading would need to be reflected in a syllabus for a particular offering.
- **Prerequisites.** The generic course requires instructor permission. Academic units may want to add additional coursework or may choose not to enforce the instructor permission.
- **Honors version.** Does your unit see a need for an honors version? If so, refer to pp. 14-15 for honors course request information.
- **Curricular framework.** How will this course apply towards major or minor requirements? Will only a limited number of credits count? Does your major limit the number of S/U courses that can count toward the major?

IV.C. Program Proposals

IV.C.1. Major Program Proposals

General Information

For a current list of [ASC majors](http://artsandsciences.osu.edu/students/majors_minors.cfm) please see:
http://artsandsciences.osu.edu/students/majors_minors.cfm.

Refer to Appendix 4.A for further information and templates for the creation of Interdisciplinary Programs (majors and minors).

The following guidelines are derived from the OAA [Academic Organization and Curriculum Handbook](#) (pp. 28-31). Where appropriate, additional clarifications and references have been added. Issues of unique or of particular importance to the Colleges of the Arts and Sciences have also been included.

These guidelines are intended to streamline the programmatic development/revision and approval process by making more transparent to departments the vetting guidelines used by the OAA Council on Academic Affairs. Consulting with your curricular associate dean early in the proposal development process will help ensure a more effective curricular approval process.

Timeline and Process

From the drafting of a proposal to its final approval often takes a substantial amount of time. This is determined to some extent by how quickly a proposal moves through the appropriate curricular channels. Timelines at the university level are determined by a number of factors, including the nature of a proposal’s content, whether or not the proposal includes all necessary sections and documentation, and work load of each of the university-wide committees and offices that it must pass through. The most successful proposals are well thought through and include all the required documents. Occasionally questions are raised and additional documents are