

Originator and Department Curriculum Review Resource: Comprehensive Component Evaluation
 Proposal Title and Type: _____

Comprehensive peer review is essential to ensure that all content is legal, relevant, includes the appropriate support documentation, and is planned out thoughtfully to enable academic success, while also meeting department goals and program objectives.

YES	NO	Does the proposal meet the following requirements?
		<p>Was the proposal submitted on the appropriate form? Routine = Minimal or no impact on degree requirements or other departments. Generally, makes requirements easier and does not negatively impact existing cohorts: reduces prereqs and coreqs, course description change without changing outcomes, semester offering, lab fee reduction, adding courses to programs within the same department, and deleting courses from programs within the same department. Significant = Increases degree and course requirements or affects other departments. New courses, degrees, certificates, deletions, and changes that greatly impact students or other departments. Please refer to the Required Attachments to Curriculum Proposals document for classification and required documentation.</p>
		<p>If this is all-new content (course and/or certificates, majors, or degree programs), has the Pre-Proposal process been submitted and approved?</p>
		<p>Did the originator complete and provide adequate information, describing their intention and why, in the Rationale for the New/Modification Change field?</p>
		<p>Was all the appropriate supporting documentation attached and updated to reflect the proposed change per the Required Attachments to Curriculum Proposals document? It's not enough to just include a current version of the documents. They should be updated to reflect and match the proposed change. This consistency will help ensure that your actual intent is understood and aligns with CurriQunet programming. For example, if you are proposing a change to the course description or credit hours, the attached syllabus needs to reflect your new intention.</p>
		<p>When adding or deleting, did the author run an Impact Report within CurriQunet and provide evidence/documentation of notification to the affected department or areas? Please check with the appropriate parties to ensure that a course you are adding is current and has adequate enrollment to actually run when offered. Try not to select "shelved" but not yet deleted courses. Additionally, if your changing or deleting a course someone else is depending on, you're obligated to inform them. *When adding or deleting courses, you will need to employ two separate proposals. One for the course and one for the degree the course is going to live on. CurriQunet does not include adaptive strategies and AI. It will not update your degrees or certificates for you.</p>

Yes	No	Does the proposal meet the following requirements?
		<p style="text-align: center;">Does CurriQunet reflect the originator's intent when compared to the supporting documentation and Rationale for the New/Modification Change field?</p> <p style="text-align: center;">Do the Course Outline and Comparison Reports within CurriQunet reflect the proposed intention?</p> <p style="text-align: center;">Do the total hours and hours per semester reflect the originator's supporting documentation and intention when running a Program Summary Report within CurriQunet?</p>
		<p style="text-align: center;">Does the course have a permanent home on a major/degree pathway even if it is just as an elective?</p> <p style="text-align: center;">You cannot create courses for certificates only. All certificate courses must also live on a full degree.</p>
		<p style="text-align: center;">Does the course numbering follow state and CSCC guidelines?</p> <ul style="list-style-type: none"> • Course numbers should fit the 4-digit format • Basic/fundamental courses intended for the first year of study should begin with 1xxx = college level technical courses begin with 1100 through 1199. At CSCC, courses starting with 10xx represent less than college level. • Advanced/application courses intended for the second year of study should begin with 2xxx. • 0100-0999 = Developmental courses • 1000-1099 = Arts & Sciences "Remedial, non-College level" • 1000-1999 = First-year Courses • 2000-2999 = Second-year or intermediate level courses • 2X67 = G EC Second Writing Course • X86X-X89X = Clinical • X80X-X85X = Seminar (to be taken with a practicum) • X90X-X95X = Practicum, Cooperative Work Experience, or Field Experience. (If combined with a required seminar, please use this set of course numbers.) • XX93 = Independent study • XX94 = Special topics • XX99 = Capstone <p style="text-align: center;">You do not need to renumber existing courses if you've been forced to shuffle their order due to the 65-hour conversion.</p>

Yes	No	Does the proposal meet the following requirements?
		<p>Is the contact to credit ratio appropriate and equate for the type or course proposed?</p> <ul style="list-style-type: none"> • Lecture / LE = 1:1 • Lab / LB (no outside prep) = 3:1 • Lab / LB (outside prep of 1 hour average) = 2:1 • Clinical Lab / CL= 3:1 • Directed Practice / DP = 1:5 clock hours per week. • Practicum / PR must also have an on-campus seminar = 1:7 hours per week. • Co-op / CW must also have an on-campus seminar = 1:10 hours per week • Field Experience / FE = 1:12 hours per week. • Seminar / SE = 1:1 • Studio / ST = 3:1
		<p>Is the course appropriately classified regarding repeatability?</p> <p>This is not a question of being able to fail and try again or even taking a course again to improve your understanding or GPA. We are asking if the course renews certification that elapses over time and therefore could be taken more than once for new/additional credits. Most course are not repeatable. OSHA Certification or CPR are examples of courses that actually are repeatable because they require regular certification or continually changing standards. Repeatable courses often involve evolving national codes or regulations.</p>
		<p>Are there any hidden college level prerequisites and is the course appropriately placed within the certificate or degree so that any prerequisites or corequisites can be met prior to registration? Remember that prereqs and coreqeqs are courses. Requirements that are not courses belong under "Course Restrictions." Remedial or developmental education courses are not considered part of general education and are not counted toward degree requirements.</p>
		<p>Are adequate Student Learning Outcomes and Objectives provided and measurable? Outcomes and objectives should preferably be written via the action verbs found within Bloom's taxonomy.</p>
		<p>Did the course list a minimum of 3 units of instruction?</p>

Yes	No	Does the proposal meet the following requirements?
		<p>Does the content, rigor, assessment, and relevance meet department, division, and college goals while considering and aligning with:</p> <ul style="list-style-type: none"> • Community/business/industry request to add competencies • Advisory committee request for additional or a change in graduate competencies • Literature review • Accrediting bodies' recommendations • Compliance with federal or state regulations • Alignment of curriculum to support the transfer of students to other colleges and universities • Graduate surveys indicating change in needed competencies • Employer surveys indicating change in needed competencies • DACUM used as a validation process • Provides additional pre-requisite skills necessary to make college-level coursework accessible • Another academic department's request • Courses meeting the general education requirements for Columbus State or another institution • Courses typically taken during the first two years of a baccalaureate degree program
		<p>Is the certificate appropriately categorized, adhering to the appropriate/corresponding standards?</p> <p>In-house CSCC technical certificates can be up to 29 technical credits. Once you cross into 30 - 37 credits range, the certificate will be evaluated under heavier, 1-year state certificate, scrutiny and only 18 – 22 credits can be technical with the remaining coming from GE or BR courses. Certificates must have a minimum of 16 credits, and provide proof of employment or industry credentialing, to be considered for financial aid funding.</p> <p>All courses on a certificate must live on a degree program of study.</p>
		<p>Do the total degree credits meet state standards?</p> <p>Degrees must have a minimum of 60 credits with a maximum of 65 with credits appropriately distributed via state guidelines.</p>
		<p>Was COLS included as a Basic Related and placed in the first semester?</p> <p>A minimum of one Basic Related credit should be allocated for COLS. Because COLS is a principal, foundational, or broad application course, best practice indicates it should be offered in the first semester.</p>

Yes	No	Does the proposal meet the following requirements?
		<p>For degrees, have the courses been thoughtfully placed so that there are at least 12 credits per semester for Autumn and Spring Financial Aid eligibility?</p> <p>If utilizing Summer, it can/should be the exception. Although you would still want to have at least 6 credits if possible, during the Summer. Most plans will be 4 or 5 semesters depending upon the utilization of the first Summer semester. Best practices suggest 15 credits per semester when/where appropriate.</p>
		<p>For AS or AA, are there at a minimum, no fewer than 36 semester hours of general education credits?</p> <p>General Education Courses: Those courses in written and oral communication, quantitative principles, biological and physical sciences, social and behavior sciences and the arts and humanities that provide the foundation and common experience expected among individuals holding associate and baccalaureate degrees. These courses, along with courses within a major, provide opportunities for critical thinking, problem solving and analytic skills.</p>
		<p>For AS or AA, does the degree serve as the first 2 years of a bachelor's degree, providing maximum transferability while ensuring the general education components of the A.A. and the AS fulfill the institution's Ohio Transfer Module (OTM)?</p> <p>Ohio Transfer Module (OTM) contains 36-40 semester hours of coursework in general education. It is a subset or the complete set of general education requirements at each college or university. In order for general education courses to be a part of an institution's transfer module, all coursework is subject to a review by the statewide transfer module panels against the Ohio Transfer Module Guidelines and learning outcomes.</p>

Yes	No	Does the proposal meet the following requirements?
		<p style="text-align: center;">For AS or AA, does the general education curriculum reflect breadth of study?</p> <p>Each transfer module must include a minimum of 24 semester hours of approved OTM courses as outlined below:</p> <ul style="list-style-type: none"> • At least three semester credit hours in English Composition and Oral Communication (e.g., First Writing, Second Writing, Public Speaking) • At least three semester credit hours in Mathematics, Statistics and Logic (e.g., College Algebra, Pre-Calculus, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic) • At least six semester credit hours in Arts and Humanities (e.g., Art History, Ethics, American History, Literature, Philosophy, Religion, Ethnic or Gender Studies) • At least six semester credit hours in Social and Behavioral Sciences (e.g., Anthropology, Economics, Geography, Political Science, Psychology, Sociology) • At least six semester credit hours in Natural Sciences (e.g., Astronomy, Biology, Chemistry, Environmental Science, Geology, Physical Geography, Physics) <p>The additional 12-16 semester credit hours needed to complete the degree are distributed among the same five categories but may be distributed differently in the Associate of Arts and the Associate of Science degrees. Typically, an Associate of Arts degree would include more credit hours in the oral and written communication and arts and humanities areas, while an Associate of Science degree would include more credit hours in the mathematics and science areas. Majors within the AA and AS should align to the statewide pathways when possible.</p>
		<p style="text-align: center;">For AAS and ATS degrees, are there at least 30 Nontechnical, GE, and BR credits? Are there at least 30 Technical credits?</p>
		<p style="text-align: center;">For AAS/ATS degrees, are there at least 15 general education credits within the following dissemination?</p> <ul style="list-style-type: none"> • At least one English Composition or Oral Communication class worth a minimum of 3 credits. • At least one Mathematics, Statistics, or Logic class worth a minimum of 3 credits. • At least 6 credits derived from two of the three remaining GE categories of Arts and Humanities, Social and Behavioral Sciences, or Natural Sciences. • You may eliminate one and double any of the Gen Ed categories if your degree meets the requirements listed above. You must always have at least one ENGL and MATH with two of the three remaining categories represented. <p>Suggested best practice involves using OGTP or TAG courses where and when possible.</p>

Yes	No	Does the proposal meet the following requirements?
		<p data-bbox="370 268 1393 338">For AAS and ATS degrees, do the Basic Related courses emphasize the application of general education to an occupational or technical area?</p> <p data-bbox="370 338 1393 407">While basic related courses may be technical and foundationally related, they cannot be of the same program/alpha as the degree.</p>

Common misconceptions and helpful considerations:

1. Just because CurriQunet allows you to submit a proposed change anytime, doesn't mean it is immediately applied, approved, or implemented. You should not be teaching, advising, or instituting a proposed change until it is officially approved and launched for the next academic year.
2. Preparation and Planning is key. To ensure time for approval and processing, significant changes should be submitted a year prior to application. Even though CurriQunet makes proposal submission available anytime, we still operate off a yearly academic calendar and catalog. Each Autumn, we publish our promise and contract to the students. We can't change horses in the middle of the stream. Although, there may be some exceptions for routine changes that make things better/easier for the student, most significant changes won't be launched until the following/next academic cycle, next Autumn.
3. Although efficiency and procedures can always improve, CSCC's internal review process or the Curriculum Management Office are rarely the cause of your approval delay. After our internal process is complete, many significant changes must be vetted via outside agencies that we cannot control. Final approval from the HLC, ODHE, etc. is typically the cause of any significant delay.
4. You can ensure your proposal is approved as quickly as possible via the following actions:
 - Prevent repeated requests for change via proper peer review prior to submission.
 - Ensure you are attaching all the required documentation per the Required Attachments Sheet.
 - Fully explain your proposed change via the Rationale for the New/Modification Change field.
5. CurriQunet allows the originator to track their submission 24 hours a day, 7 days a week. Once launched, your submission doesn't just get lost in a curriculum black hole. It must be approved and vetted via our peer review and approval process. If you feel your submission may be floundering or stuck at any given point, you can track its progress and contact the appropriate party for an update or to discuss any potential concerns. Please note, that due to the timing or volume of submissions, a reasonable and expected delay of up to 4 weeks could be seen at certain stages prior to any given committee convening.
6. If you're struggling or new to the CurriQunet software, Curriculum Management has provided helpful guides that can be found at: <https://www.csc.edu/employee/faculty/curriculum-management/curriqunet.shtml>. You can also find out more regarding CSCC's process at: <https://www.csc.edu/employee/faculty/curriculum-management/curriculum-change.shtml>.

Guidelines on Assignment of Instructional Methods

For each credit type, one week means the activity occurs each week during a standard 16-week semester. The Senior VP for Academic Affairs, or his designee, must approve contact to credit hour ratios that fall outside these guidelines. For assignment of contact hours other than lecture or laboratory, please consult Curriculum Management to help choose the proper instructional method.

Lecture

A lecture is formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques. One credit is awarded for each hour of lecture during a week of a standard semester.

Laboratory

A laboratory is an educational activity in which students conduct experiments, perfect skills or practice procedures under the direction of a faculty member. One credit shall be awarded for a minimum of three hours in a week total time spent in the lab for which there is little outside preparation needed; or for two in-lab hours with at least one hour of assignments on out-of-class study preparing for or following-up the laboratory experience.

Clinical Lab

A clinical laboratory applies only to health technology programs. A clinical is a laboratory section that meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical laboratory session, a regular faculty member directly supervises the class. One credit is awarded for each three hours of clinical laboratory experience.

Directed Practice

This definition applies primarily to programs in health technologies. A directed practice hour is a sixty-minute period in which the student is assigned to practice experiences under constant supervision at an external agency. The student receives individual instruction and critique in the performance of a particular function. During a directed practice session, a full-time or adjunct faculty directly supervises the student, and for delivery of part of the didactic phase of the experience. One credit shall be awarded for a minimum of five hours of directed practice. The faculty member coordinating the directed practice conducts at least once lecture session each week for participating students (usually a seminar hour).

Practicum

A practicum is an on- or off-campus work experience that is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once each two weeks, provides the final grade, and teaches at least one course on the campus. One credit shall be awarded for a minimum of seven clock hours per week in a practicum; a maximum of nine semester credit hours may be earned in practicum and/or

cooperative work experience and/or field experience over the course of an associate degree program. Each student who is enrolled in a practicum shall also enroll in an on-campus seminar.

Cooperative Work Experience

A cooperative work experience is on- or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a faculty member of the college who visits the job site for a conference with the student and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer. One credit shall be awarded for a minimum of ten clock hours of cooperative work experience scheduled during each week of a semester. A maximum of nine semester credit hours may be earned in cooperative work experience or any combination of cooperative work experience and practicum over an associate degree program. Each student who is enrolled in a cooperative work experience shall also enroll in an on-campus seminar.

Field Experience/Internship

Field experience/Internship is a planned, paid or non-paid work activity that relates to an individual student's occupational objectives, such as geology or archaeology, and is taken in lieu of elective or required courses in his/her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college, who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor. One credit shall be awarded for a minimum of twelve clock hours of field experience during a week. A maximum of nine semester credit hours may be earned in field experience and/or practicum and/or cooperative work experience over an associate degree program.

Seminar

A seminar is an educational experience that is less formal than a classroom/lecture/discussion class, in which a relatively small number of students engage in discussions that are directed by a faculty member in the development and/or review of concepts that have been or are to be applied to practical situations. One credit is awarded for each hour of seminar in a week.

Studio

Studio is used to describe music, performance art, and theater courses. One credit shall be awarded for a minimum of three hours in a week total time spent in the studio for which there is little outside preparation needed; or for two in-studio hours with at least one hour of assignments on out-of-class study preparing for or following-up the studio experience.

Bloom's Taxonomy: Used to write effective and measurable learning objectives.

Know		Comprehend	
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Enumerate	Record	Describe	Paraphrase
Find	Reproduce	Discuss	Predict
Identify	Select	Estimate	Report
Label	Sequence	Explain	Restate
List	State	Generalize	Review
Match	View	Give examples	Summarize
Name	Write	Illustrate	Trace
Apply		Analyze	
Assess	Instruct	Break down	Examine
Change	Predict	Characterize	Illustrate
Chart	Prepare	Classify	Infer
Choose	Produce	Compare	Limit
Compute	Relate	Contrast	Outline
Construct	Report	Correlate	Point out
Demonstrate	Select	Diagram	Prioritize
Determine	Show	Differentiate	Relate
Develop	Solve	Discriminate	Separate
Establish	Use	Distinguish	Subdivide
Synthesize		Evaluate	
Adapt	Invent	Appraise	Interpret
Categorize	Modify	Argue	Judge
Compose	Organize	Assess	Justify
Construct	Perform	Choose	Predict
Create	Produce	Compare & Contrast	Prioritize
Design	Propose	Conclude	Prove
Formulate	Reinforce	Critique	Rank
Generate	Reorganize	Decide	Rate
Incorporate	Rewrite	Defend	Reframe
Integrate	Structure	Evaluate	Support

REQUIRED ATTACHMENTS TO CURRICULUM PROPOSALS ON CURRIQUINET: R21

- New or updated Syllabi, F&S Charts and Plans of Study should be attached to proposals if the course does not have these documents attached or if these documents are more than two years old.

Routine Curriculum Changes

Routine Curriculum Change	Syllabus	Lab Fee Analysis	Documentation to Effected Departments	F&S Chart	Plan of Study
Reduction in prerequisite or concurrent	X				
Change in course description and content that does not affect course outcomes	X				
Change in semester course is offered	X				
Lab fee reduction		X			
Add existing course to program. Course being added comes from within the department that houses the program.				X	X
Delete course from program. Course being deleted comes from the department that houses the program.				X	X

Significant Curriculum Changes

Significant Curriculum Change	Syllabus	Lab Fee Analysis	Documentation to Effected Departments	F&S Chart	Plan of Study
New course	X	X ¹		X	X
New program (new degrees, majors and certificates)			X	X	X
Add existing course to program. Course being added comes from a department that does not house the program.			X	X	X
Delete course from inventory			X		
Delete course from program. Course being deleted comes from a department that does not house the program.			X	X	X
Delete certificate					
Delete major					
Delete program of study					
Change credit hours/contact hours	X				
Change course title	X				
Change course number or alpha	X				
Increase in prerequisite or concurrent	X		X		
Change designation of course (tech elective, tech requirement, basic related, gen ed)					X
Change in course description and content that affects course outcomes	X		X		
Lab fee increase		X			
Change name of program of study				X	X
Change department name					

1: A Lab Fee Analysis Form is not needed if the lab and data center fees are zero.

Curriculum Process for Current Courses/Programs

Needed Forms/Data
 Syllabus, MCI, POS
 Proposal, Cover Sheet
 F + S, *Lab Fee
 *OTM Form

Legend
 Paperwork
 Follows Black
 Arrows.

 Review "lens"
 follows the blue
 Arrows

 See Chart for A + B
 Routes after Dean
 Review

Address: Industry
 Need, Accrediting
 Bodies, Transfers,
 OTM/TAG/CTAG,
 Other Institutions,
 CSCC Prog/Dept/Div
 needs

Address: Content
 Review,
 Contact/Credit Hours,
 Textbook,
 Assessments, Rigor +
 Relevance
 Provide: Peer
 Monitoring to author

