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Process for Creating and Updating Curriculum

Creation of new curriculum, and changes or elimination of existing curriculum, must go through a review process established by the Faculty Senate. Additionally, new bachelor, master's, and doctoral degrees must go through additional state-level review after being approved by the Faculty Senate.

All proposals must be submitted through the Online Curriculum Management System (OCMS).

The curriculum management process is outlined in a [flowchart](#) on the [curriculum management website](#) and also described below.

School/College Review

Each school or college is expected to set-up a process for review of curricular proposals. Approvers for departments, programs, schools, and colleges need to be set-up in the OCMS. Current approval queues are available online.

OAA Curriculum Coordinator

After a Dean, or their proxy, approves a curricular proposal the OCMS routes it to the OAA Curriculum Coordinator. At this stage the Coordinator is checking for completeness of a proposal before routing it to the appropriate Faculty Senate Committees.

Faculty Senate Committees

Curricular proposals route to 1-3 Faculty Senate committees.

- Undergraduate-level proposals go to the Undergraduate Curriculum Committee (UCC) and Graduate-level proposals route to the Graduate Council (GC).

- Additionally, new program proposals are also reviewed by the Budget Committee (BC). This review is done at the same time as the reviews by UCC or GC.

All levels of review must be completed before proposals go to the Faculty Senate Steering Committee for review and inclusion on a Faculty Senate agenda.

Faculty Senate

Curricular proposals are generally included on the consent agenda. However, new program proposals will be discussed and voted on during a meeting. Additionally, there are procedures for requesting that individual items from the consent agenda be discussed, but this will need to occur before the end of roll call.

Additional Review for New Academic Programs

Once approved by the Faculty Senate, new bachelor, master's, and doctoral degrees are then sent forward to the PSU Board of Trustees for their review. Once they approve the proposal is then forwarded on to the statewide Provosts' Council, which is composed of academic provosts from all seven Oregon public universities. In 2004, the Oregon State Board of Higher Education charged the Provosts' Council with the review and recommendation of new academic programs and program changes. With the change from the Oregon State Board of Higher Education to the Higher Education Coordinating Commission, the Provosts' Council retained its responsibility to review and recommend new academic programs to the HECC.

The Higher Education Coordinating Commission (HECC) is a 14-member volunteer board responsible for advising the Legislature, the Governor, and the Oregon Education Investment Board on higher education policy. Its statutory authorities include, among others, "approving new academic programs in the public system." The HECC's statutory authority to approve new academic program replaces the authority of the Oregon State Board of Higher Education.

Once a program is approved by the HECC, PSU must then notify our accreditors, the Northwest Commission on Colleges and Universities

(NWCCU), of the new program. Once the NWCCU acknowledges the new program admission may begin.

The NWCCU must also be notified of new certificate programs even though those programs do not require approval beyond the Faculty Senate level.

External Review of New Graduate Level Academic Programs

Per the Higher Education Coordinating Commission, new graduate-level degree programs must follow [established guidelines](#) for completion of an external review.

When is the deadline?

New degree proposals must be approved by the Higher Education Coordinating Commission at their June meeting to begin in the fall term of that same year. All other proposals must be approved by the Faculty Senate at their June meeting to begin in the fall term of that same year.

When figuring out when to submit a proposal it is best to consider the full review process. Prompt responses to questions posed during each review stage will help proposals move efficiently through the process.

Additional information on the curricular proposal timeline is available on the [curriculum management website](#).

Who should submit proposal forms?

It is important that the person submitting a proposal is available throughout the review process. They will be the main point of contact for any questions and requests for edits.

Can I share my draft proposal with someone else?

If you are collaborating on a form, you may add people using the "Select Collaborator" button.

It is best to keep the number of collaborators small. Collaborators will have the same access as the person submitting the original proposal, including

submitting the proposal for review. Additionally, collaborators will receive notifications as the proposal moves through the review process.

It is possible to remove a collaborator once they no longer need access to the form, but this will need to be done manually.

It is important to reach out and confirm with a collaborator prior to adding them to a form. Collaborators do not receive an automatic notification that they have been added, but will see the draft proposal in their My Items.

Once selected, collaborators will be listed on the form.

Locking a form

If there are collaborators on a form, you will need to lock the form to be able to edit or submit the proposal.

When you have the proposal locked no other user may edit the proposal. When you are done with your edits make sure you have saved your work and then unlock the proposal so that others may edit.

Comparing versions

Select the "Compare Versions" button to open a view of the proposal that will highlight changes made between versions. You will not be able to edit in this view, but it is a quick way to determine what has changed.

Should I submit a course change or a new course proposal?

Course change proposals can be used to update course content, methods, and approaches to better reflect what is current in the field. A course change is appropriate if students should not be able to take the current course and the revised course separately and receive separate credit. Additionally, if the revised course continues to function as a prerequisite in the same manner as the current course. If these criteria are not met, a new course proposal should be submitted.

Where can I find resources on culturally responsive and inclusive curriculum?

The PSU Library maintains an [online guide for culturally responsive and inclusive curriculum](#). Additionally, there are resources on the [Accessibility website](#) on [Universal Design for Learning](#).

How do I write a course description?

A course description should tell the reader the content of the course. Keep in mind that course descriptions are used not only by students when selecting courses but by other Universities when evaluating transfer credits from PSU.

The description should be concise: The recommended length is 75 words including any information on expected preparation. To this end, sentence fragments rather than complete sentences may need to be used.

Course descriptions often begin with a verb and should not begin with a phrase such as "This course will." It is not best practice to include questions or abbreviations in the description.

What is required on a syllabus?

A syllabus is required for new course proposals and for major course changes. A syllabus must include the following sections:

- Prefix, number, and title
- Description
- Prerequisites and corequisites
- A [Disability Access Information Statement](#)
- A [statement](#) on the Instructor's obligation to report incidents of discrimination, sexual harassment, sexual assault, dating/domestic violence and stalking to the University Title IX Coordinator
- [Course objectives](#)
- Student learning outcomes
 - [The Institutional Assessment Council \(IAC\) website](#) provides information on writing learning outcomes.
- Outline of course content (i.e., major content topic with main subdivisions and approximate timetable/dates)
- Course requirements/student activities (e.g., exams, assignments, papers)

- Required texts (e.g., textbooks or sample reading list)
- Method of evaluation (calculation of course grade)

If the course is part of a [400/500 dual-level cross-listing](#) then distinctions in both coursework (e.g., course objectives and learning outcomes) and method of evaluation are required to be included in the syllabus.

Is there a syllabus template available if my department does not already have one?

[A syllabus template](#) is available on the Office of Academic Innovation (OAI) website.

Do I need to submit a syllabus with a course change proposal?

Current and revised syllabi are required if proposing more than a minor course change. (The current syllabus with track changes showing the revisions is also acceptable.) A change to credit hours constitutes a major course change. Additionally, syllabi should be provided if it is unclear from a title and/or description change that the course content remains substantially the same.

What are course objectives?

A course objective is written from an instructor's perspective. Some programs are required to distinguish course objectives for their accrediting body, however, if your program does not then inclusion of course objectives within the syllabus is optional.

If the course objectives are included, and the course is part of a 400/500 dual-level cross-listing, then distinctions in course objectives must be included in the syllabus.

What are learning outcomes?

Student learning outcomes are written from the student's perspective and are tied to the assessment of student learning. Learning outcomes are the specific measurable goals and results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive),

skills (behavioral), or attitudes (affective) that display evidence that learning has occurred, at a specified level of competency, as a result of a course or program. Learning outcomes are clear and assessable statements that define what a student is able to do at the completion of a course or program.

[The Institutional Assessment Council \(IAC\) website](#) provides information on writing learning outcomes.

Student learning outcomes must be listed on the course syllabus. Additionally, if the course is part of a [400/500 dual-level cross-listing](#) then distinctions in learning outcomes must be included in the syllabus.

What needs to be included in the curricular overlap section?

There are two areas of potential overlap that should be addressed: 1) shared subject matter with other courses within your department, and 2) shared subject matter with courses in other departments.

1) Address any overlap with other courses offered by your department. For example, why should there be two separate courses with overlapping content instead of a revision to the existing course? Describe whether alternate courses exist that could meet the goals of the proposed course.

2) Differentiate the proposed course from other departments' courses that cover similar content. Most curricular proposals require liaison with other academic units. The purpose of liaison is: To gather information and opinions concerning the propriety and quality of the proposal; to assure that students (including those outside of the department) are not adversely affected by the proposed course; and to reduce duplication of curriculum and enhance complementarity of curriculum within the university.

Feedback on overlap should be solicited from all campus units whose programs or students could be affected by the proposal and/or whose common subject matter pertains to the subject matter of the proposal.

Documentation, i.e., statements attributed to those who were contacted regarding the proposal is required (emails are acceptable).

Identifying potential overlap does not necessarily jeopardize a course proposal. The Undergraduate Curriculum Committee and Graduate Council ask that you familiarize yourself with the offerings of your own department

as well as the offerings of other departments with similar content so that we offer students opportunities to study topics within each discipline without creating unnecessary course duplication.

Please review the [joint statement on curricular overlap](#) for information on how review of this issue will be handled by the Undergraduate Curriculum Committee and the Graduate Council.

How do I complete the proposed catalog statement section in the program change form?

The existing catalog statement should be the foundation for this section. Use the strikethrough feature to identify deletions and the underline feature for additions. The existing catalog statement can be found in the most [current edition of the PSU Bulletin](#).

How much information do I need to include in the rationale section?

A detailed explanation in the rationale section will help reviewers understand the need for the new program, new course, or course change proposed. This section should be descriptive, and for program or course change proposals, include an explanation for each proposed change.

How do I track a proposal?

Once submitted for review a proposal can be tracked through the [Online Curriculum Management System \(OCMS\) Dashboard](#). Additionally, proposers will receive automated email notifications when their proposal moves to a new stage.

Additionally, there are resources available on the [OAA Curriculum Archive website](#) for proposals approved in previous years.

Who reviews curricular proposals?

This can vary depending on the structure of a school or college, but the general review stage is:

1. Department/program curriculum committee

2. Department/program chair
3. School/college curriculum committee
4. Dean
5. OAA Curriculum Coordinator
6. Undergraduate Curriculum Committee or Graduate Council
 - a. Additionally, all program proposals are reviewed by the Faculty Senate Budget committee
7. Faculty Senate Steering Committee
8. Faculty Senate

Once approved by the Faculty Senate new degree programs must also be reviewed by the PSU Board of Trustees, the Statewide Provosts Council, the Higher Education Coordinating Commission, and the Northwest Commission on Colleges and Universities. Additionally, new certificates and minors require NWCCU notification. New programs may not be advertised until all approvals are received.

What do the OCMS workflow stages mean?

Returned to Submitter

The proposal has been returned by a reviewer. The proposer will need to edit the proposal and then resubmit it for review; the proposal will be returned back to the stage it was at before it was returned to the submitter.

Approval Process Stage 1, 2, and 3

The organization of these levels varies by school and college. These levels of review include the department, school, and/or college curriculum committee chairs and the department chair or equivalent.

CLAS Academic Specialist

This role is specific to the College of Liberal Arts and Sciences and supports the college-level curriculum committee review.

Dean

Dean, Associate Dean, or their proxies.

Curriculum Coordinator

The Office of Academic Affairs Curriculum Coordinator. This is the first stage of review after a proposal has been fully approved by a school or college.

Grad Council

Proposals at this stage are currently undergoing review by the Graduate Council.

UCC

Proposals at this stage are currently undergoing review by the Undergraduate Curriculum Committee.

OAA

Proposals at this stage have been approved by either the Graduate Council or the Undergraduate Curriculum Committee. Generally, items at this stage will be proposed to the Steering Committee for inclusion in an upcoming Faculty Senate meeting. However, there are a couple of exceptions: If a course is dual-level and either the undergraduate or graduate section of the course has not yet been approved or if a program proposal has not yet received comments from the Faculty Senate Budget Committee. In either of these examples the proposal will be held at the OAA stage until all items are complete.

Who should I contact with additional questions?

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