

DRAFT

V.11-04-2014

To be reviewed by the BCC, CC, Grad Council, Registrar's Office

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Registrar: Delivered to Larry Bulling 10-28-2014

**Materials linked from the November 24, 2014 Baccalaureate Core Committee agenda.**

NEW COURSE PROPOSAL FORM

Designator (drop down menu)

Requested Number

Slash and **Cross Listed Course** – 400/500 level course (if check box add a box to enter Designator and Number – warnings if course has been taught in the last 6 years)

**Comment [S1]:** When select need to add new liaisons; credit hours generation

Title (Maximum of 60 character)

**Catalog** Short Title (Max of 30 characters)

CIP Code (open field)

**Comment [S2]:** Completed by APAA

Originators information automatically populated

Have option to add additional originators

Interested parties (who gets informed once preprogram is approved) (optional field)

Requested effective term (drop down that only allows future terms based upon the registration date this is in /banner)

Actual effective term (will be entered by Academic Programs)

Number of Credits (open)

**Catalog** Course Description (Max 50 words)

**Syllabus**

- (required for at least one field, able to upload multiple syllabi or just allow one syllabus to make sure the most recent/revised version is what is attached)
- Is this course going to be a multi-section/multi-instructor course? (yes/no)
  -

**Comment [S3]:** Pop-up window link to bacc Core requirements page and link to syllabus check list

Justification for the course (open field)

Baccalaureate Core (yes, no – category options show if yes)

- Category options (select all that apply)
- **Learning Outcomes for the Course**

**Comment [DS4]:** Determine where should go in the form after built to see if works, some suggestion to be at end, some liked up front

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- **Bacc** Core learning outcomes (show when select a category)
  - WIC-specific questions will show up if WIC is selected
    - Describe how this course's content, activities, and assignments pertain to and help demonstrate student attainment to develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal writing.
    - Describe how this course's content, activities, and assignments pertain to and help demonstrate student attainment to develop and articulate content knowledge and critical thinking in the discipline through frequent practice of formal writing.
    - Describe how informal ungraded or minimally graded writing will be used to help students develop and articulate content knowledge and critical thinking in the discipline. Please do not just list "blog" or "discussion board" but describe the assignment/activity, how it develops the student, and how it relates to the discipline.
    - Describe how formal graded writing will be used to develop and articulate content knowledge and critical thinking in the discipline. Please do not just list "paper" or "report" but describe the assignment/activity, how it develops the student, and how it relates to the discipline.
    - Describe how this course will have students demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
    - Have them upload the word count document.
  - Bacc Core-specific questions will show up (similar to questions asked in Bacc Core review)
    - Describe how this course's content and activities connect with/relate to the Bacc Core Category Learning Outcomes.
    - Describe the assignments and grading method/measures used to assess the Bacc Core category learning outcome. Please do not just list "exam" or "paper" but describe the assignment/activity as well as how it is assessed/ graded specifically for achievement of this outcome. (Question after each outcome)
    - Describe the process by which you and/or the unit will track the attainment of the student learning outcomes for reporting in the Bacc Core Category Review

**Comment [DS5]:** Add open fields for lining up assessment and connections to outcomes; add the muse over info to link to back core and criteria; yes to WIC table

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- If this will be a multi-section course taught by different instructors (faculty or TAs), describe the process by which you will communicate about the course and share information about student learning.

Credit Hour Justification

Schedule type: (choose all that apply)

A	LECTURE - An academic discourse given by an instructor before a group.
B	DISCUSSION - Those sections associated with a lecture course that is used to facilitate consideration of a question or topic in open and informal debate.
C	RECITATION - A course requiring a public exhibition of acquired skills and knowledge.
D	LABORATORY - That part of a course set aside for experimentation, observation, or practice in a field of study. Lab fee is assessed.
E	SEMINAR - A course pursued by a small group of students under the direction of an instructor for the purpose of presenting and exchanging ideas or research findings via lectures, reports, and discussions.
F	INDEPENDENT OR SPECIAL STUDIES - A course of organized instruction or research determined solely by a student and his/her instructor.
FNL	FINAL – An Examination provided at the end of the course.
G	RESEARCH - A course through which students earn credit for a studious inquiry or examination aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of new facts or practical application of such new or revised theories or laws, and/or the collecting of information about a particular subject.
H	ACTIVITY - A course or educational procedure designed to stimulate learning via firsthand experience.
HYB	HYBRID - A hybrid course includes both regularly scheduled on-site classroom meetings, and significant online out-of-classroom components that replace regularly scheduled class meeting time.
I	EXPERIMENTAL - A course offered for a limited period of time for the purpose of trying out or testing a new procedure, idea, or activity
J	INTERNSHIP - An experiential course designed to provide on-the-job experience in an academic setting on or off campus, where students can earn academic credit.
K	STREAMING MEDIA – Streaming Media courses contain significant amounts of <i>required</i> content in video format, necessitating access to broadband Internet access. A video and/or audio data transmitted over a computer network for immediate playback rather than for file download and later (offline) playback. Examples of streaming video used in a course may include Internet radio, television broadcasts, and/or films.
M	PRACTICUM - A course designed for the preparation of teachers and clinicians that involve the practical application of previously studied theory under the supervision of a senior instructor.
MID	MIDTERM EXAM – An Examination held half way through the course.
N	READING AND CONFERENCE - A course focused on designated subject matter to be read by a student and discussed in conference with an instructor.
O	EXPERIENTIAL/COOPERATIVE EDUCATION (FIELD TRIPS) - A course relating to, derived from, or providing experience.

**Comment [S6]:** would have specific instructions on how to respond to this based upon credit hour definitions that we develop.

**Comment [S7]:** If select recitation, laboratory, or studio, will automatically populate Credit Range Field with "0 or # credits listed in Number of Credits field")

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P	PROGRAMMED INSTRUCTION - A course requiring a student's interaction with a predetermined set of instructions which are presented in a sequence of steps or segments.
Q	THESIS - A course designed to cover the thesis research and writing. Students may register for thesis credit each term.
R	STUDIO - A course incorporating practical experience where students receive individualized instruction and lectures in a studio setting.
S	PROJECT - A course with individualized instruction designed for students to complete an independent project of the students design.
U	EXTERNSHIP - An experiential course designed to provide on-the-job experience in an academic setting off campus, where students can earn academic credit.
V	EXAMINATION FOR CREDIT
W	WORKSHOP - A brief intensive course for a small group which emphasizes problem solving.
X	ONE-TIME EVENT
Y	WORLD WIDE WEB - A fully-developed course where the dominant medium tool is on the World Wide Web. Students spend a significant amount of time using Web in the areas of content, assessment, and interaction to the degree that the student must participate through the use of Web to complete course requirements. Although courses are not restricted to the OSU campus, some classes may require attending some classes on campus. If some sections of a course are taught as a Web course and other sections are not, then the course description will indicate that section 7xx is a Web course and the section title would begin with WWW/. Courses with all sections on Web will include the WWW/ in the main course title. <sup>24</sup> .
Z	MODULAR - See guidelines and policies on Modular Courses.

Is the course repeatable for credit: Yes or No

- If yes, maximum number of credits that can count towards graduation (open field)

Frequency of Offerings:

- What terms will the course be taught (select all relevant terms summer, fall winter, spring)
- Frequency (only one choice – every year, every even year, every odd year)

Grading Type: (choose only one)

- A-F (includes I, W, R, S/U)
- P/N

Campus location (choose all that apply)

- Corvallis
- Bend/Cascades
- Ecampus
- Hatfield Marine Science Center

**Comment [S8]:** Need a field for special topics courses that will take it on a different workflow

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- Eastern Oregon University
- Other (open)

Delivery

- Face-to-face
- Online
- Hybrid

Pre- and Co-Requisites

- Requisite course designator and number (multiple open ended fields with minimum grade field, enforced/unenforced button/corequisite /concurrent enrollment allowed buttons)
- Prerequisite test (drop down option) and minimum score

**Comment [DS9]:** Autopopulates, if select yes then new fields

Prerequisite relationships

- Multiple Required Courses (AND Courses):
- Student can Select From Prerequisite Options (OR Courses):
- Complex AND/OR Prerequisites [ e.g. (ST 351 or ST 411) AND (ST 352 or ST 412)]

**Comment [S10]:** Shows up if Pre-Co-Req selected

Indicate which academic unit will receive the student credit hour FTE credit

**Comment [DS11]:** Clarify this

Comments (open box)

Documents

- Additional documents

**WORKFLOW AND LIAISON NOTE: Triggered by cross list and requisites fields**

Required Liaisons

- Auto-populate
- Need to be able to add liaisons

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