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# Academic Leadership Workshop: Undergraduate Education

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Vice Provost for Undergraduate Education



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# OSU's Mission

*As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural, and environmental progress for the people of Oregon, the nation, and the world.*

- Preeminence in research, scholarship, and innovation
- Transformative education that is accessible to all learners
- Significant and visible impact in Oregon and beyond
- A culture of belonging, collaboration, and innovation



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# Office of Undergraduate Education

Visit our website:

<https://undergraduate.oregonstate.edu/>

People to know:

- Caine Francis, Director of OSU GO
- Julie Greenwood, Associate Provost for Undergraduate Education
- Caryn Stoess, Interim Operations Manager of Academic Programs



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# Overview of Today's Session

- Academic Programs
  - Course and Program proposals
  - 10-year Undergraduate Academic Program Reviews (UAPR)
- Program Assessment
- Baccalaureate Core
- Academic Program Strategy
- Questions?



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# A Little about Me



OFFICE OF UNDERGRADUATE EDUCATION



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# Disclaimer

We currently use the Curriculum Proposal System (**CPS**) for processing and archiving all course and program proposals.

By Fall 2019, we will have a new system called **CIM** (CourseLeaf **Curr**iculu**M**)

- This will make terms like Category I and Category II obsolete
- The software is adaptive in the sense that it guides the originator of a proposal through steps that are relevant to the type of proposal being entered
- I'm still going to use the Cat I/Cat II terminology in this presentation



# Course and Program Proposals

- Category II proposals
  - FULL proposal
  - EXPEDITED proposals
  - Ecampus proposals

In general, these are about courses and small changes to minors, options and majors

- Category I proposals
  - FULL proposals
  - ABBREVIATED proposals

In general, these are about new programs and changes to programs



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# FULL Category II Proposals

**ADD, DROP** or **CHANGE** any of the following for a **COURSE**:

- Course title
- Course description
- Prerequisites
- Number of credits
- Schedule type (lecture, streaming media, WWW)
- Grading mode (e.g., S/U to letter grade)
- Bacc Core status
- WIC status
- Location (e.g., add at OSU-Cascades)





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# FULL Category II Proposals

**ADD, DROP or CHANGE** any of the following for a **MINOR** or **OPTION**:

- Requirements
- Courses
- Number of credits
- Course titles
- Minor description



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# FULL Category II Proposals

**CHANGE** any of the following for a **MAJOR**:

- Courses
- Number of credits
- Course credit titles
- Major description, including total course credit change or minimum grade requirements



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# FULL Category II Approval Process

1. Originator submits draft proposal & identifies liaisons in CPS
2. Review by liaisons (originator can still make changes)
3. Originator submits proposal into CPS (**REVIEW PROCESS BEGINS**)
4. Review by College curriculum committee
5. Review by APA curriculum coordinator
6. Faculty Senate review (as applicable: Graduate Council, Baccalaureate Core Committee, DPD or WIC review) – Curriculum Council
7. APA review, sent to Registrar for implementation



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# Questions?

Visit the [APA Website](#) for  
detailed information!





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# EXPEDITED Category II Proposals

## NEW COURSE:

- Establish blanket numbered (X01-X10) or special topics (X99) courses
- Add elective courses to a program (if the elective courses are with the academic unit)
- Create a record of an approved new course designator (e.g., ST for Statistics)
- Create a new cross-listed course, following approval of a course which proposes cross-listing with a new course
- Blanket move courses from old course designator to new designator



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# EXPEDITED Category II Proposals

## CHANGE an existing COURSE:

- Add a schedule type to an existing course except Laboratory, Studio and Recitation
- Create a new record type of changes (drops, name changes) within a Full and Abbreviated Category I proposal
- Change the course designators for an identified group of courses (once an new designator has been approved)
- Change the credits of a course if it is part of a mass conversion of courses within a program (syllabus is required)



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# EXPEDITED Category II Proposals

## CHANGE an existing COURSE:

- Change the repeatability of a course
- Reinstate a dropped course
- Decertify a Baccalaureate Core course when requested by the Baccalaureate Core Committee
- Add Campus location if different than Corvallis Campus.
- Minor change to the course description.



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# EXPEDITED Category II Proposals

## DROP an existing COURSE:

- Drop courses through the Courses Not Taught in Three (3) Years process
- Drop courses following change of course designator
- Drop Baccalaureate Core status at the joint request of the academic unit and the Baccalaureate Core Committee.





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# EXPEDITED Cat II Approval Process

1. Originator submits draft proposal to CPS (leaves justification off)
2. Review by APA curriculum coordinator (checks syllabus, locations, adds justification)
3. Referred to Catalog coordinator to implement changes
4. Final approval



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# Additional Steps for Ecampus Courses

In addition to going through the FULL Category II process, here are things to keep in mind for a **new Ecampus course**:

- **Please submit Ecampus proposals by the end of Week 1 two terms before the term you wish to deliver the course.**
- Online course development or redevelopment occurs over a two-term timeline
- Courses are developed and taught in Canvas, OSU's learning management system.
- Courses are designed and developed collaboratively. Faculty partner with Ecampus instructional designers, training professionals and multimedia developers to create well-designed, effective learning experiences for students.
- Ecampus recommends the redevelopment of online courses approximately every three years.



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# Questions?

Visit the [APA Website](#) for  
detailed information!

Visit the [Ecampus website](#)  
for more information.





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# FULL Category I Proposals

- **NEW** degree program (Undergraduate, First Professional, Graduate; not certificates)
- **EXTEND** an existing degree program to a new location
- **SUBSTANTIVE** change (e.g., adding new branch campus, adding an academic program that has never been offered, changing from quarters to semesters)
  
- All **FULL** Category I Proposals need final approval from the Higher Education Coordinating Commission (HECC)



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# ABBREVIATED Category I Proposals

- **NEW** certificate program
  - **RENAME** a degree program or academic unit
  - **REORGANIZE** an academic program or unit
  - **SUSPEND** a degree or certificate program
  - **ESTABLISH** a new academic unit
  - **TERMINATE** an academic unit
  - **EXTEND** existing program to Ecampus or hybrid
  
  - **TERMINATE** a degree program
- Final approval by OSU Provost
- Final approval by OSU Board of Trustees



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# Questions?

Visit the [APA Website](#) for  
detailed information!





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# Undergraduate Academic Program Reviews (UAPR)

Every undergraduate program must undergo an external review every 10 years

- Self-Study Report
- Site-visit by review team (typically two external reviewers and two members of the Curriculum Council)
- Reviewer Report
- Action Plan
- Three-year Follow-up Report

Note: Failure to provide a Self-Study Report in a timely manner and/or lack of cooperation with the review process will lead to suspension of new student enrollment in the program, which may result in termination of the program.



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# Undergraduate Academic Program Reviews (UAPR)

Please visit the APA Website for detailed information about UAPR:

<https://apa.oregonstate.edu/academic-programs/academic-program-reviews>

The APA office will be in touch with each program about deadlines and expectations as a 10-year review or 3-year follow-up approaches.





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# Questions?

Visit the [APA Website](#) for  
detailed information!





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# Program Assessment

- Each year an assessment report detailing full-cycle assessment of student learning in each program is due to the APA office.
- The reporting deadline for all assessment reports is now **April 15th** for both graduate and undergraduate programs.
- The report should reflect assessment efforts and the changes informed by the results using data from the previous academic year.



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# Full-Cycle Assessment

- Full-cycle assessment means the complete assessment of a single learning outcome.
- The process begins by identifying a student learning outcome, aligning that outcome with a meaningful assessment measure, collecting and analyzing data from that assessment, making meaning from the results, and using the results to make informed and specific programmatic decisions or changes.
- Documenting full-cycle assessment means reporting on the components of the assessment from outcome to implemented action.



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# Full-Cycle Assessment

There is a lot more information at:

<https://apa.oregonstate.edu/assessment/annual-program-assessment-report-faqs>

All assessment reports are reviewed by APA and evaluations are shared with College and program leadership



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# Questions?

Visit the [APA Website](#) for  
detailed information!





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# Baccalaureate Core

One of the “Twenty Actions” in SP4.0:

**Provide distinctive curricula and support innovative pedagogy suited to our mission and vision**

**Reform the Baccalaureate Core** ♦ Retool and invest in teaching and learning support programs ♦ Establish a teaching academy ♦ Advance OSU-Cascades’ goal to offer a more intimate learning experience within a major research university ♦ Develop a teaching professor career track ♦ Assess benefits and costs of a shift to a semester system ♦ Strategic portfolio approach to academic program development



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# Baccalaureate Core

Some questions for you:

1. Does the Bacc Core needs to be reformed?
2. Do you think the Bacc Core is cohesive?
3. Do you think students understand the purpose of the BC?
4. Do you think the Bacc Core has too many/not enough courses?
5. What are some changes that you would like to see regarding the Bacc Core?



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# Strategy for Academic Programs

One of the “Twenty Actions” in SP4.0:

**Provide distinctive curricula and support innovative pedagogy suited to our mission and vision**

Reform the Baccalaureate Core ♦ Retool and invest in teaching and learning support programs ♦ Establish a teaching academy ♦ Advance OSU-Cascades’ goal to offer a more intimate learning experience within a major research university ♦ Develop a teaching professor career track ♦ Assess benefits and costs of a shift to a semester system ♦ **Strategic portfolio approach to academic program development**





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# Strategy for Academic Programs

Some questions for you:

1. Does your college or unit have a strategy or strategies for your programs?
2. Are there particular academic programs that you think the University or your college should target for growth?
3. Do you have suggestions for how the Office of Undergraduate Education can support your academic program efforts?



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# Final Questions/Comments?

