Oregon State University

CURRICULUM HANDBOOK

AY 2012-2013

Office of Academic Programs, Assessment, and Accreditation
500 Kerr Administration Building
541-737-2815 or 541-737-9560
Table of Contents
Curriculum Handbook
AY 2011-12

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Council of the Faculty Senate</td>
<td>4</td>
</tr>
<tr>
<td>• Curriculum Council Membership</td>
<td>5</td>
</tr>
<tr>
<td>• Curriculum Council College Representatives Assignments</td>
<td>6</td>
</tr>
<tr>
<td>• Standing Rules</td>
<td>7</td>
</tr>
<tr>
<td>• College-level Curriculum Approvers</td>
<td>8</td>
</tr>
<tr>
<td>• Curriculum Contacts</td>
<td>9</td>
</tr>
<tr>
<td>• Overview of Approval Process for Various Changes</td>
<td>18</td>
</tr>
<tr>
<td>Category I Proposals</td>
<td>20</td>
</tr>
<tr>
<td>• Submit a Full Category I Proposal for:</td>
<td>23</td>
</tr>
<tr>
<td>• Submit an Abbreviated Category I Proposal for:</td>
<td>23</td>
</tr>
<tr>
<td>• Flow Chart of the Approval Process</td>
<td>29</td>
</tr>
<tr>
<td>• Outline for a full Category I Proposal</td>
<td>30</td>
</tr>
<tr>
<td>• What to consider when reviewing a Category I Proposal</td>
<td>33</td>
</tr>
<tr>
<td>Category II Proposals</td>
<td>35</td>
</tr>
<tr>
<td>• Reviewing Category II Proposals</td>
<td>36</td>
</tr>
<tr>
<td>• Accessing Proposals in the Course Proposal System</td>
<td>36</td>
</tr>
<tr>
<td>• Acting on a Proposal</td>
<td>37</td>
</tr>
<tr>
<td>• Category II Flow Chart</td>
<td>39</td>
</tr>
<tr>
<td>• What to look for when reviewing a Category II</td>
<td>40</td>
</tr>
<tr>
<td>Academic Program Reviews</td>
<td>41</td>
</tr>
<tr>
<td>• Steps to implementing a UAPR</td>
<td>42</td>
</tr>
<tr>
<td>• Role of the Council Member</td>
<td>43</td>
</tr>
<tr>
<td>• Review of the Report</td>
<td>44</td>
</tr>
<tr>
<td>• Contacts</td>
<td>44</td>
</tr>
<tr>
<td>Extending Existing OSU Programs to OSU-Cascades</td>
<td>45</td>
</tr>
<tr>
<td>• Proposal Guide</td>
<td>47</td>
</tr>
<tr>
<td>• Flow Chart of the OSU-Cascades MOU Approval Process</td>
<td>50</td>
</tr>
<tr>
<td>Education Abroad Program Approval Process</td>
<td>51</td>
</tr>
<tr>
<td>• University Goals for Education Abroad (Taken from 2004 IP Strategic Plan)</td>
<td>52</td>
</tr>
<tr>
<td>• Current Process for Education Abroad and Exchange Programs at OSU</td>
<td>53</td>
</tr>
<tr>
<td>• Education Abroad Proposal Guidelines</td>
<td>54</td>
</tr>
<tr>
<td>• How are Curricular Issues Addressed by IDEA</td>
<td>56</td>
</tr>
<tr>
<td>• Existing Program Review Process</td>
<td>56</td>
</tr>
<tr>
<td>Baccalaureate Core Learning Outcomes, Criteria and Rationale</td>
<td>57</td>
</tr>
<tr>
<td>• Baccalaureate Core Requirements</td>
<td>58</td>
</tr>
<tr>
<td>• Baccalaureate Core Criteria and Rationale</td>
<td>59</td>
</tr>
<tr>
<td>• Example of a Well-Prepared Proposal for Bacc Core Status</td>
<td>71</td>
</tr>
<tr>
<td>Tracking Curriculum Proposals</td>
<td>73</td>
</tr>
<tr>
<td>Curricular Procedures and Policies</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>• Index</td>
<td>76</td>
</tr>
<tr>
<td>Other Resources</td>
<td>78</td>
</tr>
<tr>
<td>• Catalog Definitions</td>
<td>80</td>
</tr>
<tr>
<td>• Reading a Course Description</td>
<td>85</td>
</tr>
<tr>
<td>• Course Numbering System</td>
<td>87</td>
</tr>
<tr>
<td>• Academic Regulations</td>
<td>89</td>
</tr>
</tbody>
</table>
Curriculum Council
of the Faculty Senate

General reference

Website Resources

Faculty Senate  
http://oregonstate.edu/dept/senate/

Curriculum Council -- Faculty Senate  
http://oregonstate.edu/dept/senate/committees/curric/index.html

(includes membership list, meeting dates, and bylaws)

Curriculum Homepage -- Academic  
http://oregonstate.edu/admin/aa/apaa/academic-programs/home

Programs (includes Category I and Category II proposal instructions, status of currently pending proposals, curricular policies and procedures)

OSU General Catalog and Schedule of Classes  
http://catalog.oregonstate.edu/

Curriculum Council Contacts

**Mike Bailey**, Curriculum Council Chair

**Vickie Nunnemaker**, Administrative Specialist, Faculty Senate Office

**Bill Bogley**, Director of Academic Programs, Assessment, and Accreditation

**Gary Beach**, Curriculum Coordinator, Academic Programs, Assessment, and Accreditation

**Sarah Williams**, Curriculum Coordinator, Academic Programs, Assessment, and Accreditation.
Curriculum Council membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Bailey, ’15</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Robert Iltis ’13</td>
<td>Speech Communication</td>
</tr>
<tr>
<td>Sara Jameson ’13</td>
<td>English</td>
</tr>
<tr>
<td>Richard Nafshun ’13</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Paul Adams ’15</td>
<td>Forest Engineering, Resources and Management</td>
</tr>
<tr>
<td>Daniel Stroud ’14</td>
<td>OSU Cascades/Education</td>
</tr>
<tr>
<td>TBA (v. Read) ’14</td>
<td></td>
</tr>
<tr>
<td>Frank Chaplen ’14</td>
<td>Biological and Ecological Engr</td>
</tr>
<tr>
<td>Alix Gitelman ’15</td>
<td>Statistics</td>
</tr>
<tr>
<td>Matt Kennedy ’13</td>
<td>Animal Sciences</td>
</tr>
<tr>
<td>Prem Mathew ’15</td>
<td>Business</td>
</tr>
<tr>
<td>Sue Helback ’15</td>
<td>Teacher/Counselor Education</td>
</tr>
</tbody>
</table>

**Ex-officio members:**
- Academic Affairs (Bill Bogley)
- Extended Campus (Dianna Fisher)
- Registrar’s Office (Nancy Laurence)
- University Libraries (Steven Sowell)
**Liaison members**

Academic Advising Council (Clay Torset)
Instructional Technology (John Greydanus)
OSU-Cascades (Daniel Stroud)
Executive Committee Liaison – Donna Champeau

Student Members -
- TBA
- TBA

Curriculum Council representation (appointed annually):

Distance Education Committee – TBA (ex-officio, non-voting)

University Council for Student Engagement and Experience (UCSEE) – TBA

**Curriculum Council meeting schedule**

[http://oregonstate.edu/dept/senate/committees/curric/meet/index.html](http://oregonstate.edu/dept/senate/committees/curric/meet/index.html)

**Curriculum Council College Representatives Assignments**

*2012-2013 Assignments*

<table>
<thead>
<tr>
<th>Member</th>
<th>College Assignment</th>
<th>Campus Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Bailey</td>
<td>Engineering, Graduate School, Vet Med, Agriculture, Business</td>
<td>2117 Kelly Engineering</td>
</tr>
<tr>
<td>Paul Adams</td>
<td>Forestry, Pharmacy</td>
<td>263 Peavy Hall</td>
</tr>
<tr>
<td>Robert Iltis</td>
<td>Liberal Arts (M-Z), Defense Education</td>
<td>Shep 108</td>
</tr>
<tr>
<td>Daniel Stroud</td>
<td>Education, Interdisciplinary Studies</td>
<td>2600 College Way, Cascades</td>
</tr>
<tr>
<td>Frank Chaplen</td>
<td></td>
<td>203 Gilmore Hall</td>
</tr>
<tr>
<td>Sara Jameson</td>
<td>Liberal Arts (A-L), Honors College</td>
<td>Moreland</td>
</tr>
<tr>
<td>Marilyn Read</td>
<td>Overseas Study, ALS</td>
<td>4943 Valley Library</td>
</tr>
<tr>
<td>Alix Gitelman</td>
<td></td>
<td>48 Kidder Hall</td>
</tr>
<tr>
<td>Sue Helback</td>
<td></td>
<td>104 Furman Hall</td>
</tr>
<tr>
<td>Matt Kennedy</td>
<td></td>
<td>112 Withycombe Hall</td>
</tr>
<tr>
<td>Prem Matthew</td>
<td></td>
<td>200 Bexell Hall</td>
</tr>
</tbody>
</table>
Standing Rules

The Curriculum Council reviews the University curriculum in an effort to implement the long-range educational mission of the University and to ensure high quality academic programs for students. Through careful study, it recommends establishment of new programs and/or changes in existing programs, including major and minor curricular changes proposed by the academic units of the University. It attempts by coordination to bring about a suitable and rational balance of academic programs. It formulates curricular policy and publishes, in cooperation with the Office of Academic Programs, Assessment, and Accreditation, a Curricular Procedures Handbook. It has an ongoing responsibility to assure that appropriate curricular policies are implemented efficiently and effectively without becoming unduly burdensome to faculty or disadvantaging students. Also, in cooperation with the Office of Academic Programs, Assessment and Accreditation, it conducts periodic reviews of all undergraduate programs and reports the results of these reviews to the Provost.

The Council consists of at least nine and up to thirteen Faculty members and two Student members. Breadth of disciplinary backgrounds is important for the work of the Council so membership shall come from many different colleges. In addition, the following shall be ex-officio members, non-voting: One Academic Affairs representative appointed by the Senior Vice Provost for Academic Affairs and one person appointed annually to represent the following: Registrar’s Office, University Libraries, and Extended Campus. The following areas shall be represented by liaison members, non-voting, and appointed annually: OSU-Cascades Campus, Academic Advising Council, and Instructional Technology.

(04/12)
### College-level Curriculum Approvers
*(Designees in the online Curricular Proposal System)*

<table>
<thead>
<tr>
<th>College/School</th>
<th>Contact</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences</td>
<td>Cary Green</td>
<td>7-2211</td>
</tr>
<tr>
<td>ALS</td>
<td>Moira Dempsey</td>
<td>7-3709</td>
</tr>
<tr>
<td>Business</td>
<td>James Coakley</td>
<td>7-4116</td>
</tr>
<tr>
<td>Education</td>
<td>Larry Flick</td>
<td>7-6392, 7-4661</td>
</tr>
<tr>
<td>Engineering</td>
<td>Robert Paasch</td>
<td>7-7019</td>
</tr>
<tr>
<td>Forestry</td>
<td>Ed Jensen</td>
<td>7-2519</td>
</tr>
<tr>
<td>Graduate School</td>
<td>Brenda McComb</td>
<td>7-6571</td>
</tr>
<tr>
<td>Honors College</td>
<td>Toni Doolen</td>
<td>7-5641</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bioresource Research</td>
<td>Kate Field</td>
<td>7-1837</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>Connie Patterson</td>
<td>7-9135</td>
</tr>
<tr>
<td>Geosciences</td>
<td>Laurence Becker</td>
<td>7-9504</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Helene Serewis</td>
<td>7-1456</td>
</tr>
<tr>
<td>Earth, Ocean and Atmospheric Sciences</td>
<td>Anita Grunder</td>
<td>7-1249</td>
</tr>
<tr>
<td>Overseas Study</td>
<td>Joseph Hoff</td>
<td>7-3729</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Gary DeLander</td>
<td>7-5805</td>
</tr>
<tr>
<td>Public Health and Human Sciences</td>
<td>Michelle Mahana</td>
<td>7-3256</td>
</tr>
<tr>
<td></td>
<td>Mark Hoffman</td>
<td>7-6787</td>
</tr>
<tr>
<td>Defense Education (ROTC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Force</td>
<td>Lisa Undem</td>
<td>7-3291</td>
</tr>
<tr>
<td>Military Science</td>
<td>LTC Paul Ashcraft</td>
<td>7-6903</td>
</tr>
<tr>
<td>Naval Science</td>
<td>CAPT Edward Campbell</td>
<td>7-5606</td>
</tr>
<tr>
<td>Science</td>
<td>Janine Trempy</td>
<td>7-1391</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>Patrick Kamins</td>
<td>7-6779</td>
</tr>
</tbody>
</table>
## COLLEGE OF AGRICULTURAL SCIENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dan Arp, Dean</td>
<td>7-6400</td>
<td>126 StAg Hall</td>
<td><a href="mailto:dan.j.arp@oregonstate.edu">dan.j.arp@oregonstate.edu</a></td>
</tr>
<tr>
<td>Loretta Austin, Assist to Dean</td>
<td>7-5813</td>
<td>126 StAg Hall</td>
<td><a href="mailto:loretta.austin@oregonstate.edu">loretta.austin@oregonstate.edu</a></td>
</tr>
<tr>
<td>Bill Boggess, Exec. Assoc. Dean</td>
<td>7-1395</td>
<td>126 StAg Hall</td>
<td><a href="mailto:bill.boggess@oregonstate.edu">bill.boggess@oregonstate.edu</a></td>
</tr>
<tr>
<td>Cary Green, Assoc. Dean Acad. and International Prog.</td>
<td>7-5746</td>
<td>137 StAg Hall</td>
<td><a href="mailto:cary.green@oregonstate.edu">cary.green@oregonstate.edu</a></td>
</tr>
<tr>
<td>Stella Coakley, Assoc. Dean</td>
<td>7-5264</td>
<td>138 StAg Hall</td>
<td><a href="mailto:stella.coakley@oregonstate.edu">stella.coakley@oregonstate.edu</a></td>
</tr>
<tr>
<td>Larry Curtis, Assoc. Dean</td>
<td>7-1764</td>
<td>138 StAg Hall</td>
<td><a href="mailto:larry.curtis@oregonstate.edu">larry.curtis@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

### Ag & Resource Economics

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Capalbo, Dept. Head</td>
<td>7-5639</td>
<td>215 Ballard Ext.</td>
<td><a href="mailto:susan.capalbo@oregonstate.edu">susan.capalbo@oregonstate.edu</a></td>
</tr>
<tr>
<td>Tjodie Richardson, Ungrad Head Adv.</td>
<td>7-1399</td>
<td>208 Ballard Ext.</td>
<td><a href="mailto:tjrichardson@oregonstate.edu">tjrichardson@oregonstate.edu</a></td>
</tr>
<tr>
<td>Kathy Carpenter, Office Manager</td>
<td>7-1398</td>
<td>213A Ballard Ext.</td>
<td><a href="mailto:kathy.carpenter@oregonstate.edu">kathy.carpenter@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

### Botany & Plant Pathology

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynda Ciuffetti, Chair</td>
<td>7-5267</td>
<td>2082 Cordley Hall</td>
<td><a href="mailto:Lynda.ciuffetti@oregonstate.edu">Lynda.ciuffetti@oregonstate.edu</a></td>
</tr>
<tr>
<td>Dianne Simpson, Office Manager</td>
<td>7-4147</td>
<td>2084 Cordley Hall</td>
<td><a href="mailto:simpsond@oregonstate.edu">simpsond@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

### Environmental & Molecular Toxicology

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Marcus, Dept. Head</td>
<td>7-1808</td>
<td>1007A ALS Bldg</td>
<td><a href="mailto:craig.marcus@oregonstate.edu">craig.marcus@oregonstate.edu</a></td>
</tr>
<tr>
<td>Susan Atkisson, Office Manager</td>
<td>7-1762</td>
<td>1007 ALS Bldg</td>
<td><a href="mailto:susan.atkisson@oregonstate.edu">susan.atkisson@oregonstate.edu</a></td>
</tr>
<tr>
<td>Kerry Thomas, EMT Grad. Coordinator</td>
<td>7-3791</td>
<td>1007 ALS Bldg</td>
<td><a href="mailto:kerry.thomas@oregonstate.edu">kerry.thomas@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

### Ag Education & General Ag

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greg Thompson, Head</td>
<td>7-1337</td>
<td>112 StAg Hall</td>
<td><a href="mailto:greg.thompson@oregonstate.edu">greg.thompson@oregonstate.edu</a></td>
</tr>
<tr>
<td>TBA, Office Manager</td>
<td>7-2661</td>
<td>112 StAg Hall</td>
<td></td>
</tr>
</tbody>
</table>

### Animal Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Killefer, Dept Head</td>
<td>7-1891</td>
<td>108 Wthycombe</td>
<td><a href="mailto:john.killefer@oregonstate.edu">john.killefer@oregonstate.edu</a></td>
</tr>
<tr>
<td>Tom Savage, Head Advisor</td>
<td>7-5066</td>
<td>114 Wthycombe</td>
<td><a href="mailto:thomas.savage@oregonstate.edu">thomas.savage@oregonstate.edu</a></td>
</tr>
<tr>
<td>Nora Ross, Office Manager</td>
<td>7-1890</td>
<td>110 Wthycombe</td>
<td><a href="mailto:nora.ross@oregonstate.edu">nora.ross@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

### Crop & Soil Science

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russ Karow, Head</td>
<td>7-2821</td>
<td>109B Crop Sci</td>
<td><a href="mailto:russell.s.karow@orst.edu">russell.s.karow@orst.edu</a></td>
</tr>
<tr>
<td>Jay Noller, Associate Head</td>
<td>7-6187</td>
<td>109 Crop Sci</td>
<td><a href="mailto:jay.noller@oregonstate.edu">jay.noller@oregonstate.edu</a></td>
</tr>
<tr>
<td>Thomas Chastain, Ungrad Advisor</td>
<td>7-5730</td>
<td>351 A Crop Sci</td>
<td><a href="mailto:thomas.g.chastain@oregonstate.edu">thomas.g.chastain@oregonstate.edu</a></td>
</tr>
<tr>
<td>Barb Reed, Office Manager</td>
<td>7-5854</td>
<td>109C Crop Sci</td>
<td><a href="mailto:barbara.j.reed@oregonstate.edu">barbara.j.reed@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

### Fisheries & Wildlife

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Daniel Edge, Head</td>
<td>7-2910</td>
<td>104C Nash Hall</td>
<td><a href="mailto:Daniel.Edge@oregonstate.edu">Daniel.Edge@oregonstate.edu</a></td>
</tr>
<tr>
<td>Jan Cyrus, Admin Manager</td>
<td>7-1936</td>
<td>104D Nash Hall</td>
<td><a href="mailto:jan.cyrus@oregonstate.edu">jan.cyrus@oregonstate.edu</a></td>
</tr>
<tr>
<td>Nancy Allen, Head Advisor</td>
<td>7-1941</td>
<td>104F Nash Hall</td>
<td><a href="mailto:Nancy.Allen@orst.edu">Nancy.Allen@orst.edu</a></td>
</tr>
<tr>
<td>Department</td>
<td>Contact Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Food Science &amp; Technology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert J. McGorrin, Head</td>
<td>7-8737 100 Wiegand  <a href="mailto:robert.mcgorrin@orst.edu">robert.mcgorrin@orst.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda Hoyser, Department Contact</td>
<td>7-6487 100 Wiegand                <a href="mailto:linda.hoyser@oregonstate.edu">linda.hoyser@oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Genetics/Molecular &amp; Cellular Biology (Graduate Program)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walt Ream, Director of Genetics</td>
<td>7-1791 1081 ALS Bldg <a href="mailto:reamw@oregonstate.edu">reamw@oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gail Millimaki, Director's Assistant</td>
<td>7-3799 3021 ALS Bldg <a href="mailto:millimag@cgrb.oregonstate.edu">millimag@cgrb.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbara Taylor Director of M&amp;C, Ag Botany/Plant Path</td>
<td>7-3799 3021 ALS Bldg             <a href="mailto:taylorb@science.oregonstate.edu">taylorb@science.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Horticulture</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anita Azarenko, Head</td>
<td>7-3695 4017 ALS Bldg <a href="mailto:azarenka@hort.oregonstate.edu">azarenka@hort.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viki Meink, Dept Manager/Asst to Head</td>
<td>7-5475 4017 ALS Bldg <a href="mailto:viki.meink@oregonstate.edu">viki.meink@oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelly Donegan, Academic Advisor</td>
<td>7-5448 4017 ALS Bldg <a href="mailto:donegank@hort.oregonstate.edu">donegank@hort.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rangeland Ecology and Management</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Borman, Head</td>
<td>7-1614 200A StAg Hall <a href="mailto:michael.borman@oregonstate.edu">michael.borman@oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craig Carr, Head Advisor</td>
<td>7-1608 301C StAg Hall <a href="mailto:craig.carr@oregonstate.edu">craig.carr@oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connie Davis, Office Manager</td>
<td>7-1619 202 StAg Hall <a href="mailto:connie.l.davis@oregonstate.edu">connie.l.davis@oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE OF BUSINESS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ilene Kleinsorge, Dean</td>
<td>7-6024 200 Bexell Hall <a href="mailto:ilene@bus.oregonstate.edu">ilene@bus.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Matson, Assistant to Dean</td>
<td>7-6024 200 Bexell Hall <a href="mailto:Matson@bus.oregonstate.edu">Matson@bus.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jim Coakley, Assoc. Dean, Grad Prog.</td>
<td>7-5510 300 Bexell Hall <a href="mailto:jim.coakley@bus.oregonstate.edu">jim.coakley@bus.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robin Silveira, Admin Assist</td>
<td>7-2219 200 Bexell Hall <a href="mailto:robin.silveira@bus.oregonstate.edu">robin.silveira@bus.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School of Design and Human Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leslie Burns, Department Chair</td>
<td>7-0983 224 Milam Hall <a href="mailto:Leslie.Burns@oregonstate.edu">Leslie.Burns@oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE OF EARTH, OCEAN &amp; ATMOSPHERIC SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark Abbott, Dean</td>
<td>7-5195 CEOAS Admin <a href="mailto:mark@coas.oregonstate.edu">mark@coas.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anita Grunder, Assoc. Dean, Acad Prg</td>
<td>7-5189 205 CEOAS Ad <a href="mailto:grundera@geo.oregonstate.edu">grundera@geo.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jack Barth, Assoc Dean for Research</td>
<td>7-1607 292 Burt <a href="mailto:barth@coas.oregonstate.edu">barth@coas.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Cigarran, Exec Asst to Dean</td>
<td>7-5232 203 CEOAS Ad <a href="mailto:jcigarran@coas.oregonstate.edu">jcigarran@coas.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Environmental Science</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pat Muir</td>
<td>7-1745 1096 Cord <a href="mailto:muirp@science.oregonstate.edu">muirp@science.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stacey Kroese, Assistant</td>
<td>7-2404 102 Wilkinson <a href="mailto:stacey.kroese@oregonstate.edu">stacey.kroese@oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geosciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aaron Wolf, Chair</td>
<td>7-2722 212 Wilkinson Hall <a href="mailto:wolfa@geo.oregonstate.edu">wolfa@geo.oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melinda Jensen, Office Manager</td>
<td>7-1238 104 Wilkinson Hall <a href="mailto:melinda.jensen@oregonstate.edu">melinda.jensen@oregonstate.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COLLEGE OF EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Larry Flick, Dean</td>
<td>7-3664</td>
<td>201D Furman Hall</td>
<td><a href="mailto:larry.flick@oregonstate.edu">larry.flick@oregonstate.edu</a></td>
</tr>
<tr>
<td>Paula Dungjen, Exec. Assist. to the Dean</td>
<td>7-1816</td>
<td>201 Furman Hall</td>
<td><a href="mailto:paula.dungjen@Oregonstate.edu">paula.dungjen@Oregonstate.edu</a></td>
</tr>
<tr>
<td>Randy Bell, Associate Dean</td>
<td>7-6387</td>
<td>201B Furman Hall</td>
<td><a href="mailto:randy.bell@oregonstate.edu">randy.bell@oregonstate.edu</a></td>
</tr>
<tr>
<td>Gene Newburgh, Dir Student Svcs Advis,</td>
<td>7-8574</td>
<td>104D Furman Hall</td>
<td><a href="mailto:newburgg@oregonstate.edu">newburgg@oregonstate.edu</a></td>
</tr>
<tr>
<td>Kristen Kinman, Admin Manager</td>
<td>7-3739</td>
<td>201C Furman Hall</td>
<td><a href="mailto:kristin.kinman@oregonstate.edu">kristin.kinman@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

**Adult Education and Higher Education Leadership**

Darlene Russ-Eft, Chair | 7-9373 | 104K Furman Hall | darlene.russeft@oregonstate.edu |

**COLLEGE OF ENGINEERING**

<table>
<thead>
<tr>
<th>Sandra Woods, Dean</th>
<th>7-5232</th>
<th>101 Covell Hall</th>
<th><a href="mailto:sandra.woods@oregonstate.edu">sandra.woods@oregonstate.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Lundy, Executive Associate Dean</td>
<td>7-5235</td>
<td>101 Covell Hall</td>
<td><a href="mailto:jim.lundy@oregonstate.edu">jim.lundy@oregonstate.edu</a></td>
</tr>
<tr>
<td>Jane Cigarran, Exec Asst for Admin.</td>
<td>7-3101</td>
<td>101 Covell Hall</td>
<td><a href="mailto:Jane.Cigarran@oregonstate.edu">Jane.Cigarran@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

**Biological and Ecological Engineering**

<table>
<thead>
<tr>
<th>John Bolte, Head</th>
<th>7-6303</th>
<th>116 Gilmore Hall</th>
<th><a href="mailto:boltej@engr.orst.edu">boltej@engr.orst.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Martin, Office Manager</td>
<td>7-6292</td>
<td>116A Gilmore Hall</td>
<td><a href="mailto:kathleen.martin@oregonstate.edu">kathleen.martin@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

**School of Chemical, Biological & Environmental Engineering**

<table>
<thead>
<tr>
<th>Greg Rorrer, Head</th>
<th>7-3370</th>
<th>305 Gleeson Hall</th>
<th><a href="mailto:rorrergl@engr.orst.edu">rorrergl@engr.orst.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elisha Brackett, School Manager</td>
<td>7-6149</td>
<td>101 Gleeson</td>
<td><a href="mailto:Elisha.Brackett@oregonstate.edu">Elisha.Brackett@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

**School of Civil & Construction Engineering**

<table>
<thead>
<tr>
<th>David Trejo, Acting Head</th>
<th>7-4934</th>
<th>101D Kearney</th>
<th><a href="mailto:david.trejo@oregonstate.edu">david.trejo@oregonstate.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Westberg, Department Manager</td>
<td>7-1786</td>
<td>101G Kearney Hall</td>
<td><a href="mailto:kathy.westberg@oregonstate.edu">kathy.westberg@oregonstate.edu</a></td>
</tr>
<tr>
<td>Theresa Waters, Academic Advisor</td>
<td>7-5940</td>
<td>205 Owen Hall</td>
<td><a href="mailto:theresa.waters@oregonstate.edu">theresa.waters@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

**School of Electrical Engineering and Computer Science**

<table>
<thead>
<tr>
<th>Terri Fiez, Professor and Head</th>
<th>7-3118</th>
<th>1148 Kelley Engr</th>
<th><a href="mailto:terri.fiez@oregonstate.edu">terri.fiez@oregonstate.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bella Bose, Associate Director</td>
<td>7-5573</td>
<td>1148 Kelley Engr</td>
<td><a href="mailto:bose@eecs.orst.edu">bose@eecs.orst.edu</a></td>
</tr>
<tr>
<td>Louann Friedland, Office Manager</td>
<td>7-6601</td>
<td>2001 Kelley Engr</td>
<td><a href="mailto:louoann.friedland@oregonstate.edu">louoann.friedland@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

**School of Mechanical, Industrial, & Manufacturing Engineering**

<table>
<thead>
<tr>
<th>Rob Stone, Interim Head</th>
<th>7-3638</th>
<th>208 Rogers</th>
<th><a href="mailto:Rob.Stone@oregonstate.edu">Rob.Stone@oregonstate.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>David Cann, Associate Head</td>
<td>7-9623</td>
<td>303D Dearborn</td>
<td><a href="mailto:cann@engr.oregonstate.edu">cann@engr.oregonstate.edu</a></td>
</tr>
<tr>
<td>Phyllis Helvie, Business Manager</td>
<td>7-5237</td>
<td>206 Rogers Hall</td>
<td><a href="mailto:phyllis.helvie@oregonstate.edu">phyllis.helvie@oregonstate.edu</a></td>
</tr>
<tr>
<td>Michelle Eck, Head Advisor</td>
<td>7-7005</td>
<td>103 Dearborn</td>
<td><a href="mailto:michelle.eck@oregonstate.edu">michelle.eck@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

**Nuclear Engineering & Radiation Health Physics**

<table>
<thead>
<tr>
<th>Katherine Higley, Dept. Head</th>
<th>7-0675</th>
<th>E122 Radiation Ctr</th>
<th><a href="mailto:katherine.higley@oregonstate.edu">katherine.higley@oregonstate.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Woods, Assoc. Prof</td>
<td>7-6335</td>
<td>E118 Radiation Ctr</td>
<td><a href="mailto:brian.woods@oregonstate.edu">brian.woods@oregonstate.edu</a></td>
</tr>
<tr>
<td>Janet Knudson, Office Manager.</td>
<td>7-7063</td>
<td>C115 Radiation Ctr</td>
<td><a href="mailto:Janet.Knudson@oregonstate.edu">Janet.Knudson@oregonstate.edu</a></td>
</tr>
</tbody>
</table>
### COLLEGE OF FORESTRY

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Maness, Dean</td>
<td>7-1585</td>
<td>150D Peavy Hall</td>
<td><a href="mailto:Thomas.Maness@oregonstate.edu">Thomas.Maness@oregonstate.edu</a></td>
</tr>
<tr>
<td>Ed Jensen Assoc. Dean, Acad. Affairs</td>
<td>7-2519</td>
<td>140A Peavy Hall</td>
<td><a href="mailto:Ed.jensen@oregonstate.edu">Ed.jensen@oregonstate.edu</a></td>
</tr>
<tr>
<td>Clay Torset, Head Advisor</td>
<td>7-1592</td>
<td>140B Peavy Hall</td>
<td><a href="mailto:clay.torset@oregonstate.edu">clay.torset@oregonstate.edu</a></td>
</tr>
<tr>
<td>Nathalie Gitt, Exec Asst to the Dean</td>
<td>7-4279</td>
<td>150 Peavy Hall</td>
<td><a href="mailto:Nathalie.Gitt@oregonstate.edu">Nathalie.Gitt@oregonstate.edu</a></td>
</tr>
<tr>
<td>Forest Engineering, Resources &amp; Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Claire Montgomery, Dept Head (Interim)</td>
<td>7-5533</td>
<td>273 Peavy Hall</td>
<td><a href="mailto:Claire.Montgomery@oregonstate.edu">Claire.Montgomery@oregonstate.edu</a></td>
</tr>
<tr>
<td>Angela Haney, Office Manager</td>
<td>7-1348</td>
<td>204 Peavy Hall</td>
<td><a href="mailto:angela.haney@oregonstate.edu">angela.haney@oregonstate.edu</a></td>
</tr>
<tr>
<td>Paul Doescher, Head</td>
<td>7-9401</td>
<td>215 Peavy Hall</td>
<td><a href="mailto:paul.doescher@oregonstate.edu">paul.doescher@oregonstate.edu</a></td>
</tr>
<tr>
<td>Misty Labahn, Office Manager</td>
<td>7-1484</td>
<td>321C Richardson</td>
<td><a href="mailto:misty.labahn@oregonstate.edu">misty.labahn@oregonstate.edu</a></td>
</tr>
<tr>
<td>Wood Science and Engineering (Forest Products)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laurence “Laurie” Schimleck, Dept. Head</td>
<td>7-4224</td>
<td>119D Richardson</td>
<td><a href="mailto:laurence.schimleck@oregonstate.edu">laurence.schimleck@oregonstate.edu</a></td>
</tr>
<tr>
<td>Karla Rhoads, Office Manager</td>
<td>7-4257</td>
<td>119B Richardson</td>
<td><a href="mailto:karla.rhoads@orst.edu">karla.rhoads@orst.edu</a></td>
</tr>
<tr>
<td>David Smith, Undergrad. Advisor</td>
<td>7-8506</td>
<td>236 Richardson</td>
<td><a href="mailto:david.smith@oregonstate.edu">david.smith@oregonstate.edu</a></td>
</tr>
<tr>
<td>Sara Lawrence, Undergraduate Secretary</td>
<td>7-4259</td>
<td>119 Richardson</td>
<td><a href="mailto:sara.lawrence@oregonstate.edu">sara.lawrence@oregonstate.edu</a></td>
</tr>
<tr>
<td>Deborra Low, Grad. Coordinator</td>
<td>7-5723</td>
<td>119 Richardson</td>
<td><a href="mailto:Deborra.Low@oregonstate.edu">Deborra.Low@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

### COLLEGE OF PUBLIC HEALTH & HUMAN SCIENCES

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tammy Bray, Dean</td>
<td>7-3256</td>
<td>123 Women’s Bldg</td>
<td><a href="mailto:Tammy.Bray@oregonstate.edu">Tammy.Bray@oregonstate.edu</a></td>
</tr>
<tr>
<td>Michelle Mahana, Assistant to the Dean</td>
<td>7-3256</td>
<td>123 Women’s Bldg</td>
<td><a href="mailto:michelle.mahana@oregonstate.edu">michelle.mahana@oregonstate.edu</a></td>
</tr>
<tr>
<td>Mark Hoffman, Assoc Dean for Acad. Prog</td>
<td>7-6787</td>
<td>112 Milam Hall</td>
<td><a href="mailto:Mark.Hoffman@oregonstate.edu">Mark.Hoffman@oregonstate.edu</a></td>
</tr>
<tr>
<td>Kim McAlexander, Head Advisor</td>
<td>7-8900</td>
<td>116 Milam Hall</td>
<td><a href="mailto:mcalexak@oregonstate.edu">mcalexak@oregonstate.edu</a></td>
</tr>
<tr>
<td>School of Biological and Population Health Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tony Wilcox, Co-Director</td>
<td>7-2643</td>
<td>101 Milam Hall</td>
<td><a href="mailto:Anthony.Wilcox@oregonstate.edu">Anthony.Wilcox@oregonstate.edu</a></td>
</tr>
<tr>
<td>Anna Harding, Co-Director</td>
<td>7-3830</td>
<td>100 Milam Hall</td>
<td><a href="mailto:Anna.Harding@oregonstate.edu">Anna.Harding@oregonstate.edu</a></td>
</tr>
<tr>
<td>School of Social and Behavioral Health Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sheryl Thorburn, Director</td>
<td>7-9493</td>
<td>433 Waldo Hall</td>
<td><a href="mailto:Sheryl.Thorburn@oregonstate.edu">Sheryl.Thorburn@oregonstate.edu</a></td>
</tr>
</tbody>
</table>

### COLLEGE OF LIBERAL ARTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry Rodgers, Dean</td>
<td>7-4581</td>
<td>203 Gilkey Hall</td>
<td><a href="mailto:larry.rogers@oregonstate.edu">larry.rogers@oregonstate.edu</a></td>
</tr>
<tr>
<td>Helene Serewis, Executive Ass’t</td>
<td>7-8809</td>
<td>207 Gilkey Hall</td>
<td><a href="mailto:helene.serewis@oregonstate.edu">helene.serewis@oregonstate.edu</a></td>
</tr>
<tr>
<td>Michael Oriard, Assoc. Dean</td>
<td>7-3972</td>
<td>207 Gilkey Hall</td>
<td><a href="mailto:Michael.oriad@oregonstate.edu">Michael.oriad@oregonstate.edu</a></td>
</tr>
<tr>
<td>Susana Rivera-Mills, Assoc Dean</td>
<td>7-4586</td>
<td>201A Gilkey Hall</td>
<td><a href="mailto:Susana.rivera-mills@oregonstate.edu">Susana.rivera-mills@oregonstate.edu</a></td>
</tr>
<tr>
<td>Louie Bottaro, Head Advisor</td>
<td>7-0561</td>
<td>213 Gilkey Hall</td>
<td><a href="mailto:Louie.Bottaro@oregonstate.edu">Louie.Bottaro@oregonstate.edu</a></td>
</tr>
<tr>
<td>School of Arts and Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Maul, Director</td>
<td>7-5013</td>
<td>105 Fairbanks Hall</td>
<td><a href="mailto:jmaul@oregonstate.edu">jmaul@oregonstate.edu</a></td>
</tr>
<tr>
<td>School of History, Philosophy and Religion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Phone 1</td>
<td>Phone 2</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Ben Mutschler</td>
<td>Director</td>
<td>7-1268</td>
<td>7-7413</td>
</tr>
<tr>
<td>Dwanee Howard</td>
<td>Asst to School Director</td>
<td>7-1328</td>
<td>7-1268</td>
</tr>
<tr>
<td>Susan Shaw</td>
<td>Director</td>
<td>7-3082</td>
<td>7-3847</td>
</tr>
<tr>
<td>Karen Mills</td>
<td>Asst to School Director</td>
<td>7-3082</td>
<td>7-3847</td>
</tr>
<tr>
<td>John Edwards</td>
<td>Transitional Director</td>
<td>7-2311</td>
<td>7-1360</td>
</tr>
<tr>
<td>Shirley Mann</td>
<td>Office Manager</td>
<td>7-2311</td>
<td>7-1360</td>
</tr>
<tr>
<td>Denise Lach</td>
<td>Director</td>
<td>7-5471</td>
<td>7-5471</td>
</tr>
<tr>
<td>Anita Helle</td>
<td>Director</td>
<td>7-1634</td>
<td>7-1634</td>
</tr>
<tr>
<td>Ann Leen</td>
<td>Office Mgr/Assistant to Chair</td>
<td>7-1634</td>
<td>7-1634</td>
</tr>
<tr>
<td>Mark Zabriskie</td>
<td>Dean</td>
<td>7-5781</td>
<td></td>
</tr>
<tr>
<td>Patty Beaumont</td>
<td>Exec Asst to the Dean</td>
<td>7-5796</td>
<td></td>
</tr>
<tr>
<td>Gary DeLander</td>
<td>Executive Assoc. Dean</td>
<td>7-5805</td>
<td></td>
</tr>
<tr>
<td>Angela Austin Haney</td>
<td>Director Student Services</td>
<td>7-5784</td>
<td></td>
</tr>
<tr>
<td>Vince Remcho</td>
<td>Interim Dean</td>
<td>7-8181</td>
<td></td>
</tr>
<tr>
<td>Janine Trempy</td>
<td>Associate Dean</td>
<td>7-4441</td>
<td></td>
</tr>
<tr>
<td>Mary Ann Matzke</td>
<td>Head Advisor</td>
<td>7-3880</td>
<td></td>
</tr>
<tr>
<td>Kelly Carter</td>
<td>Admin Manager</td>
<td>7-3886</td>
<td></td>
</tr>
<tr>
<td>Gary Merrill</td>
<td>Chair</td>
<td>7-3119</td>
<td></td>
</tr>
<tr>
<td>Barbara Hanson</td>
<td>– Biochemistry</td>
<td>7-1864</td>
<td></td>
</tr>
<tr>
<td>Robert Mason</td>
<td>Chair</td>
<td>7-4107</td>
<td></td>
</tr>
<tr>
<td>Trudy Powell</td>
<td>Secretary</td>
<td>7-2993</td>
<td></td>
</tr>
<tr>
<td>Rich Carter</td>
<td>Chair</td>
<td>7-9486</td>
<td></td>
</tr>
<tr>
<td>Christine Pastorek</td>
<td>Dir-Integr. Lab Prog.</td>
<td>7-6732</td>
<td></td>
</tr>
<tr>
<td>Paula Christie</td>
<td>Office Manager</td>
<td>7-1681</td>
<td></td>
</tr>
<tr>
<td>Janine Trempy</td>
<td>Associate Dean</td>
<td>7-4441</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>Chair/Head</td>
<td>Office Manager</td>
<td>Phone</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------</td>
<td>------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Tom Dick, Director</td>
<td>Deanne Wilcox, Office Manager</td>
<td>7-1570</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-5135</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Theo Dreher, Chair</td>
<td>Mary Fulton, Office Manager</td>
<td>7-1834</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-1833</td>
</tr>
<tr>
<td>Molecular &amp; Cellular Biology/Genetics (Graduate Program)</td>
<td>Barbara Taylor, Director</td>
<td>Gail Millimaki, Office Specialist 2</td>
<td>7-3799</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-3799</td>
</tr>
<tr>
<td>Physics</td>
<td>Henri Jansen, Chair</td>
<td>David McIntyre, Undergrad Advisor</td>
<td>7-1668</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Janice Nave-Abele</td>
<td>7-1696</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-1682</td>
</tr>
<tr>
<td>Statistics</td>
<td>Virginia Lesser, Dir-Survey Reseach Ctr.</td>
<td>Maggie Neel, Office Specialist 2</td>
<td>7-3366</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-1981</td>
</tr>
<tr>
<td>Zoology</td>
<td>Virginia Weis, Director</td>
<td>Tara Bevandich, Administrative Assistant</td>
<td>7-5338</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-5336</td>
</tr>
<tr>
<td>Veterinary Diagnostic Lab</td>
<td>Jerry Heidel, Director</td>
<td></td>
<td>7-6964</td>
</tr>
<tr>
<td>Veterinary Diagnostic Lab</td>
<td>Jerry Heidel, Director</td>
<td></td>
<td>7-6964</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>Dr. Luiz Bermudez, Dept. Head</td>
<td>Dennese. Weber-Watts, Asst to Dept Head</td>
<td>7-6538</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-9894</td>
</tr>
<tr>
<td>Clinical Sciences</td>
<td>Dr. Chris Cebra, Head</td>
<td>Juli West, Dept Administration</td>
<td>7-5568</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-6868</td>
</tr>
<tr>
<td>Honors College</td>
<td>Toni Doolen, Dean</td>
<td>Laurel Busse, Administrative Manager</td>
<td>7-5641</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7-6404</td>
</tr>
<tr>
<td>DEFENSE EDUCATION—ROTC UNITS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Air Force Studies (Air Force)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lt Colonel Lisa Undem, Commander</td>
<td>7-3291</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Megan Ferris, Office Assistant</td>
<td>7-3291</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Military Science (Army)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maj. Eric Larsen</td>
<td>7-6903</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cindy Rossi, Admin. Asst.</td>
<td>7-3511</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Naval Science (Navy)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Captain Richard K. Wood</td>
<td>7-5606</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cass Williams, Administrative Assistant</td>
<td>7-6289</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADUATE SCHOOL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda McComb, Dean</td>
<td>7-4881</td>
</tr>
<tr>
<td>Anita Azarenko, Assoc. Dean</td>
<td>7-5475</td>
</tr>
<tr>
<td>Martin Fisk, Assoc. Dean</td>
<td>7-1458</td>
</tr>
<tr>
<td>Nagwa Naguib, Exec. Asst. to the Dean</td>
<td>7-1456</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERDISCIPLINARY DEGREE PROGRAMS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bioresource Research</strong></td>
<td></td>
</tr>
<tr>
<td>Kate Field, Director (Microbiology)</td>
<td>7-1837</td>
</tr>
<tr>
<td>Wanda Crannell, Advisor</td>
<td>7-2999</td>
</tr>
<tr>
<td><strong>International Degree Programs</strong></td>
<td></td>
</tr>
<tr>
<td>Sunil Khanna, Assoc Prov, Int’l Programs</td>
<td>7-6405</td>
</tr>
<tr>
<td>Danny Damron, Director of Int’l Degree and Education Abroad</td>
<td>7-3006</td>
</tr>
<tr>
<td>Laurie Lewis, Director, Int’l Student and Faculty Advisor</td>
<td>7-6310</td>
</tr>
<tr>
<td>Paul Primak, Dir-OUS Int’l Program</td>
<td>7-6469</td>
</tr>
<tr>
<td><strong>Environmental Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Patricia Muir, Undergraduate Director</td>
<td>7-1745</td>
</tr>
<tr>
<td>Andrew Blaustein, Graduate Director</td>
<td>7-3705</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Programs, Assessment, and Accreditation</strong></td>
<td></td>
</tr>
<tr>
<td>Bill Bogley, Director</td>
<td>7-5158</td>
</tr>
<tr>
<td>Gary Beach, Curriculum Coordinator</td>
<td>7-2815</td>
</tr>
<tr>
<td>Sarah Williams, Curriculum Coordinator</td>
<td>7-9560</td>
</tr>
<tr>
<td>Stefani Dawn, Assistant Director of Accreditation</td>
<td>7-0919</td>
</tr>
<tr>
<td>Academic Success Center</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--</td>
</tr>
<tr>
<td>Moira Dempsey, Director</td>
<td>7-2272</td>
</tr>
<tr>
<td>Janine Kobel, Asst-Retention &amp; Svc Ctr</td>
<td>7-7969</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baccalaureate Core Comm.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Bogley, Co-Chair</td>
<td>7-5158</td>
</tr>
<tr>
<td>Kerry Kincanon, Co-Chair</td>
<td>7-8144</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget &amp; Fiscal Planning Comm.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Walt Loveland, Co-Chair</td>
<td>7-7078</td>
</tr>
<tr>
<td>Luke McIlvenny, Co-Chair</td>
<td>7-9959</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Success and Engagement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Susie Brubaker-Cole, Assoc Provost, Academic Success and Engagement</td>
<td>7-6164</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Center for Teaching and Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kay Sagmiller</td>
<td>7-2819</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference, Power &amp; Discrimination</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Michelle Bothwell, Acting DPD Director, Kryn Freehling-Burton, Program Assistant</td>
<td>7-6313</td>
</tr>
<tr>
<td></td>
<td>7-2826</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OSU Extended Campus (Division of Outreach and Engagement)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Reed, Vice Provost, (Division of Outreach and Engagement)</td>
<td>7-2713</td>
</tr>
<tr>
<td>Lisa Templeton, Executive Director</td>
<td>7-1279</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department and Student Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfonso Bradoch, Dir., Dept. &amp; Stud Srvcs</td>
<td>7-9116</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EOP - Education Opportunities Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Nishihara, Director</td>
<td>7-3928</td>
</tr>
<tr>
<td>Marilyn Stewart, Counselor-Academic</td>
<td>7-3930</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Council</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Coakley, Chair</td>
<td>7-2219</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faye Chadwell, Head</td>
<td>7-7300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Linus Pauling Institute</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balz Frei, Director and Endowed Chair</td>
<td>7-5078</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Registrar's Office</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Mathern, Registrar</td>
<td>7-4048</td>
</tr>
<tr>
<td>Amy Flint, Assistant Registrar</td>
<td>7-2830</td>
</tr>
<tr>
<td>Larry Bulling, Catalogue Coordinator</td>
<td>7-9889</td>
</tr>
<tr>
<td>Schedule Desk</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Linda Miller</td>
<td>7-2181</td>
</tr>
<tr>
<td>Laura Driscoll</td>
<td>7-0599</td>
</tr>
<tr>
<td><strong>WIC</strong></td>
<td></td>
</tr>
<tr>
<td>Vicki Tolar Burton, Director</td>
<td>7-3711</td>
</tr>
</tbody>
</table>

Curriculum contacts lists are posted on the Academic Programs website and the Curriculum Council Handbook. The list is used by proposers, reviewers, and administrators who may have general questions regarding the curriculum in your unit. Please confirm that these are the appropriate contacts or if there should be any changes to our records. Thanks.
<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>Proposed Action</th>
<th>Notes on Review Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td>New degree or certificate program</td>
<td>If graduate, includes Graduate Council review and External Review authorized by the OUS Provosts Council.</td>
</tr>
<tr>
<td>Category I</td>
<td>Substantive changes to existing programs</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>MOU</td>
<td>Delivery of a program to a new location (see below for OSU Cascades)</td>
<td></td>
</tr>
<tr>
<td>Abbreviated Category I</td>
<td>Renaming a degree (major) or academic unit (see below for renaming options or minors)</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>Abbreviated Category I</td>
<td>Moving responsibility for an academic program or unit to another</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>Abbreviated Category I</td>
<td>New academic unit, department, school, or college</td>
<td></td>
</tr>
<tr>
<td>Abbreviated Category I</td>
<td>Merging or splitting an academic unit</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>Abbreviated Category I</td>
<td>Terminating a degree, certificate, or academic unit</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>Abbreviated Category I</td>
<td>Suspending or reactivating a degree, certificate or academic unit</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>Category II</td>
<td>New course (see below for “blanket” or “special topics” courses)</td>
<td>If graduate, includes Graduate Council review. If applying for Bac Core status, includes Bac Core Committee review.</td>
</tr>
<tr>
<td>Category II</td>
<td>Change to existing course, including adding/deleting Bacc Core status, changing grading mode, changing prerequisites</td>
<td>If graduate, includes Graduate Council review. If changes involve Bacc Core status, includes Bacc Core Committee review.</td>
</tr>
<tr>
<td>Category II</td>
<td>Drop course</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>Category II</td>
<td>New option, minor, or endorsement</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>Category II</td>
<td>Change requirements for a major, certificate, minor, option, or endorsement</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>Category II</td>
<td>Drop option, minor, or endorsement</td>
<td>If graduate, includes Graduate Council review.</td>
</tr>
<tr>
<td>Category II (most cases)</td>
<td>Change departmental or college requirements</td>
<td>Some cases do not require a proposal--check with Office of Academic Programs and/or Graduate School (if graduate).</td>
</tr>
<tr>
<td>Category II</td>
<td>New course designator</td>
<td>See <a href="http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#74">http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#74</a></td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Category II</td>
<td>Change or add department/school/college admission or retention standards</td>
<td>See <a href="http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#61">http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#61</a></td>
</tr>
<tr>
<td>None; contact Office of Academic Programs</td>
<td>Add a “blanket” (e.g. 401, 501) or “special topics” (X99) course if the department offers the appropriate program</td>
<td>See <a href="http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#77">http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#77</a></td>
</tr>
<tr>
<td>Memo to Graduate School</td>
<td>Adding, dropping, or changing an Area of Concentration (Graduate)</td>
<td>See <a href="http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#90">http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#90</a></td>
</tr>
<tr>
<td>Research Center or Institute Proposal</td>
<td>Establish a center or institute (without curriculum)</td>
<td>Contact the Research Office</td>
</tr>
<tr>
<td>ADD: Source: Office of Academic Programs (7/11)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Category I Proposals

See also http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals
There are two types of Category I proposals: **Full** and **Abbreviated**

**Category I Proposals**

Category I proposals are used to designate new programs of major substantive changes that require approval at the state level (Oregon University System Chancellor's Office, the Academic Strategies Committee of the Oregon State Board of Higher Education) and/or the OUS Provosts’ Council.

**Submit a Full Category I Proposal for:**

- New undergraduate, graduate, and first professional degree programs (Board)
- Major substantive changes to existing programs (Board or Provosts’ Council)

**Submit an Abbreviated Category I Proposal for:**

In contrast, Abbreviated Category I proposals require final approval by the OSU Provost.

- Renaming a degree (major), certificate, or academic unit
- Moving responsibility for an academic program from one academic unit to another
- Merging or splitting an academic unit
- Terminating a degree, certificate, or academic unit
- Suspending or reactivating a degree, certificate, or academic unit
- New certificate programs (Provosts’ Council)
- New academic unit, including department, school, or college

[Note: Delivery of a new or existing program to a new location (eg., the OSU Cascades branch Campus and delivery by E Campus) requires an MOU proposal.]

---

**Preparing a Proposal**

**Proposal Development** (applies to both Full and Abbreviated Category I proposals)

- **Transmittal Sheet** ([form](#)) – A signed transmittal sheet serves as the title page, classifies the type of Category I proposal, and contains all required signature lines from the OSU college(s), school(s), and department(s) involved. The Dean and Department Chair signatures indicate that the proposal has been reviewed and approved by the appropriate program, department, school, and College committees and that the resources are
available to support the proposal. [Note: Proposals that involve multiple academic units will need to attach a supplemental signature page].

- **Executive Summary** – One or two paragraphs that succinctly summarize the proposal.

- **Proposal** *(form)* – Respond to the questions corresponding to a Full Category I proposal or an Abbreviated Category I proposal.

- **Library Evaluation** – In preparation for acquisition and serial requirements the library reviews Full Category I and MOU proposals and determines the allocation of funding necessary for the new program. Generally a library evaluation is not required for Abbreviated Category I proposals. *(see policy)*

- **Liaison Comments** *(see policy)* – *(Internal to OSU)* Feedback should be solicited from all campus units whose program or students could be affected by the proposal, and/or from those academic units whose common subject matter pertains to the subject matter of the proposal. Appropriate liaison with other academic units is a mandatory element of every curricular proposal. If liaison is omitted, the proposal is considered incomplete, and will generally be sent back to its originator. The originator will need to respond to comments/observations/suggestions that may result in change to the proposal. E-mail correspondence is an acceptable form of liaison. See *Format for Letter or E-mail of Liaison*.

- **Letters of Support** – *(External to OSU)* Letters of support include but are not limited to advisory boards, professional organizations, accreditation groups, and other OUS institutions, etc.

- The following documents go on file in the Office of Academic Programs, Assessment, and Accreditation:
  - Accessibility Form - read and signed *(form)*
  - Abridged Faculty Vitae - Required for new instructional programs proposals.

- **Budget** *(form)* - Complete one sheet for each of the first four operating years. Generally, funds are expended to create a new, or change an existing program. Rarely are there proposals with no associated costs.

  [Note: All proposals cost resources; e.g., new business cards, signage, letterhead paper, web page updates, advertisement/marketing brochures, etc. Do not submit budget with $0 entries]

**Timing** - Category I approvals can take anywhere from a few months to approximately one year. Well-prepared proposals, with complete supporting documentation, will move more quickly through the proposal review and approval process.
**Follow Up on New Programs** - If the Category I proposal is for a new degree or certificate program, there will be a five-year follow up review to ensure that adequate progress is being made toward the goals of the program. The review will be initiated by the Office of Academic Programs, Assessment, and Accreditation. See policy on Five-Year Year Follow Up Review.

**Submission of a Category I Proposal**

- **Format:**
  - Use Arial 10 pt or 12 pt
  - Add pagination
  - Do not include Excel tables or .pdf documents in the proposal; these may only be added under “Other Documents”
  - Use Word .doc or .docx
  - Questions from the full Category I or Abbreviated Category I proposal should be entered in either italic or bold – with the response in regular 10 pt or 12 pt
  - Use the budget page template in Word

- All Category I proposals, Full or Abbreviated, should be submitted to the Office of Academic Programs, Assessment, and Accreditation in electronic format to the Curriculum Proposal System (CPS) at: [https://secure.oregonstate.edu/ap/cps/](https://secure.oregonstate.edu/ap/cps/)

For questions contact: Gary.Beach@oregonstate.edu or Sarah.Williams@oregonstate.edu

**The Review Process Steps**

1. **Academic Programs Committee (APC) Preliminary Review Meeting** - This meeting is intended to guide revisions and to strengthen the proposal for the official review process. A [CIP code](https://secure.oregonstate.edu/ap/cps/) for new programs is available by contacting the Office of Academic Programs, Assessment, and Accreditation. (The meeting will include a representative from the proposing unit, one from the Office of Academic Programs, Assessment, and Accreditation, the chair of the Curriculum Council, the chair of the Budget and Fiscal Planning Committee, and, if it’s a graduate proposal, a representative from the [Graduate School](https://secure.oregonstate.edu/ap/cps/) and chair of the Graduate Council.)
2. **Library Evaluation** – A library evaluation is required of all Full Category I and MOU proposals and some Abbreviated Category I proposals. It is performed by the Library either before (or immediately after) completion of an APC Preliminary Review meeting. The APC chair will direct the originator to send a copy of the proposal to the Head of Collection Services at the Library. At least three weeks should be allowed for their review. Once completed, the proposing unit will receive a copy of the report. The Library Evaluation report must be included within the proposal prior to submission to the Budget and Fiscal Planning Committee. The proposal text and budget tables may need to be modified in order to align with the Library’s evaluation of the proposal. [Note that funds required by the library to support new programs will be transferred by the Office of Budgets and Fiscal Planning upon approval of the Category I Proposal.] See Allocation of Funding to the Library for New Programs

3. **Budget and Fiscal Planning Committee Review** - The Budgets and Fiscal Planning Committee assists the Faculty Senate in the development of recommendations to the President regarding the University’s budget and fiscal priorities. The Committee reviews the adequacy of resources allocated to existing programs and the fiscal implications of proposed changes in programs, enrollment, and budgetary priorities and procedures.

4. **Graduate Council Review** is required for any Category I having an impact on OSU’s graduate education.

5. **Curriculum Council Review** - The Curriculum Council reviews University curricula in an effort to implement the long-range educational mission of the University. After careful study, it recommends the introduction of new programs or changes in existing programs. It makes recommendations regarding major curricular changes proposed by the academic units of the University. The Curriculum Council attempts to bring about a suitable and rational balance of academic programs and courses.

6. **Faculty Senate** * Approval via the Faculty Senate Executive Committee
   i. *Following Faculty Senate approval Abbreviated Category I proposals are submitted to the Provost and with Provost approval are announced to the campus community.
   ii. *Following Faculty Senate approval Full Category I proposals must complete review and approval steps 7-9 prior to the proposal to being announced to the campus community

7. **OUS Provosts’ Council** - The OUS Provosts’ Council is comprised of academic provosts from all seven Oregon public universities. The Provosts’ Council is responsible for making recommendations to the Chancellor of the Oregon University System (OUS) regarding proposed new undergraduate, graduate, and first professional degree, programs, along with all other substantive changes to undergraduate, graduate, and first professional academic programming at the
OUS universities. The OUS Provosts’ Council is the final review and approval stop for all new certificate proposals.

8. **External Review** (if a new graduate degree program proposal) – An External Review of graduate degree proposals by qualified reviewers from outside Oregon is required. See [http://www.ous.edu/about/polipro/acad_pp](http://www.ous.edu/about/polipro/acad_pp)

9. **Oregon State Board of Higher Education** – The Academic Strategies Committee of the Oregon state Board of Higher Education is the final review and approval step for all new degree programs of substantive change proposals.

10. **Campus Announcement** – Prepared and distributed by Academic Affairs (wide distribution) with general summary, and the Office of Academic Programs, Assessment, and Accreditation (limited distribution) with a detailed summary.

---

**Look up a Proposal**

**Curriculum Proposal System - Category I**

Category I proposals are handled throughout the approval process by the Office of Academic Programs, Assessment, and Accreditation, and are logged into the Curriculum Proposal System (CPS) where they can be tracked on the Web. If you have questions about your proposal at any time, contact Gary Beach at 7-2815.

**Proposal Examples**

Example of a Full Category I Proposal:
[https://secure.oregonstate.edu/ap/cps/proposals/view/82725](https://secure.oregonstate.edu/ap/cps/proposals/view/82725)

Example of an Abbreviated Category I Proposal:
[https://secure.oregonstate.edu/ap/cps/proposals/view/83990](https://secure.oregonstate.edu/ap/cps/proposals/view/83990)
Outline for a Full Category I Proposal

Proposal for a New Academic Program

Institution:
College/School:
Department/Program:

1. Program Description
   a. Proposed Classification of Instructional Programs (CIP) number (contact the Office of Academic Programs, Assessment, and Accreditation or campus Institutional Research office for this number).
   b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.
   c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.
   d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).
   e. Ways in which the program will seek to assure quality, access, and diversity.
   f. Anticipated fall term headcount and FTE enrollment over each of the next five years.
   g. Expected degrees/certificates produced over the next five years.
   h. Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time; etc.)
   i. Adequacy and quality of faculty delivering the program.
   j. Faculty resources – full-time, part-time, adjunct.
   k. Other staff.
   l. Facilities, library, and other resources.
   m. Anticipated start date.

2. Relationship to Mission and Goals
   a. Manner in which the proposed program supports the institution’s mission and goals for access; student learning; research, and/or scholarly work; and service.
b. Connection of the proposed program to the institution’s strategic priorities and signature areas of focus.

c. Manner in which the proposed program contributes to Oregon University System goals for access; quality learning; knowledge creation and innovation; and economic and cultural support of Oregon and its communities.

d. Manner in which the program meets broad statewide needs and enhances the state’s capacity to respond effectively to social, economic, and environmental challenges and opportunities.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

4. Need

a. Evidence of market demand.

b. If the program’s location is shared with another similar OUS program, proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

c. Manner in which the program would serve the need for improved educational attainment in the region and state.

d. Manner in which the program would address the civic and cultural demands of citizenship.

5. Outcomes and Quality Assessment
a. Expected learning outcomes of the program.
b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
c. Program performance indicators, including prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate.
d. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

6. Program Integration and Collaboration
   a. Closely related programs in other OUS universities and Oregon private institutions.
   b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.
   c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.
   d. Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

7. Financial Sustainability (attach the completed Budget Outline)
   a. Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over the long term.
   b. Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.
   c. Targeted student/faculty ratio (student FTE divided by faculty FTE).
   d. Resources to be devoted to student recruitment.

8. External Review (if the proposed program is a graduate level program, follow the guidelines provided in External Review of new Graduate Level Academic Programs in addition to completing all of the above information)
What to consider when reviewing a Category I Proposal

OUS proposal content considerations:

Program Description
- Disciplinary foundations and connections.
- Program objectives.
- Programmatic focus.
- Ways in which the program will seek to assure quality, access, and diversity.
- Adequacy and quality of faculty delivering the program.

Relationship to Mission and Goals
- Access; student learning; research, and/or scholarly work; and service.
- Connection to strategic priorities and signature areas of focus.
- Responds effectively to social, economic, and environmental challenges/opportunities.

Need
- Evidence of market demand.
- Serves need for improved educational attainment in the region and state.
- Addresses the civic and cultural demands of citizenship.

Outcomes and Quality Assessment
- Expected learning outcomes of the program.
- Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.
- Program performance indicators, including prospects for success of program graduates (employment or graduate school) and licensure, if appropriate.

Program Integration and Collaboration
- Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution.
- Potential impacts on other programs in the areas of budget, enrollment, faculty workload, and facilities use.

Financial Sustainability (attach the completed Budget Outline)
- Business plan for the program that anticipates and provides for its long-term financial viability, addressing anticipated sources of funds, the ability to recruit and retain faculty, and plans for assuring adequate library support over long term.
- Plans for development and maintenance of unique resources (buildings, laboratories, technology) necessary to offer a quality program in this field.

Consider the feedback from the following sources of information:
- Appropriate Liaison
- Library Evaluation
• Analysis/Recommendation by the Budgets and Fiscal Planning Committee of the Faculty Senate
• Analysis/Recommendation by the Graduate Council of the Faculty Senate Committee
• Analysis/Recommendation by the Curriculum Council of the Faculty Senate
Category II proposals

See also http://oregonstate.edu/ap/curriculum/catii.html.
Category II proposals are used for routine curricular changes which require institutional approval only. Types of Category II proposals include:

- **New** Course, Option, Minor
- **Change** Course (including add/delete BCC, DPD, or WIC status, change title/designator, grading mode, prerequisites, course description, credits), Option, Minor, Certificate, Major (to rename a **Major**, submit an abbreviated **Category I** proposal)
- **Drop** Course, Option, Minor
- **Change Requirements** of Department or College

**Reviewing Category II proposals: Curriculum Council**

*Curriculum Council members review curricular proposals and bring larger or unresolved issues to the full Curriculum Council.*

Each Curriculum Council member is assigned responsibility for reviewing Category II proposals from one of the colleges/units (see Curriculum Council College Representation Assignments). They receive email notification generated by the Curriculum Proposal System (CPS) when there is a proposal in the system awaiting review.

For questions or concerns about the email notification, *do not* “reply” to the message. Instead, contact the Curriculum Coordinator, Sarah Williams, at 541-737-9560.

**Accessing Proposals in the Curriculum Proposal System**

**Log In**

- The CPS is found at the following URL: [https://secure.oregonstate.edu/ap/cps/](https://secure.oregonstate.edu/ap/cps/)
- Click **Log in** on either the side bar or on the link provided on the page.
• The CPS uses your ONID username and password

Enter your ONID username and password:

Username: willisar
Password: *************
Login

Help! I forgot my password

• Proposals ready for review can be accessed in one of two ways:
  1. Click My Pending Reviews in the side navigation bar or the main page.
  2. Click on the links provided in the automated Review Notification e-mail.

Dear Gina Shellhammer,

You have 4 curriculum proposals ready for your review.

MATS XX MATERIALS SCIENCE COURSE DESIGNATOR
Reef
HORT 447 AGRICULTURE
HORT 455 URBAN FOREST PLANNING, POLICY AND MANAGEMENT

Visit the following URL for a full list of your pending reviews:
https://secure.oregonstate.edu/gp/cps/reviews/mine
• Radio buttons (Approve or Send Back) will direct the proposal forward in the review queue, or back to the proposers. Reviewers can enter their comments in the comments box. Reviewers must hit Submit to execute the review.

**Acting on a proposal**

Curriculum Council members can review the proposal and either approve it (sending it on to the next stage of approval) or request information (sending it back to the person who submitted it, the “Originator”). If requesting information, type comments in the “Comments” box. For both actions, be sure to click “Submit” when finished.

If you’ve requested more information, you will receive email notification when a response has been submitted. Following the link and checking the “Show All Reviews” tab will show you the comments that were written in response.

**What to look for when reviewing a Category II**

Suggested criteria for your review:

• Read reviewers’ comments

• Check for liaison: Are there obvious gaps? Is it supportive?

• Do prerequisites make sense?

• Grading: Check to see whether midterm is given before last withdrawal date
  
  Fall- November 13, Winter- February 19, Spring- Friday, May 14,

• Requirements: Check for description of any projects

• Look for topical outline
• Are the course requirements and structure of the grading/evaluation system spelled out?

• Make sure all necessary information is presented in syllabus. For more information refer to Syllabus Minimum Requirements at http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#116

• Are measurable student learning outcomes identified?

• For slash courses, are additional student learning outcomes identified for the graduate students in the course and are the differences in the grading/evaluation systems between graduate and undergraduate students spelled out?

• Are statements regarding Students with Disabilities and Expectations for Student Conduct included and accurate?
Category II Approval Flow Chart

Academic Unit (Originator) generates Cat II proposal online at https://secure.oregonstate.edu/ap/cps/

Liaison Contacts (2 weeks)

Online system emails the college curriculum committee or designated college approver

Online system notifies the Curriculum coordinator in the Office of Academic Programs, Assessment, and Accreditation

Graduate level course or program?

Yes

Graduate Council Representative

No

WIC/DPD

Yes

DPD DIR or WIC DIR

No

BC Course?

Yes

BC Course?

No

BCC

Curriculum Council Representative

Curriculum Council Chair

Academic Programs

Catalog Coordinator

BannerSIS and MyDegrees is updated

Campus Notification
Academic Program Reviews

See also http://oregonstate.edu/admin/aa/apaa/academic-programs/academic-program-reviews
When and Why Academic Programs are Reviewed

The faculty of Oregon State University has responsibility for the quality of instructional programs. The Curriculum Council and the Office of Academic Programs, Assessment, and Accreditation share oversight responsibilities for reviewing undergraduate programs. In-depth reviews of undergraduate programs following a standard format are conducted approximately once every 10 years. The Graduate School has the responsibility for reviewing graduate programs. Joint reviews are scheduled when an academic program encompasses both undergraduate and graduate curricula and degrees.

Undergraduate Academic Program Reviews (UAPR’s) provide a mechanism for constructive change and curriculum improvement. They provide the opportunity to review, evaluate, and plan in a deliberate and collegial setting. The objectives of these academic program reviews are to evaluate the following areas for the purpose of improving the quality of undergraduate programs:

- the focus of the academic program and its fit with the institutional mission and strategic direction;
- the extent to which the academic program is evolving along national trends;
- the adequacy of resources and facilities;
- the learning environment and the extent to which student learning outcomes are achieved;
- academic advising services;
- the areas where OSU can further develop its strengths; and
- potential areas for collaboration and interdisciplinary projects.

Note regarding joint Undergraduate and Graduate Academic Program Reviews:
To the extent consistent with the objectives and policies of the Curriculum Council and the Graduate Council, the in-depth reviews of undergraduate and graduate programs will be coordinated. When a concurrent review is agreed upon, units prepare a single, integrated self-study, and a single committee is convened that meets the requirements specified by the policies of the two councils. Ideally, one review report is written.

Note regarding professionally accredited undergraduate programs:
Some undergraduate academic programs are professionally accredited. The professional accreditation self-study will take the place of the self-study described in the following pages. The accreditation site visit and report will take the place of the external review component called for in this policy. Self-studies and review committee reports will be made available to the Office of Academic Programs, Assessment, and Accreditation at the same time that they are submitted to the accrediting body.

Steps to Implementing a UAPR
The steps to implementing an Undergraduate Academic Program Review are as follows:
• The office of Academic Programs, Assessment, and Accreditation announces review in an appropriate time frame (approximately ten years after last review);
• College dean and program administrator are notified and a self-study report is requested;
• Review Committee is appointed;
• Site-visit date is established and scheduled to include concurrent external reviews (if appropriate);
• Self-study report is received by Office of Academic Programs, Assessment, and Accreditation at least two weeks prior to site visit and report is then distributed to the Review Committee members;
• Review Committee meets with the Director of Academic Programs, Assessment, and Accreditation (or delegate) to discuss the agenda and review the materials;
• Site visit with administrators, faculty, graduate students, staff takes place;
• Review Committee prepares a Review Committee Evaluation Report;
• Report is presented to Curriculum Council by the Review Committee chair with comments by the program administrator and the college dean;
• Curriculum Council reviews and “accepts” the report with appropriate recommendations and responses;
• Report is forwarded to the Provost with an Action Plan written by the academic unit to address the Evaluation Report recommendations;
• Provost meets with Director of Academic Programs, Assessment, and Accreditation (or delegate), college dean, department/school chair/director, and chair of the Review Committee to prepare Memorandum of Understanding (MOU);
• Memorandum of Understanding is copied to the Curriculum Council; and
• Follow-up review in three (3) years by Curriculum Council (coordinated by the Office of Academic Programs, Assessment, and Accreditation) to assure implementation of the MOU.

Role of the Council Member
A minimum, the Review Committee is to be comprised of one member of the Curriculum Council (who will serve as the Review Committee chair), two additional members of the Faculty (who may or may not be members of the Curriculum Council), and a minimum of two, and preferably three, disciplinary peers external to OSU and the state of Oregon; total of 5-6 members. Additional participants may be desirable, especially external members where professional programs are involved. The inclusion of a representative of the employing profession may be particularly helpful. The Director of Academic Programs, Assessment, and Accreditation (or delegate) accompanies the Review Committee during the site visit, but is not an official member of the Review Committee.

Assignment of one Curriculum Council member to the Review Committee is the responsibility of the chair of the Curriculum Council. The Director of Academic Programs, Assessment, and Accreditation (or delegate) having received recommendations from the department/school chair/director and the college dean, appoints the other members of the Committee. While Committee members may vary in
their familiarity with the subject matter of the program, all should be well versed in undergraduate education.

**Review of the Evaluation Report**

Upon completion, the Evaluation Report is reviewed by the Director of Academic Programs, Assessment, and Accreditation, the college dean, and the department chair. After factual information has been confirmed, the report is formally reviewed by the Review Committee, reviewed by the Curriculum Council, and forwarded to the Provost.

Subsequently, the Provost, the Director of Academic Programs, Assessment, and Accreditation, chair of the Review Committee, the college dean, and the department/school chair/director meet to agree upon an appropriate plan of implementation. At an agreed upon date, the Curriculum Council will request a status report from the appropriate departmental, college, and institutional administrators.

**Contacts**
Curriculum Council Chair(s)
Gary Beach — Office of Academic Programs, Assessment, and Accreditation
Nagwa Naguib — Graduate School (joint reviews)
Extending Existing OSU Programs
to OSU-Cascades

See also http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/mou-process
Extending Existing OSU Programs to OSU-Cascades

Each OSU academic unit is responsible for the quality and health of its programs that are offered at OSU-Cascades. In order to extend an existing degree or certificate program to OSU-Cascades, a Memorandum of Understanding (MOU) is required.

- A Proposal Guide outlines the information required to create an MOU. Approval by the department’s Corvallis unit head and Dean and the Cascades-based Program Leader, Dean and CEO is indicated on the MOU signature page. The proposal should be developed with the faculty of both campuses serving an advisory role.
- A library resource review must be attached to the MOU. Contact the OSU Librarian at OSU-Cascades to conduct the library evaluation.
- The MOU proposal should be submitted to the Office of Academic Programs, Assessment, and Accreditation for review and coordination through the curricular review process. Please contact Gary Beach at 7-2815.
- If the proposal is a graduate program, the proposal will be forwarded to the Graduate Council for approval.
- All MOU’s require approval by the Curriculum Council.
- The final approval step is the Curriculum Council.

The review process to extend on existing OSU program to OSU-Cascades is to ensure:

- Strength, viability, consistency of assessment, and quality;
- Adequacy of resources, faculty, and facilities; and
- Consistency with OSU policies and procedures.

The Office of Academic Programs, Assessment, and Accreditation supports the curricular proposal processes. Academic units at either OSU-Main or OSU-Cascades should contact the Office of Academic Programs, Assessment, and Accreditation (7-2815 or 7-9560) with any questions/concerns that might arise regarding the MOU process.
Proposal Guide
Proposal for Delivery of an Existing Program to a New Location

[Note: This MOU proposal, while similar to the questions required by OUS to deliver an existing program to a new location, has been modified slightly to extend an existing OSU-Main program to the OSU-Cascades branch campus.]

1. Program Description

   a. Program title, level, and delivery sites. If the program does not include all the options that exist on the OSU-Main campus, list those that are to be included in the MOU.

   b. Department and school/college that would offer the program. Include the name of the institution program coordinator.

   c. Administrators who will schedule courses, assign teaching loads, receive and review SET reports, oversee assessment of outcomes, do annual budgeting from the perspective of the program, etc. If these and other administrative tasks will be distributed, list all involved individuals and the role that each will play.

   d. Description of the academic program. List all course titles, including number of credits. Indicate how each course will be offered; e.g., Cascades Hall, distance education, web, etc.

   e. Ways in which the proposed program at OSU-Cascades will differ from the OSU-Main campus program.

   f. Special requirements or prerequisites for admission to the program at OSU-Cascades.

   g. Accrediting agency or professional society that has established standards for this program. Is the program currently accredited? If accredited, what steps would be needed to ensure that the accreditation is maintained vis-à-vis the OSU-Cascades offering? Does the accrediting body require notification of the program proposed to be offered at OSU-Cascades?

2. Demand

   a. List any similar programs offered at OSU-Cascades or nearby location(s).

   b. Provide evidence of need for the program at OSU-Cascades.
c. Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will those to be enrolled be selected?

3. Personnel

a. List the names and qualifications of faculty (regular and adjunct) who will be involved in delivering the program to OSU-Cascades and their tentative teaching assignments. Will new faculty be needed?

b. Estimate the number and type of support staff needed to provide the program at OSU-Cascades.

4. Other Resources

a. Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at OSU-Cascades.

b. Indicate how library needs will be met.

c. Indicate how students at OSU-Cascades will receive student services (e.g., academic advising, financial aid assistance, course registration, access to book/text purchases).

5. Alternative Delivery Methods/Formats

a. Are alternative delivery methods being used (e.g., distance learning or technology-enhanced)? Please describe.

b. Will this program be delivered in an alternative format (e.g., weekend, evening, on-site)? Please describe.

6. Budgetary Impact

a. Indicate the estimated cost of the program for the first four years of its operation. (Use the Budget Outline form, accessible from the Provosts' Council website.)

http://www.ous.edu/about/provcouncil/pacapp

b. If grant funds are required to launch the program, what does the OSU propose to do with the program upon termination of the grant?

c. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional program, including the OSU-Main program? If so, in what ways?

d. If the program will be financed from existing resources, specifically describe:
   i. What the academic (budgetary) unit will be doing as a result of the new program that is not currently done in terms of additional activities.
ii. What these new activities will cost and whether financed or staffed by shifting of assignments within the academic (budgetary) unit or reallocation of resources within OSU-Main or OSU-Cascades. State which resources will be moved and how this will affect those programs losing resources.

[The same documents required for an Abbreviated Category I proposal are required for an MOU. These include: Transmittal Sheet; Executive Summary; Proposal; Letters of Support (external to OSU and OSU-Cascades); Liaison Comments (internal to OSU or OSU-Cascades); and budget pages (first four years). The one exception is that for MOU’s, a Library Evaluation is required.]

APPROVED: Office of Academic Programs on 7-12-11 and the Curriculum Council on (7-18-11).
Flow Chart of the OSU-Cascade MOU Approval Process

Curricular Review Process for MOUs

Approval by the OSU-Cascades program leader with Cascades faculty in advisory role

Approval by the academic unit head with Corvallis faculty in advisory role

Draft MOU

Conduct a Library Resource Review to be attached to the MOU

Gather Signatures
Post all required documents to the CPS

Submit to Office of Academic Programs, Assessment, and Accreditation

Approval by Graduate Council (if Graduate program)

Approval by the Curriculum Council
Education Abroad Program Approval Process

See also http://oregonstate.edu/international/
Education Abroad

“Education Abroad” at Oregon State University refers to for-credit study abroad and international internship programs that students attend throughout the world. Education Abroad programs encompass programs administered by the Office of International Programs, College departmental programs and programs affiliated with OSU but run by outside program providers. Education Abroad programs include “island” programs in which US students study independent of a foreign university; field study programs in which students work on an independent study project as part of their studies; direct enrollment in foreign universities; language study programs; and internships. The length of an education abroad program can range from 2 weeks to a full academic year.

Contact:

Director, International Degree and Education Abroad (IDEA): Joseph Hoff, 541-737-3729, 409 Snell Hall, Joseph.Hoff@oregonstate.edu

University Goals for Education Abroad (Taken from 2004 IP strategic plan)

- Increase number of OSU students participating in international programs.
- Facilitate development of new programs, coordinate policies, provide training and guidance to departments to administer programs, and help with student recruitment and pre-visit support and orientation (taken from 2009 IP strategic plan).
- Integrate study abroad opportunities into academic programs. Make it easier and affordable for student to study abroad without losing time to graduation.
- Increase and leverage financial resources for OSU students participating in international exchange and internship programs.
Current Process for Education Abroad and Exchange Programs at OSU

Category B Programs

Faculty or department has idea for major-specific exchange program (Category B)
Develops study abroad proposal (includes Deans’ approval)

MOU or Affiliation Agreement with potential partner institution is initiated

Submits proposal to Study Abroad Advisory Committee

Proposal sponsor presents proposal to SAAC

SAAC accepts or rejects proposal for Category B exchange program. If needed, SAAC asks IP Security and Risk Committee to assess program risk management.

Program is approved to move forward.

MOU and Exchange agreement is developed with host institution.
IDEA facilitates review by Contracts office.
Asst VP for AA&IP signs off on MOU and Agreement

Category A Programs

IDEA encounters opportunity for campus-wide study abroad or exchange program (Category A)
Develops study abroad proposal (includes Assoc.Provost of IP for approval)

MOU or Affiliation Agreement with potential partner institution is initiated

Submits proposal to Study Abroad Advisory Committee

Proposal sponsor presents proposal to SAAC

SAAC makes preliminary recommendation on acceptance or rejection.

Curriculum Council reviews proposal; approves or rejects.

MOU and Exchange agreement is developed with host institution.
IDEA facilitates review by Contracts office.
Asst VP for AA&IP signs off on MOU and Agreement.
**Education Abroad Proposal Guidelines**

This document is designed as a guideline. As such, all items may not pertain to all programs. For items that do not apply, please note N/A under the corresponding heading.

The Office of International Degree and Education Abroad (IDEA) is happy to answer any procedural questions you may have. Feel free to call us at 541-737-3006. We also encourage you to reference our website at: [http://oregonstate.edu/international/contact/idea](http://oregonstate.edu/international/contact/idea)

I. **General Background Information**

a. Name of exchange/partner institution/organization and contact person(s)

b. Mission of this international experience; learning objectives where applicable and at least 3 or 4 goals per learning objective (e.g. to experience life at a foreign university; to gain understanding of a different culture; to gain awareness of fashion practices in a different country, etc.)

c. What brought this site to your attention?

d. Anticipated number of participants per year

II. **Programmatic Level Information**

a. What criteria do you use to select your students?

b. What are the academic prerequisites for students to apply?

c. Describe in detail the student’s application process? Will you use the IDEA application form (contact Teppei Hayashi in IDEA if questions)?

d. How will academic credibility and rigor be assessed?

e. How will the program provide ongoing program review and evaluation?

III. **Value to OSU Diversity Goals**

a. Does the program enhance awareness of cultural diversity for OSU students abroad and on the home campus?

b. Does the program provide significant contact with the host culture (volunteer, field work, community service, use of local context to accompany lectures, etc.)?

c. Does the program involve foreign language study? (where applicable)

d. Does the program expand the geographic diversity of available study abroad opportunities?

e. Does the program provide reasonable accommodation for students with disabilities?

f. Does the program enhance the accessibility of study abroad opportunities for student groups and/or disciplines historically under represented (e.g. males, engineering students, students of color, GLBT students, first-time college students, etc.)

IV. **Value to OSU Academic Program(s)**
a. Does the program expand the diversity of academic programs available through study abroad (i.e. is there something offered at the host institution/site that is not offered at OSU)?
b. Does the program enhance opportunities for courses in general education (baccalaureate core) and/or an academic major?
c. Does the program demonstrate faculty interest and involvement in the College(s) and/or department(s)?
d. Does the program provide for adequate outgoing student pre-departure orientation (and where applicable arrival orientation by host/partner school)?
e. Where applicable and necessary, does the program provide adequate student resources (library, computer labs, etc.)?

V. OSU Administrative Details

a. Administration
   i. Identify the OSU department(s) and designated administrative person(s) who will oversee this program.

b. Credit Award
   i. What is the amount of credit awarded per term or at the completion of the program; if a short-term program, by which department (list course titles); and if planning on using an “Overseas Code” (see Joe Hoff if questions).
   ii. For any program, please list the specifics of how the credits earned abroad will be counted at OSU; if direct enrollment into a foreign university, please describe how credit equivalencies will be awarded OSU credit.

c. Projected Costs
   i. Student budget – please provide a detailed listing of cost to students
   ii. Department administrative budget (e.g. FTE for recruitment and advising, budget for marketing, orientation budget, site visits budget, etc.)
   iii. IDEA administrative budget (if collaborating with IDEA)

d. Sustainability
   i. Does the program demonstrate potential for sustainability and continuity of programs after it is established (initial numbers vs. numbers down the road)?
   ii. Does the program demonstrate student interest and provide plans for student recruitment?

e. Student housing. Please list the different options available - e.g. home stays, dorms, apartments

f. Legal Requirements
i. What types of institutional legal, financial or contractual requirements are needed by OSU for this program? (Contact Joe Hoff in IDEA if you have questions.)

g. Risk Management
   i. Are there any special risk concerns for the program? (e.g. camping in the wilderness or special field trips).
   ii. Are there any specific safety concerns related to the host city/country (e.g. malaria or other prevalent diseases, rising crime, political unrest, etc.)
   iii. Please include location and address of nearest hospital(s)/doctors with English speaking doctors if in a non-English-speaking country.

VI. If sponsored by a college/academic department, please secure the approval signature of the College Dean or Associate Dean. If an OUS or IDEA program (university-wide), the IP Associate Provost signature is required.

How are Curricular Issues Addressed by IDEA

Before Student Leaves

Students must meet with their academic advisors to determine OSU course equivalencies for the courses they plan to take while abroad. They must choose additional courses as alternatives in case the original choices are not available. A formal “study abroad academic planning form” is available to students to facilitate this process.

While Abroad

Students stay in contact with their academic advisors if permission to take other courses is needed.

When Students return

IDEA receives the study abroad program transcript. IDEA translates grades and contact hours. Course equivalencies are finalized between IDEA and the departments. A “grade report” with the OSU equivalencies is sent to the Registrar’s Office.

Existing Program Review Process

In an ongoing effort to ensure the quality of OSU’s education abroad programming, the Study Abroad Advisory Committee reviews each program offered by OSU on a regular basis. All newly established programs will be reviewed after three years. All other programs will be reviewed every six years. Any programs that have been inactive for a period of five or more years will be reviewed by the SAAC before the program may be reactivated.
Baccalaureate Core
Learning Outcomes, Criteria and Rationale

http://oregonstate.edu/ctl/baccalaureate-core
## Baccalaureate Core Requirements

<table>
<thead>
<tr>
<th>Skills</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Writing II</td>
<td>3 credits</td>
</tr>
<tr>
<td>Speech</td>
<td>3 credits</td>
</tr>
<tr>
<td>Mathematics (MTH 105 or higher level mathematics)</td>
<td>3 credits</td>
</tr>
<tr>
<td>Fitness</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science (Lab)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Biological Science (Lab)</td>
<td>4 credits</td>
</tr>
<tr>
<td>+ choice of second course in Physical or Biological Science (including lab)</td>
<td>4 credits</td>
</tr>
<tr>
<td>Western Culture</td>
<td>3 credits</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>3 credits</td>
</tr>
<tr>
<td>Literature and the Arts</td>
<td>3 credits</td>
</tr>
<tr>
<td>Social Processes and Institutions</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference, Power, and Discrimination</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Synthesis (upper division)</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Global Issues</td>
<td>3 credits</td>
</tr>
<tr>
<td>Science, Technology, and Society</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WIC</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Writing Intensive Course, upper division, included in credits for major)</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+ WIC</td>
</tr>
</tbody>
</table>

51 credits
**Baccalaureate Core**  
**Learning Outcomes, Criteria and Rationale**

**SKILLS**

To support students’ success in all courses, the following first-year Skills courses are to be taken and completed satisfactorily within the first 45 hours of OSU-generated credits.

- Writing I (WR 121)
- Mathematics
- Speech

To prepare for the upper-division Writing Intensive Course in the major, the following Skills course is to be taken and completed satisfactorily within the first 90 hours of OSU-generated credits:

- Writing II

For transfer students with sophomore standing or above, Writing II and Speech must be completed within the first 45 hours of OSU-generated credits. These requirements apply to all students, whether full time or part time.

**Writing I**

- **Student Learning Outcomes (must appear verbatim on syllabus and be assessed)**
  
  Students in Writing I courses shall:
  
  1. Be able to use multiple writing strategies in order to explore, clarify, and effectively communicate ideas to appropriate audiences.
  2. Demonstrate an understanding of language, form, and style.
  3. Incorporate critical thinking at all steps in their writing process.

- **Criteria**

  Writing I courses shall:
  
  A. Be lower division and at least 3 credits;
  B. Emphasize elements of critical thinking;
  C. Focus on the writing process, invention strategies, drafting and revision techniques, and the forms and conventions of writing;
  D. Emphasize the ability to analyze content and reader response;
  E. Require significant student practice coupled with evaluation;
  F. Encourage appreciation and understanding of language, form and style; and
  G. Develop increasingly sophisticated and efficient writing strategies.

- **Rationale**
Effective writing is essential both in education and professional pursuits. Furthermore, writing provides considerable pleasure throughout life as a means of exploring and clarifying ideas and communicating with others. Writing is challenging as well as rewarding. Effective writing in a variety of situations requires well planned instruction and continued practice.

**Writing II**

- **Student Learning Outcomes** *(must appear on syllabus and be assessed)*
  
  Students in Writing II courses shall:
  1. Apply multiple theories, concepts, and techniques for creating and evaluating written communication.
  2. Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.
  3. Apply critical thinking to writing and writing process, including revision.

- **Criteria**

  Writing II courses shall:
  
  A. Be at least 3 credits;
  B. Emphasize elements of critical thinking;
  C. Focus on relevant theory, concepts, and techniques for understanding the form of communication involved and for improving skills;
  D. Provide concepts and guidelines for determining effective communication within a specific area or discipline, including conventions of that field;
  E. Require significant student practice or performance coupled with evaluation; and
  F. Encourage appreciation and understanding of language, form, and style.

- **Rationale**

  The Writing II area provides supervised practice in written communication skills and extends the focus to professional communication concerns. To accommodate the needs of various undergraduate programs and diverse interests of students, a variety of writing options should be offered.

**Speech**

- **Student Learning Outcomes** *(must appear on syllabus and be assessed)*

  Students in Speech courses shall:
  1. Demonstrate ethical and competent communication.
  2. Articulate theories of communication and/or rhetoric.
  3. Apply critical thinking to communication and/or rhetoric.

- **Criteria**
Courses in Speech shall:

A. Be at least 3 credits;
B. Emphasize elements of critical thinking;
C. Focus on relevant theory, concepts, and techniques for understanding the form of communication involved and for improving skills;
D. Provide concepts and guidelines for determining effective communication within a specific area or discipline, including conventions of that field;
E. Require significant student practice or performance coupled with evaluation; and
F. Encourage appreciation and understanding of language, form, and style.

• **Rationale**

  The Speech area provides supervised practice in oral and interpersonal communication skills and extends the focus to professional communication concerns. To accommodate the needs of various undergraduate programs and diverse interests of students, a variety of speech options should be offered.

**Mathematics**

• **Student Learning Outcomes**(must appear on syllabus and be assessed)

  Students in Mathematics courses shall:

  1. Identify situations that can be modeled mathematically.
  2. Calculate and/or estimate the relevant variables and relations in a mathematical setting.
  3. Critique the applicability of a mathematical approach or the validity of a mathematical conclusion.

• **Criteria**

  The Bacc Core requirement in mathematics may be met by one of the following:

  A. A satisfactory score on an appropriate placement test; or
  B. Mathematics 105 or any higher-numbered mathematics course that meets the following criteria.

  Mathematics courses shall:

  A. Be at least 3 credits;
  B. Emphasize elements of critical thinking;
  C. Develop problem solving strategies; and
  D. Include at least one significant mathematical model.

• **Rationale**
Everyone needs to manipulate numbers, evaluate variability and bias in data (as in advertising claims), and interpret data presented both in numerical and graphical form. Mathematics provides the basis for understanding and analyzing problems of this kind. Mathematics requires careful organization and precise reasoning. It helps develop and strengthen critical thinking skills.

**Fitness**

- **Student Learning Outcomes** *(must appear on syllabus and be assessed)*

  Students in Fitness courses shall:
  1. Identify and explain scientific principles and concepts of physical fitness, nutrition, and positive health behaviors.
  2. Develop a personally appropriate fitness and health program, including, for example, realistic physical activity, behavior-change strategies, stress management, and nutrition.

- **Criteria**

  Fitness courses shall:
  
  A. Be lower division and consist of a lecture component of at least 2 credits and an activity-based component of at least 1 credit (these components are graded independently and can be taken in different terms)
  B. Emphasize critical thinking in approaches to principles of health and fitness;
  C. Provide information and experiences in the safe and effective means to initiate and maintain healthful behavior change and a physically active lifestyle;
  D. Have a fitness lecture component that will:
     1. Focus on an understanding of the scientific principles of physical fitness and positive health behaviors;
     2. Expose students to concepts related to physical fitness and health, such as stress management, nutrition, and risk avoidance behaviors;
     3. Provide practice in the development of personal fitness and health programming;
  E. Have a fitness activity component that will:
     1. Provide techniques and opportunities to assess, evaluate, and practice physical fitness and associated health behaviors;
     2. Lead to the development of an appropriate fitness program based on assessments and in-class experiences in physical activity.
• **Rationale**

Physical fitness and positive health behaviors are recognized as central to wellness. Students should understand the relationship between diseases and behavior. In order to achieve wellness, students need to assume personal responsibility for a physically active and healthy lifestyle.

**PERSPECTIVES**

**Biological and Physical Sciences**

• **Student Learning Outcomes** *(must appear on syllabus and be assessed)*

Students in these courses shall:

1. Recognize and apply concepts and theories of basic physical or biological sciences.
2. Apply scientific methodology and demonstrate the ability to draw conclusions based on observation, analysis, and synthesis.
3. Demonstrate connections with other subject areas.

• **Criteria**

Science courses shall:

A. Be lower division, at least 4 credits, and include a laboratory;
B. Emphasize elements of critical thinking;
C. Focus on the meaning of the fundamental concepts and theories that broadly characterize basic (rather than applied) physical or biological science;
D. Illustrate, demonstrate, and analyze natural phenomena and systems;
E. Provide historical perspectives and context on the evolution of major theories and ideas;
F. Demonstrate interrelationships or connections with other subject areas; and
G. Examine the nature, value, and limitations of scientific methods and the interaction of science with society.

• **Rationale**

Science seeks to develop a fundamental description and understanding of the natural world, from elementary particles to the cosmos, including the realm of living systems. Students should have the opportunity to explore the insights of science, to view science as a human achievement, and to participate in scientific inquiry. This experience includes the challenge of drawing conclusions based on observation, analysis, and synthesis. To ensure a broad perspective, the science requirement consists of two parts: physical science (including earth science) and biological science.

**Western Culture**
Student Learning Outcomes (must appear on syllabus and be assessed)

Students in Western Culture courses shall:

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.
2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.

Criteria

Western Culture courses shall:

A. Be lower division and at least 3 credits;
B. Emphasize elements of critical thinking;
C. Focus on a broad subject area and time period;
D. Study, from a historical perspective, the origins and evolution of important features of Western culture;
E. Examine events, movements, ideas or artistic achievements of Western culture in a broad context, including the significance they have for contemporary U.S. culture and institutions; and
F. Demonstrate interrelationships or connections with other subject areas.

Rationale

Knowledge, understanding, and appreciation of Western culture are essential to a liberal education. Contemporary U.S. society in all its institutional, social, and cultural complexity is largely a product of Western culture. Understanding of Western culture and knowledge of its origin and evolution enable students to develop greater awareness of its past, present, and future.

Cultural Diversity

Student Learning Outcomes (must appear on syllabus and be assessed)

Students in Cultural Diversity courses shall:

1. Identify and analyze characteristics of a cultural tradition outside of European/American culture.
2. Demonstrate an understanding of how perspectives can change depending on cultural or historical contexts.
3. Describe aspects of Non-Western culture that influence or contribute to global cultural, scientific, or social processes.

Criteria

Cultural Diversity courses shall:
A. Be lower division and at least 3 credits;
B. Emphasize elements of critical thinking;
C. Focus on a broad subject area and time period;
D. Study, from a historical perspective, the origins, evolution, and/or contemporary state of civilizations and cultures that are either non-Western in origin or have evolved within Western culture in opposition to or in forms clearly distinct from the tradition;
E. Promote a culturally diverse perspective; and
F. Demonstrate interrelationships or connections with other subject areas.

• **Rationale**

Knowledge, understanding, and appreciation of diverse cultures are essential parts of a liberal education. Not only is the world a multicultural one, but most of its cultures contrast sharply with traditional Western culture. The U.S. is itself a multicultural society. Awareness of the contrasts and similarities between other cultures and traditional Western culture enables students to develop a greater understanding of both.

**Literature and the Arts**

• **Student Learning Outcomes (must appear on syllabus and be assessed)**

Students in Literature and the Arts courses shall:

1. Recognize literary and artistic forms/styles, techniques, and the cultural/historical contexts in which they evolve.
2. Analyze how literature/the arts reflect, shape, and influence culture.
3. Reflect critically on the characteristics and effects of literary and artistic works.

• **Criteria**

Literature and the Arts courses shall:

A. Be lower division and at least 3 credits;
B. Emphasize elements of critical thinking;
C. Place the subject(s) in historical context;
D. Demonstrate interrelationships or connections with other subject areas;
E. Focus primarily on literature or the arts;
F. Actively engage students in significant works of literature or art;
G. Explore the conventions and techniques of the form(s) under consideration;
H. Address the role of literature or art in society; and
I. Encourage appreciation and understanding of the form(s) under consideration.
• Rationale

Literature and the other arts provide examples of ways individuals find pattern and meaning in their experience. Study of these art forms gives students expertise and sophistication not only in recognizing the methods by which pattern and meaning are found, but also in critiquing those methods. Through literature and the arts, students engage their own and other cultures, examine their values, and discover sources of lifelong pleasure.

Social Processes and Institutions

• Student Learning Outcomes (must appear on syllabus and be assessed)

Students in Social Processes and Institutions courses shall:

1. Use theoretical frameworks to interpret the role of the individual within social process and institutions.
2. Analyze current social issues and place them in historical context(s).
3. Critique the nature, value, and limitations of the basic methods of the social sciences.

• Criteria

Social Processes and Institutions courses shall:

A. Be lower division and at least 3 credits;
B. Emphasize elements of critical thinking;
C. Place the subject(s) in historical context;
D. Demonstrate interrelationships or connections with other subject areas;
E. Focus on methods, concepts, and theories for understanding the structure and change of major social institutions, and for understanding individual behavior as part of a social dynamic;
F. Examine the nature, value, and limitations of the basic methods of the social sciences, and discuss the interaction of the social sciences and society; and
G. Provide a perspective on the evolution of the theories and ideas emphasized in the course.

• Rationale

Human beings are inevitably social, influencing and being influenced by social groups. The social sciences study social institutions and processes and deal with the human behaviors and values that form and change them, and are essential for an understanding of contemporary society.

DIFFERENCE, POWER AND DISCRIMINATION

• Student Learning Outcomes (must appear on syllabus and be assessed)

Students in Difference, Power and Discrimination courses shall:
1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

- **Criteria**

Difference, Power and Discrimination courses shall:

A. Be at least 3 credits;
B. Emphasize elements of critical thinking;
C. Have as their central focus the study of the unequal distribution of power within the framework of particular disciplines and course content;
D. Focus primarily on the United States, although global contexts are encouraged;
E. Provide illustrations of ways in which structural, institutional, and ideological discrimination arise from socially defined meanings attributed to difference;
F. Provide historical and contemporary examples of difference, power, and discrimination across cultural, economic, social, and political institutions in the United States;
G. Provide illustrations of ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States;
H. Provide a multidisciplinary perspective on issues of difference, power, and discrimination;
I. Incorporate interactive learning activities (e.g., ungraded, in-class writing exercise; classroom discussion; peer-review of written material; web-based discussion group); and
J. Be regularly numbered departmental offerings rather than x99 or blanket number courses.

- **Rationale**

The unequal distribution of social, economic, and political power in the United States and in other countries is sustained through a variety of individual beliefs and institutional practices. These beliefs and practices have tended to obscure the origins and operations of social discrimination such that this unequal power distribution is often viewed as the natural order. The DPD requirement engages students in the intellectual examination of the complexity of the structures, systems, and ideologies that sustain discrimination and the unequal distribution of power and resources in society. Such examination will enhance meaningful democratic participation in our diverse university community and our increasingly multicultural U.S. society.
SYNTHESIS

Contemporary Global Issues

- **Student Learning Outcomes (must appear on syllabus and be assessed)**

  Students in Contemporary Global Issues courses shall:

  1. Analyze the origins, historical contexts, and implications of contemporary global issues.
  2. Explain the complex nature and interdependence of contemporary global issues using a multi-disciplinary approach.
  3. Articulate in writing a critical perspective on contemporary global issues using evidence as support.

- **Criteria**

  Contemporary Global Issues courses shall:

  A. Be upper division and at least 3 credits;
  B. Emphasize elements of critical thinking;
  C. Focus, from a historical perspective, on the origin and nature of critical issues and problems that have global significance;
  D. Emphasize the interdependence of the global community;
  E. Use a multidisciplinary approach and be suitable for students from diverse fields; and
  F. Include written composition.

- **Rationale**

  Our world has become increasingly interdependent. Social, economic, political, environmental, and other issues and problems originating in one part of the world often have far-reaching ramifications in other parts of the world. These issues and problems not only transcend geographical boundaries but also cross academic disciplines. Therefore, if students are to acquire understanding of and to discover effective responses to such issues and problems, they must acquire both global and multidisciplinary perspectives. (Students are encouraged to complete their baccalaureate core perspective requirements before taking the Contemporary Global Issues course.)

Science, Technology, and Society

- **Student Learning Outcomes (must appear on syllabus and be assessed)**

  Students in Science, Technology, and Society courses shall:

  1. Analyze relationships among science, technology, and society using critical perspectives or examples from historical, political, or economic disciplines.
2. Analyze the role of science and technology in shaping diverse fields of study over time.
3. Articulate in writing a critical perspective on issues involving science, technology, and society using evidence as support.

- **Criteria**

Science, Technology, and Society courses shall:

A. Be upper division and at least 3 credits;
B. Emphasize elements of critical thinking;
C. Emphasize the interactions of science and/or technology and society (in general, or through significant examples of that interaction);
D. Place the subject in historical context;
E. Demonstrate interrelationships or connections with other subject areas;
F. Provide a perspective on the scientific or technological approach to understanding and manipulating the world by relating that perspective to its social context;
G. Use a multidisciplinary approach and be suitable for students from diverse fields; and
H. Include written composition.

- **Rationale**

Given the immense impact that science and technology have had on all facets of modern civilization, a disciplined study of the interaction of science and technology with society is a necessary part of general education. Students should understand the political and economic dimensions of scientific or technological change, the nature of the scientific enterprise and its relationship to technology, and the complexity of major revolutions in science and technology. (Students are encouraged to complete their baccalaureate core perspective requirements before taking the Science, Technology, and Society course.)

**WRITING INTENSIVE COURSES (WIC)**

- **Student Learning Outcomes**(must appear on syllabus and be assessed)

Students in Writing Intensive courses shall:

1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
3. Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on a draft.
**Criteria**

The guidelines below explain the five WIC criteria adopted by the OSU Faculty Senate as part of the Baccalaureate Core.

**Criterion 1: Writing intensive courses shall use student writing as a significant approach to learning.**

To meet this criterion, courses shall:

A. Give students regular and frequent opportunities to write, including both graded and ungraded writing;
B. Include at least one paper that addresses a controversial question and that asks students to integrate information from more than one source;
C. Require at least 5,000 words (including drafts, in-class writing, informal papers, and polished papers); 2,000 words of this total should be in polished papers which students have revised after receiving feedback and criticism;
D. Restrict enrollments to manageable size (ideally no more than 20 students).

Ungraded writing could include course journals; in-class writing focusing on a particular problem, concept, or reading; short (one page or less) summaries of readings; short lists of questions or answers to questions, and the like. Whatever their form, such short (and usually) unrevised assignments ask students to write about what they read and about what they hear in class. This writing could be simply recorded as turned in (or not), or it could be graded quickly on some sort of + (top quality), or 0 (acceptable), - (incomplete) scale. Graded writing could include academic essays, position papers, microthemes, responses to cases, and the like. Students should expect to revise graded writing based on feedback and criticism.

**Criterion 2: Writing intensive courses shall base a significant part of the grade on evaluation of writing.**

Grades for papers should form at least 30% of the overall grade, with at least 25% of the overall course grade based on evaluation of individually written papers. Collaborative writing projects are appropriate in WIC courses, but individually written papers which have been revised after feedback must also be a significant part of the grade. Writing intensive courses may also use various tests or quizzes which do not involve writing.

**Criterion 3: Writing-intensive courses shall focus on content related to the major disciplines and be taught by faculty knowledgeable about that discipline.**

A writing intensive course should be a course, or sequence of courses, in the discipline and integral to the degree program. The course should have a structured syllabus with disciplinary content and an enrollment of students who interact with each other and with their professor on a regular term schedule. Part of the learning in a WIC course occurs when students share, discuss, and respond to each others’ written work in the context of the common course content over a period of time. Writing intensive courses are not
English courses or grammar and punctuation courses; they are discipline courses which use writing tasks to help students learn.

Criterion 4: Writing intensive courses shall discuss writing issues pertinent to that discipline, as such issues apply both academically and professionally.
In determining the course content for a writing intensive course, instructors should also include some discussion of how writing is used by graduate/professionals in that particular discipline. Thus a writing intensive course in engineering should include discussion of the writing done by working engineers, and discussion of what makes that writing effective or convincing. In some fields, this discussion might apply to the kinds of writing done in graduate school.

Criterion 5: Writing intensive courses shall be upper division.
The WIC requirement must total 3 or more credit hours. In the case of a department whose WIC requirement is satisfied by a series of courses, WIC credit will be awarded upon satisfactory completion of the entire sequence.

A. Ideally, WIC courses are restricted to 20 students. If anticipated enrollment is greater than the ideal maximum number of students, please explain how faculty will manage the work load.

- Rationale
Students need to learn to write as members of the discipline or disciplines in which they have chosen to major. Writing Intensive courses, which are taken in the major, typically in the junior or senior year, introduce students to the genres, purposes, audiences, content, and conventions of writing in the major. Student writers gain experience with the resources used in their field and the formats and documentation style used to communicate knowledge. Through inquiry-based writing in the discipline, students gain understanding and knowledge of disciplinary goals and concepts. Students are encouraged to complete Writing I and Writing II requirements before enrolling in their WIC course.

Example of a Well-Prepared Proposal for Bacc Core Status (TBA)
Tracking Curriculum Proposals

See also https://secure.oregonstate.edu/ap/cps/proposals
Tracking Curriculum Proposals

To check the status of a proposal or to look up a proposal in full text, go to the Curriculum Proposal System homepage (https://secure.oregonstate.edu/ap/cps/proposals) and click on All Proposals.
Checking the status of Category I proposals
For Category I proposals, enter the number of the proposal under Proposal ID in View All Proposals. You can also enter by name under Title. If you do not know the name or number, click on Proposal Type and choose a category; or search by College or Department/School. Click on the name or number of the proposal to see details about its status.
Checking the status of Category II proposals

Category II proposals are also shown under View All Proposals. You may search for a proposal by entering its number in Proposal ID or its title under Title. Note that you need not be logged in to view a proposal. If you intend to act on a proposal (review, comment, approve or edit), you will need to login with your ONID user name and password, under Login on the left navigation bar.

Curricular Procedures and Policies

See also http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures.
Index

Please also see these related links for policies and guidelines: OSU Online Catalog, Faculty Handbook, General University Policies, Office of the Registrar, Graduate School

A

Academic Advising
Admissions and Retention Standards Set by Departments and/or Colleges
Advertising - Timing of Advertisement for New Programs Pending Approval
Articulation: ATLAS Implementation Policies

B

BA/BS Requirements
Baccalaureate Core (Bac Core)
Blanket Numbered Courses

C

Catalog Changes Permitted During Proofing
Certificates - Undergraduate and Post-Baccalaureate
Certificates - Graduate
Certificates - Non-Credit Programs
CIP Code-Classification of Instructional Program
Class Meeting Time
Course Description
Course Designators
Course Title
Course Numbering - Guidelines
Course Numbering - Commonly Numbered Course List for Lower-Division Transfer Courses
Course Number Reuse
Credits - Definition and Guidelines
Credits - Minimum Number of Credits for Degree Types
Crosslisted Courses

D

Delivery of an Existing Program at OSU Cascades
Delivery of a Program to a New Location
Double Degree and Dual Major Writing Intensive Course Requirement
Ecampus - OSU Policy on Electronic Delivery of Instruction
Ecampus – Review Process for Ecampus Proposals
Experimental "X" Courses
Expiration of Courses Not Taught Within Three Years

Fees - Implementing or Changing Course Fees

Grading Mode
Graduate Degrees - Areas of Concentration
Graduation Requirements/Catalog Contract Policy

Honors Courses
Hybrid Courses

Internships

Liaison
Library - Allocation of Funding to the Library for New Programs (Category I Proposals)

Majors
Minimum Class Size
Minors
Modular Courses

Options
Overseas Transcripting Policy
Outcomes - Student Learning Outcomes for Courses and Degree Programs
Posthumous Degrees
Prerequisites
Proposals - Changing or Proposing New Academic Units or Degrees (Category I Proposal Instructions)
Proposals - Revising or Proposing New Curriculum (Category II Proposal Instructions)

Reorganization of an Academic Program or Unit
Repeat for Credit
Review of Academic Programs - External Review Procedures for Proposed Graduate Programs (Category I Proposals)
Review of Academic Programs - Three- and Five-Year Follow Up Reviews of New Programs (Category I Proposals)
Review of Academic Programs - Periodic Academic Program Reviews (Undergraduate, Graduate, and Joint)
Review of Baccalaureate Core Courses

Schedule Type
Slash (4XX/5XX) Courses - Differentiation of Expectations between Undergraduate and Graduate Components of "Slash" Courses
Special Topics Courses
Syllabus Minimum Requirements

Writing Intensive Requirement for Double Degrees and Dual Majors
Other Resources

General Catalog
http://catalog.oregonstate.edu/Default.aspx
Catalog Definitions

The following terms are used throughout the catalog.

**Academic year**: The time period containing the academic terms fall, winter, and spring (currently September through June). When summer term is considered as part of an academic year, or when it is considered as part of the Banner Student Information Systems (SIS), summer term is the first term of the academic year.

**Advisor**: A faculty member appointed by a program, department, school, or college to advise students during their college experience.

**BA degree**: The Bachelor of Arts degree is conferred for broad and liberal education in humanities, arts, social sciences, and sciences. College BA requirements provide: a) a breadth of preparation in these fields that is significantly greater than that required of all undergraduates through the baccalaureate core; and b) foreign language proficiency certified by the Department of Foreign Languages and Literatures as equivalent to that attained at the end of the second year course in the language. Proficiency in American Sign Language equivalent to that attained at end of the second year also meets the BA language requirement.

**BS degree**: The Bachelor of Science degree is conferred for focused curricula that emphasize scientific ways of knowing and quantitative approaches to understanding in the sciences and social sciences, and for curricula in professional fields.

**Baccalaureate core**: The university’s general education requirements. See Earning a Degree at Oregon State University in this catalog. Courses in the baccalaureate core list have an asterisk in front of the title.

**Baccalaureate degree**: An approved academic award given for the satisfactory completion of an instructional program requiring at least four but not more than five years of full-time equivalent college-level academic work that includes the following: (1) institutional general education requirements (i.e., baccalaureate core); (2) major area of study requirements; and (3) may include option, minor, supporting area, or elective requirements. A minimum of 180 credits is required for most degree programs. Some majors may require more. The conditions and conferral of the award are governed by the faculty and ratified by the Oregon State Board of Higher Education.

**Blanket-numbered courses**: Reserved number courses such as 401/501/601. See Reserved numbered courses.

**Certificate program (undergraduate)**: A specified interdisciplinary program of study leading to an official certificate and notation on the transcript. A certificate program draws courses from more than one department, rather than a single department (as with
most minors). An undergraduate certificate program must be taken in conjunction with a formal degree program. An undergraduate certificate requires a minimum of 27 credits.

**Certificate program (postbaccalaureate):** A specified program of study of undergraduate courses leading to an official certificate and notation on the transcript. A completed baccalaureate degree program from an accredited institution is required. A postbaccalaureate certificate program requires a minimum of 27 credits.

**Certificate program (graduate):** A structured progression of graduate-level courses that constitute a coherent body of study with a specifically defined focus within a single discipline or a logical combination of disciplines. It is designed for students who have completed a baccalaureate degree and are in pursuit of advanced-level learning. A graduate certificate requires a minimum of 18 graduate credits.

**Certificate program (professional):** A site-based training and professional development certificate that is not transcript visible.

**Course:** An organized unit of instruction or research. Types include lectures, recitations, seminars, laboratories, discussions, internships, clerkships, reading and conference, independent study, and other categories of courses.

**CRED (Credential):** A student who has received a previous baccalaureate degree from either OSU or another accredited university or college may be granted a subsequent minor, certificate, major or option under the guidelines of [Academic Regulation 27](#). It indicates the student is not seeking a degree, but rather a credential to accompany an existing degree.

**Credit:** Credits vary, depending upon the type of course and level at which it is offered. One credit is generally given for three hours per week of work in and out of class. For example, each hour of class lecture is generally expected to require two hours of work out of class. One credit would be given for a lecture course that met for one 50-minute period each week over a 10-week period; i.e., 10 contact hours between faculty and students. One credit is typically given for a laboratory course that meets for two to three hours per week for an entire term. Equivalent credits are given for recitations, discussions, and other types of courses. **All credits given in the General Catalog refer to quarter credits.** When transferring in course work from a semester system institution, multiply the number of credits by 1.5 to determine how many quarter credits will be transferred (3 semester hours x 1.5 = 4.5 quarter credits). If planning to transfer OSU credits out to a semester system institution, multiply the number of quarter credits by .67 to determine how many credits will transfer (4 quarter credits x .67 = 2.68 semester credits).

**Curriculum:** (plural *curricula*) An organized program of study and courses required for a specific degree or certificate program.
**Degree:** An academic award granted upon satisfactory completion of a set of collegiate-level educational requirements.

**Discipline:** A field of study in which a student may concentrate, such as sociology, anthropology, or mathematics.

**Doctoral degree:** An approved academic award given as a sign of proficiency in scholarship and for the satisfactory completion of an instructional program requiring at least three years of full-time equivalent academic work beyond the baccalaureate degree, the completion of which signifies recognized competence, original research and/or the capacity to do independent advanced graduate-level analysis. A minimum of 108 credits is required beyond the baccalaureate degree. [Note: The total number, above the minimum, will vary by degree program.] The conditions and conferral of the award are governed by the faculty and ratified by the Oregon State Board of Higher Education.

**Electives:** Courses that students may select, either for general knowledge or for fulfilling specific degree requirements.

**First professional degree:** An academic award granted for an instructional program the completion of which: (1) signifies completion of the academic requirements to begin practice in the profession; (2) requires at least two years of full-time equivalent college-level work prior to entrance; and (3) usually requires a total of at least five years of full-time equivalent academic work to complete the degree program, including prior required college-level work plus the length of the professional program itself (examples, DVM in veterinary medicine and PharmD in pharmacy). The conditions and conferral of the award are governed by the faculty and ratified by the Oregon State Board of Higher Education.

**Grade-point average (GPA):** The total number of grade points received for grades divided by the total number of credits attempted. OSU uses a 4-point grade scale.

**Graduate area of concentration:** A subdivision of a major or minor in which a strong graduate program is available. Areas of concentration may be shown on the program of study but are not listed on the transcript.

**Interdisciplinary:** A course or program that integrates concepts, knowledge, or faculty from several fields of study.

**Lower-division courses:** Course offerings at a level of preparation usually associated with freshmen and sophomore students (e.g., 100- and 200-level courses).

**Major (graduate):** A discipline approved by the State Board of Higher Education, in which students may qualify for a graduate degree.
Major (undergraduate): An extensive program of study in a designated subject area. Majors require at least 36 credits, 24 of which must be upper-division.

Master's degree: An approved academic award given as a mark of proficiency in scholarship and for the satisfactory completion of an instructional program requiring at least one but not more than two years of full-time equivalent academic work beyond the baccalaureate degree. A minimum of 45 credits is required beyond the baccalaureate degree. [Note: The total number, above the minimum, will vary by degree program.] The conditions and conferral of the award are governed by the faculty and ratified by the Oregon State Board of Higher Education.

Minor (graduate): A graduate academic area that clearly supports the major and consists of a group of related courses totaling at least 15 credits in a specific topical area.

Minor (undergraduate): A secondary field of specialized study that may be offered by an academic unit for its own majors and/or majors from other academic units. Minors require at least 27 credits, 12 of which must be at the upper-division level. An approved minor is placed on the student's transcript.

Option (undergraduate): Options are for students of a specific major. Options consist of at least 21 designated credits of course work, 15 of which must be at the upper-division level. If all requirements have been met, the option may be listed on a student's transcript.

Perspectives courses: Baccalaureate core courses that integrate fundamental knowledge from science and liberal arts disciplines to develop cultural, historic, and scientific perspectives.

Reading and conference: A course focused on reading assignments to be completed in conferences with the instructor.

Reserved numbered courses: Certain blocks of numbers that have been assigned for specific courses that may be taken for more than one term. The credits being granted vary according to the amount of work done.

100–110 and 200–210: Survey or foundation courses in the liberal arts and sciences
401/501/601: Research and Scholarship
402/502/602: Independent Study
403/503/603: Thesis/Dissertation
404/504/604: Writing and Conference
405/505/605: Reading and Conference
406/506/606: Special Problems/Special Projects
407/507/607: Seminar
408/508/608: Workshop
**Sequence:** Two, three, or four closely related courses that are usually taken in numerical order and through more than one term.

**Skills courses:** Baccalaureate core courses designed to give the student fundamental mathematical, communication, and fitness competence.

**Special topics courses (X99):** Like reserved numbered courses, special topics courses may be repeated as specified by the academic unit responsible for the course offering. It is implied that the course content is different each time the student takes the course.

**Syllabus:** A list of course objectives, lecture topics, assigned reading, exams, etc., prepared and distributed by a professor at the beginning of the term.

**Synthesis courses:** Baccalaureate core upper-division courses that emphasize interdisciplinary, critical thinking approaches to global, technological, and societal issues.

**Term:** Usually one-third of the school year. Terms at OSU are divided into fall, winter, and spring terms (also referred to as "quarters"). Summer term is generally an 8- or 11-week session during the summer. See "Credits" above.

**Upper-division courses:** Course offerings at a level of preparation usually associated with junior or senior students (e.g., 300- and 400-level courses).

**Waive:** This term refers to decisions of advisors to "waive" a course or courses in a student's program. Typical reasons include transfer credit for equivalent courses, equivalent experience in the profession or discipline, and petitioning for and successfully completing an examination. Waiving courses usually does not decrease the total credits required for completion of the degree or program; students should discuss this with their advisor.

**Workshop:** A brief intensive course for a small group which emphasizes problem solving.

**Writing Intensive Courses (WIC):** Designated upper-division courses in the major discipline that use student writing as a significant approach to learning. WIC courses must meet a variety of requirements, as do other courses in the baccalaureate core. WIC courses have a carat, ^, in front of the title.
Reading a Course Description

The elements of a typical course description found under department/school headings in the colleges are illustrated by the microbiology course example below:

Science Course Example:

MB 479. FERMENTATION MICROBIOLOGY (3). An introduction to industrial microbiology with a focus on the physiology of fermentation and use of microorganisms for the production of food ingredients, fermented foods, and beverages. CROSSLISTED as FST 479/FST 579. **REQ:** Field trips. **PREREQS:** BB 450 and MB 302*, (BB 350 or BI 314). This course is repeatable for a maximum of 6 credits.

**Designator:** (MB) an abbreviation representing the department, college, or program offering the course. MB indicates that the course is offered through the Department of Microbiology.

**Number:** (479) indicates the level of the course. This is an upper-division, undergraduate course. 400-level courses are offered for undergraduate credit. Courses numbered at the 500- or 600-level may be taken for graduate credit. Courses numbered 500–599 are generally taken by master's candidates and courses numbered 600–699 are taken by doctoral candidates. (See Course Numbering System below.)

**Title:** FERMENTATION MICROBIOLOGY

**Credit:** (3) the number of credits awarded for successful completion of the course.

**Course description:** A brief description of what will be taught in the course. "An introduction to industrial microbiology..."

**CROSSLISTED:** CROSSLISTED as FST 479/FST 579 means the same course is also offered through another department; course numbers, titles, credits, descriptions, and prerequisites are the same for both courses. Only the course designator (subject code) is different.

**REQ:** A requirement for that course, such as field trips.

**PREREQS:** Prerequisites a student must have completed or be currently enrolled in before registering for the course. The registration system and/or instructor may not allow students to enroll for the course unless they have the prerequisite on their transcripts or are currently enrolled in the prerequisite. Students may be administratively dropped after registering for their courses if they have not met the prerequisites of a course. These courses are the background necessary for successful performance in the course.
* (Asterisk): The asterisk after a prerequisite (MB 302*) indicates that it may be taken concurrently with the course described.

COREQ: A course that must be taken simultaneously with the course described.

REC: Means the course is recommended but not required by the instructor.

This course is repeatable...: Some courses may be taken again for additional credit that applies toward the student's academic program.

Liberal Arts Course Example:

HST 202H. HISTORY OF THE UNITED STATES (4). Provides an overview of the development of the U.S. from the pre-Columbian era to the present. Attention is given to economic, political, and social trends, as well as to international relations. Covers 1820 to 1920. HST 201H, HST 202H, and HST 203H need not be taken in sequence. (H) (SS) (Bacc Core Course) PREREQS: Honors College approval required.

Letter suffix: (MB 479H) "H" signifies an Honors College course. An "X" signifies an experimental course.

Liberal Arts Core: Students pursuing College of Liberal Arts majors are required to complete courses in certain study areas. Four abbreviations are used in the college to indicate courses that may be used to fulfill requirements in each of these areas:

- (FA) Fine Arts Core
- (H) Humanities Core
- (NC) Non-Western Core
- (SS) Social Studies Core
Course Numbering System

Throughout the Oregon University System (OUS), courses follow this basic course numbering system:

0–99. Noncredit or credit courses of a remedial, terminal, or semiprofessional nature that are not applicable toward degree requirements.

100–299. Undergraduate, lower-division courses.

300–499. Undergraduate, upper-division courses.

500–599. Graduate courses offered primarily in support of a master's degree but which are also available for doctoral-level credit. Undergraduates of superior scholastic achievement may be admitted on approval of the instructor and department head. An undergraduate student may apply to reserve these courses for later use on a graduate degree program.

600–699. Graduate courses offered principally in support of doctoral-level instructional programs but also available for master's program credit.

700–799. Professional or technical courses that may be applied toward a professional degree (such as DVM or PharmD) but not toward other graduate degrees (such as PhD).

800–899. In-service courses aimed at practicing professionals in the discipline. These courses may not be applied to graduate or professional degree programs.

001NC–099NC. Non-credit courses offered through the INTO Oregon State University Intensive English program.

Commonly Numbered Courses. House Bill 2913 directed the Oregon University System and Oregon community colleges to jointly develop, to the extent possible, a common course numbering system for lower-division transfer courses. The "Commonly Numbered Course List" represents a good faith effort to meet the requirements of the legislation. The list of courses is recommended for use by campuses' faculty and administration as they develop or revise academic programs to better facilitate students transferring from community colleges to public four-year institutions. OSU agreed to this list after review of the list by all affected departments. The "Commonly Numbered Course List" includes course descriptions in addition to the course numbers and titles. Course numbers and title should follow the usage in the list. Descriptions may vary. The list is at: http://oregonstate.edu/ap/curriculum/common.html.
Additional Curricular Terms:

See the Academic Programs, Assessment, and Accreditation website at http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures.
Academic Regulations

Index
Introduction
AR 1. Admission for Nondegree Students
AR 2. Credit from a Two-Year Institution (Undergraduate Students)
AR 3. Credit from an Unaccredited Institution (Undergraduate Students)
AR 4. Classifying Students
AR 5. Transfer from One College to Another (Undergraduate Students)
AR 6. Change in Credits Scheduled
AR 7. Maximum and Minimum Registration
AR 8. Late Registration
AR 9. Admission to Class
AR 10. Eligibility
AR 11. Adding or Dropping Courses
AR 12. Withdrawal from Individual Courses
AR 13. Withdrawal from the University
AR 14. Attendance
AR 15. Honesty in Academic Work
AR 16. Finals Week
AR 17. Grades
AR 18. Alternative Grading Systems
AR 19. Grade Points
AR 20. Repeated Courses
AR 21. Honor Roll
AR 22. Satisfactory Academic Standing
AR 23. Special Examination for Credit
AR 24. Special Examination for Waiver (Undergraduate Students)
AR 25. Institutional Requirements for Baccalaureate Degrees
AR 26. Concurrent and Subsequent Baccalaureate Degrees
AR 27. Subsequent Credentials: Minors, Certificates, Options, and Majors
AR 28. Substitutions
AR 29. Graduation Exercises
AR 30. Auditing Courses
AR 31. Academic Fresh Start Policy

Introduction

These regulations and procedures are published to assist students by providing information that is essential for planning and pursuing their academic programs. Continuing efforts are made each year by the students, faculty, and administration to
revise and improve these regulations in order to enhance the quality of the university’s programs and the achievement of educational goals.

Every student is responsible for knowing the academic regulations and for observing the procedures that govern his or her relations with Oregon State University. Unless otherwise specified, these regulations apply to both undergraduate and graduate students. Any question regarding these regulations that cannot be answered by a student’s academic advisor should be referred directly to the Office of the Registrar (B102 KAd). Additional information regarding Graduate School policies should be addressed to the Office of the Graduate Dean (A300 KAd).

Some students encounter special problems whose proper solution may require deviations from the academic regulations or procedures. Requests for such deviations in the regulations below must be presented to the Office of the Registrar on petition forms, which are available in that office. Petitions received by the Registrar will be forwarded to the proper committee or office for review and appropriate action. Requests for deviations from Graduate School policies should be presented by letter to the graduate dean (See the Graduate School section of this catalog).

Other special problems may involve academic issues such as academic freedom in the classroom or evaluations of a student’s academic performance. All students should appeal academic grievances first to the instructor of the course and then to the chairman or head of the department in which the course is offered. If the situation is not resolved to the student’s satisfaction, an undergraduate student should consult with the head advisor of the college in which the course is offered to obtain further information about appeal procedures of the college or university; a graduate student should consult the dean of the Graduate School regarding academic appeal procedures above the departmental level. (Appeal procedures for other than academic grievances, e.g., grievances regarding student employment, financial aid, housing, discipline, human rights, etc. are outlined in the Student Life Policy and Regulations, which are available on the OSU website under "Student Conduct" or from the Office of Student Leadership and Involvement, 202 Memorial Union. Some of these regulations pertain to both undergraduate and graduate students. The Graduate School section of this catalog outlines both academic appeal procedures and those relating to the employment of graduate students.)

AR 1. Admission for Nondegree Students

a. Nondegree enrollment status for undergraduate students is designed for students who wish to take eight or fewer credits per term, but do not wish to pursue a degree or a specific postbaccalaureate credential.

b. Nondegree enrollment status for graduate students is designed for student(s) who wish to take graduate courses but do not wish to pursue an advanced degree. Nondegree graduate students are not limited as to the number of courses (credits) per term.
c. Credits earned as a nondegree undergraduate student may be used to satisfy degree requirements upon admission as a degree-seeking student.

d. Credits earned while enrolled as a nondegree graduate student will not necessarily apply to a graduate program upon admission to degree-seeking status. The student should refer to the admission requirements given in the Graduate School section of this catalog. Communication with the Graduate School and specific academic programs is advised.

e. Nondegree students seeking admission to a degree program may do so by filing an undergraduate, postbaccalaureate, or graduate application for admission.

AR 2. Credit From A Two-Year Institution (Undergraduate Students)

a. **College Transfer Credits:** Oregon State University accepts for credit toward a baccalaureate degree all college transfer work completed at an Oregon or other accredited community college up to 124 lower-division quarter credits. For Institutional Requirements for Baccalaureate Degrees, see AR 25. Students are encouraged to work with the relevant academic unit to ensure that transfer credits meet department and college requirements for the degree. It would be unlikely for an individual student to be able to use all 124 credits toward an OSU baccalaureate degree. Transfer credits and grades are not used in calculating the OSU cumulative GPA. Students who hold OSU-approved direct transfer degrees from Oregon or other accredited community colleges (e.g., the Associate of Arts Oregon Transfer) or who have 90 or more credits accepted in transfer will be granted junior standing. Students who hold OSU-approved direct transfer degrees will be considered to have met the Perspectives and Skills (except WIC) areas of the Baccalaureate Core. In addition, they must complete the upper-division Synthesis areas of the core. Students transferring from Oregon or other accredited community colleges who do not hold approved direct transfer degrees ordinarily will be given baccalaureate core credit in the Perspectives and Skills area on a course-by-course basis for work that is judged to be equivalent in content.

b. **Transfer of Professional-Technical Credits:** a maximum of 12 quarter credits (8 semester credits) of professional-technical course work applicable in an associates degree or certificate program at an accredited institution can be accepted upon admission to OSU as general elective credit (graded as Pass) and as part of the 124-quarter credit total that can be applied toward a baccalaureate degree.

c. **Transfer of Professional-Technical Course Credits through Articulation Agreements:** Lower-division OSU credit may be awarded for specific professional-technical community college courses when those courses are validated by articulation agreement with the appropriate OSU department. This may be above the 12 quarter credits of general electives (graded as Pass) allowed when a student is admitted to OSU. Credit will be awarded only upon the recommendation of the appropriate department and college, and approval by the
Curriculum Council. Community college professional-technical course work is not equated to upper-division OSU course work. These course credits will count as part of the 124 quarter credits defined in paragraph 2a above. OSU departments who have articulation agreements with community colleges regarding community college professional-technical courses shall review the agreements annually and forward a dated list of the articulated community college courses to the Curriculum Council.

Footnote:

1 Junior standing does not necessarily imply that OSU institutional, college, division, and/or departmental requirements, which are normally satisfied by OSU students prior to their junior year, have been satisfied.

AR 3. Credit From An Unaccredited Institution (Undergraduates)

After three terms of work at Oregon State University satisfactory to the Undergraduate Admissions Committee, a student may request validation of work done in an unaccredited institution of collegiate rank. The committee will consider each petition separately and base its decision on all information available. In some instances, informal examinations by the departments concerned may be required. Credit for transfer of professional-technical work will be awarded in accordance with paragraphs 2b and 2c.

AR 4. Classifying Students

a. **Undergraduate students:** A student who has earned at least 45 credits is classified as a sophomore. A student who has earned at least 90 credits is classified as a junior. A student who has earned at least 135 credits is classified as a senior.

b. **Postbaccalaureate students:** A student holding a baccalaureate degree who is admitted to work toward a second baccalaureate degree or teaching certificate is classified as a postbaccalaureate student.

c. **Graduate students:** A student who has been admitted to the Graduate School is classified as a graduate student.

AR 5. Transfer From One College To Another (Undergraduate Students)

Registered students may transfer from one college to another at any time. Returning but not-registered students may transfer colleges between the dates of readmission and registration.
AR 6. Change In Credits Scheduled

No change may be made in the number of credits specified for the various courses and published in the OSU General Catalog.

AR 7. Maximum and Minimum Registration

a. The minimum number of credits for which a full-time undergraduate student may register is 12, and the maximum is 19, regardless of the method of grading used for the classes selected. (In determining the load for students not normally held responsible for physical education, the credits in activity courses in physical education will be disregarded.) The maximum may be extended:

1. Up to and including 24 credits when a student has completed in his or her most recent term at least 12 credits in courses other than those graded P/N and S/U with a grade point average of 3.00 or better or when a student has filed with the Registrar a petition approved by his or her advisor and college dean (or head advisor).
2. Over 24 credits by petition approved by a student’s advisor and college dean (or head advisor) and the Academic Requirements Committee and filed with the registrar

b. The minimum number of credits for a full-time graduate student is 9; the maximum is 16. The maximum can be extended by approval of the dean of the Graduate School.

1. Degree-seeking graduate students must take a minimum of 3 credits for any term in which they are enrolled.
2. The following FTE and credit allowances are permitted for graduate students holding an academic appointment.

<table>
<thead>
<tr>
<th>FTE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>.15 to .29</td>
<td>15</td>
</tr>
<tr>
<td>.30 to .50</td>
<td>12</td>
</tr>
</tbody>
</table>

3. Appointees on graduate assistantships are limited to the above credits during each term.

AR 8. Late Registration

Registration is permitted through the tenth class day of each term. Late fees are assessed in accordance with the fee policies stated in the Schedule of Classes.

AR 9. Admission To Class
a. Instructors will receive lists of students in their classes within two days after the opening of the term. Subsequent lists will include the names of later registrants. Students whose names appear on these lists are officially registered; others are to be referred immediately to the Registrar’s Office for completion of registration.

b. If it is anticipated that the demand for enrollment in a given course will exceed the maximum number that can be accommodated, the department offering the course may designate it in the Schedule of Classes with the code “NSHD” (no-show-drop). A student who is registered for such a course who attends no meetings of the course during the first five school days of the term will be dropped from the course by the instructor, unless the student has obtained prior permission for absence. If such action is taken, the instructor will send written notice through the department to the Registrar’s Office, which in turn will notify the student that the course has been dropped from his or her schedule. Students should not assume they have been dropped unless they receive notification from the Registrar’s Office. No fee will be charged.

AR 10. Eligibility

To be eligible to hold office or to participate in any extracurricular activity supervised by Oregon State University, students must meet certain requirements.

   a. For student activities, students are responsible for following the Student Life Policy and procedures.
   b. For participation in intercollegiate athletics, students must meet all institutional Pac-12 and NCAA requirements. Students should contact the Compliance Office in the Department of Intercollegiate Athletics on all such matters.

AR 11. Adding and Dropping Courses

   a. Students may add courses through the first ten class days of each term, depending on the nature of the course and the availability of space. From the sixth class day through the tenth class day of each term, permission (signature) of the instructor offering the course must be obtained.
   b. A student may drop courses without responsibility for grades through the tenth class day of each term. After the tenth class day of each term courses may not be dropped. Failure to drop a course properly will result in an F grade being recorded; courses properly dropped do not appear on the student’s transcript
   c. Add/drop fees will be assessed in accordance with the fee policies stated in the Schedule of Classes.

AR 12. Withdrawal From Individual Courses

Students may withdraw from a course with a W grade after the tenth day of classes and through the end of the seventh week of classes. After the seventh week of classes, students are expected to complete the program attempted and will receive letter grades (A, B, C, D, F, I, S, U, P, N) for all courses in which enrolled unless they officially
withdraw from the university. Procedures for withdrawal from individual courses are outlined in the term Schedule of Classes.

AR 13. Withdrawal From the University

a. Any student in good standing (See AR 22) is entitled to withdraw without prejudice at any time prior to the beginning of finals week. The student may accomplish this by completing the online withdrawal survey available through Online Services.

b. Withdrawal from the university prior to the beginning of finals week will result in the grade of W being recorded for each course for which the student is registered.

c. When a student’s academic progress is interrupted by an emergency situation such as serious illness, accident, or death of a family member, within the last four weeks of the term, and the student submits evidence of such to the Registrar, he or she may withdraw from the university with I grades in all subjects.

d. Undergraduate Planned Educational Leave Program. The Undergraduate Planned Educational Leave Program (PELP) is a voluntary, temporary, planned interruption or pause in a student’s regular, full-time education. Its purpose is to enhance an undergraduate student’s prospect of successful completion of their academic program. The PELP provides one opportunity for a student to arrange a voluntary absence for as many as six consecutive regular academic terms (not including the summer terms). The PELP is designed to allow a student to pursue other activities that will assist them in clarifying their educational goals, such as job opportunities and experiences away from campus, military deployment, time to resolve personal or medical problems, or other similar pursuits. The PELP allows an undergraduate student to temporarily suspend their academic work for a period of time (in accordance with AR 13a, 13b, and 13c above), and resume their studies with minimal procedural difficulties. The PELP $25 non-refundable application fee allows an undergraduate student to maintain their official standing as a student at OSU and reserves the student’s right to keep their original academic catalog active during their absence. Beginning with the 2011–2012 academic year, all OSU undergraduate students are eligible to request leave through the PELP. The university reserves the right to consider a student’s current academic standing and any existing student conduct issues prior to approving the voluntary PELP leave request. Students who withdraw from OSU prior to the 2011–2012 academic year and who are away from campus for four or more consecutive regular academic terms (not including summer terms) must re-enroll with OSU to re-establish their relationship as an OSU student and their academic catalog will be reset to the academic year they return to OSU.

Transcript Notation
A notation of the dates of any approved leave will be indicated on each student’s official transcript.

Footnotes:
Military deployments are an exception to this limitation. All military personnel who are deployed for military service may submit a voluntary leave request for each deployment.

In accordance with the university’s catalog policy on the inside cover of the General Catalog.

The PELP began with the 2011–2012 academic year (Summer 2011). Any former OSU students who attended OSU prior to the 2011–2012 academic year and have been absent for four or more consecutive regular academic terms will be held to OSU’s prior policy that resets the academic catalog to the catalog in effect at the time they return to OSU.

AR 14. Attendance

Attendance is one of the most important factors in a student’s academic success. Therefore, an instructor may consider attendance in arriving at a student’s grade. While attendance should not be the primary factor in determining a student’s academic accomplishment in a course, it may be used as a partial measure of performance.

AR 15. Honesty in Academic Work

The administration of the classroom rests with the instructor. When evidence of academic dishonesty comes to the instructor’s attention, the instructor should (a) document the incident, (b) permit the accused student to provide an explanation, (c) advise the student of possible penalties, and (d) take action. The instructor may impose any academic penalty up to and including an "F" grade in the course after consulting with his or her department chair and informing the student of the action taken. Using the standard form, the instructor must report the incident and the action taken to his or her department chair, who, in turn, shall forward the report to his or her dean.

If the student is not enrolled in the college or school in which the course is offered, the dean of that college shall forward the report to the dean of the college or school in which the student is enrolled for possible disciplinary action.

Grade penalties imposed as a result of academic dishonesty may be appealed by the student in accordance with the procedures developed by the department and college or school in which the course is offered.

AR 16. Finals Week

a. No final, midterm, or comprehensive examinations shall be given during the week preceding final examination week. (Examinations on laboratory work, course material covered by "weekly" or "section" quizzes, television courses, ROTC activities, and physical education activities are allowed.)

b. Course work shall continue up to final week. Final examinations shall be given during finals week in accordance with the finals week schedule. If a final examination is not to be given in a course, this action must be approved by the
department with notification to the Registrar’s Office. Requests for changes in the
time of final examinations will be submitted to the Registrar’s Office.
c. All student petitions for changes in the time of final examinations must be made
using forms available from the Registrar’s Office. (A summary of university final
examination policy is printed on the form.) Petitions for changing final
examinations are submitted directly to the instructor. Students may forward
disapproved petitions through the dean of the college to the Registrar’s Office.
Requests to change the assigned final examination time for an entire class must
be approved by the Registrar’s Office. Final examinations may not be changed to
the week preceding final week without approval of the Academic Requirements
Committee.
d. No extracurricular activities or curricular activities other than examinations and
final class meetings shall be scheduled during final week.

AR 17. Grades

The grading system consists of twelve basic grades, A, A–, B+, B, B–, C+, C, C–, D+,
D, D–, and F. The grade of A denotes exceptional accomplishment; B, superior; C,
average; D, inferior; F, failure. Other marks are I, incomplete; W, withdrawal; R, thesis in
progress; P, pass; N, no-credit; S, satisfactory; U, unsatisfactory; AUD, audited course;
WAU, withdrawal from audited course.

When a requirement of a course has not been completed for reasons acceptable to the
instructor and the rest of the academic work is passing, a report of I (incomplete) may
be made and additional time granted. The I is only granted at the discretion of the
instructor. The instructor must submit the grade the student will earn if the missing work
is not completed. That alternate grade will become the default grade if the missing work
is not completed. The instructor documents the deficiency and the deadline for
completing the missing work. A record of the deficiency shall be kept on file in the unit
or department office. The allotted time awarded shall not exceed one calendar year
except by petition* or the time of the degree conferral, whichever comes first. To
remove the I grade, the student must complete the deficiency within the allotted time
and the instructor will then submit the appropriate grade. If the student fails to complete
the work within the allotted time, the Registrar’s Office will automatically change the I
grade on the student’s record to the alternate grade submitted by the instructor at the
time the I was given. The alternate grade will be included in the grade point average.
Under no circumstances shall a student who earns an A–F grade or an N or U grade
have his or her grade changed retroactively to an I grade.

An instructor may move to correct a grade by filing a Change of Grade in the Registrar’s
Office. Grade changes for students of a permanently separated instructor will be
managed by the department chair of the course involved. Upon permanent separation
from the University an instructor’s change of grade will not be accepted by the Office of
the Registrar. The Office of the Registrar will routinely review grade changes.
A student may petition via the Office of the Registrar for an extension of the one calendar year deadline with the concurrence of the faculty. An approved petition will grant an extension of a single additional term, with a maximum of three total extensions being possible. An approved petition for an extension of time to remove an incomplete will be voided at the time of degree conferral.

Click here for sample Contract for Completion of I Grade

AR 18. Alternative Grading Systems

In addition to traditional letter grading (A–F), Oregon State University has adopted two alternative grading systems to be employed in accordance with the provisions outlined below:

a. Satisfactory/Unsatisfactory (S/U)

1. Undergraduate students may elect to be graded on a Satisfactory/Unsatisfactory (S/U) basis in a course (except P/N courses) under the following conditions: (a) A maximum of 36 credits of those presented in satisfaction of the baccalaureate degree may have been graded on an S/U basis at Oregon State University. (b) A student normally elects the option S/U at the time of registration. Changes either to or from S/U grading will be permitted through the end of the seventh week of any term. (c) A student must obtain the approval of his or her academic advisor or dean in order to elect to be graded on an S/U basis.

2. Graduate students may elect to take undergraduate courses on the S/U basis except those courses required for the removal of deficiencies. Graduate courses may also be taken on an S/U basis. (Such courses cannot be used as part of a student’s graduate program. All other provisions of S/U grading apply to graduate students.)

3. A grade of S (satisfactory) shall be equivalent to grades A, A–, B+, B, B–, C+, C, and C–. A grade of U (unsatisfactory) shall be equivalent to grades D+, D, D–, or F.

4. Grades of S or U shall have no grade point equivalents; hence such grades shall not be included in the computation of grade point averages. The credit of courses in which an S grade is obtained shall be counted toward graduation. Credits shall not be awarded for U grades.

5. Election of S/U grading for a course shall be known only to the student and the academic advisor. Instructors shall enter on grade forms the traditional letter grade (A–F) earned. Automatic conversion to S grades and to U grades will be made in the Registrar’s Office. Grades of I, or W may be assigned wherever appropriate.

6. In compliance with Section III of the Statement on Student Rights, Freedoms, and Responsibilities (dated April 28, 1969), disclosure or nondisclosure of the traditional letter grades received in courses in which S grades were awarded is recognized as an exclusive right of the individual student. The Registrar’s Office
is obliged and authorized to honor requests for disclosure, provided that the express consent of the student is obtained.

b. Pass/No Credit (P/N)

1. Those courses in which traditional letter grading has been deemed inappropriate because of the nature of the course content or the objectives of the course are graded on a Pass/No Credit (P/N) basis.
2. Grades of P or N shall have no grade point equivalents; hence such grades shall not be included in the computation of grade point averages. The credits of courses in which a grade of P is obtained shall be counted toward graduation. Credit shall not be awarded for N grades.
3. Departments are authorized to designate Pass/No Credit courses, subject to the following guidelines and procedures: (a) The principal criterion for choice of grading system is enhancement of the educational experience for the student; (b) The nature, structure, and/or objectives of a course may suggest that the Pass/No Credit grading system be adopted. It is anticipated that courses graded on this basis will generally fall into one of the following categories: skill-building courses or practicums, courses which stress orientation and awareness rather than academic preparation; (c) The designation of Pass/No Credit grading for a course will follow the academic college’s recommendation and approval by the University Curriculum Council, and in the case of graduate courses, by the Graduate Council. Designation of courses for P/N grading must be completed prior to the opening of the term in which the course is offered and normally prior to preparation of the Schedule of Classes.
4. Courses approved for grading on a Pass/No Credit (P/N) basis are identified in the General Catalog course descriptions and in the Schedule of Classes.

c. Nothing stated in the above paragraphs shall be construed as constituting support for petitions requesting change of grade in courses taken during or prior to spring term, 1971.

AR 19. Grade Points

Grade points are computed on the basis of:

- 4 points for each credit of A grade,
- 3.7 for each credit of A– grade,
- 3.3 for each credit of B+ grade,
- 3.0 for each credit of B grade,
- 2.7 for each credit of B– grade,
- 2.3 for each credit of C+ grade,
- 2.0 for each credit of C grade,
- 1.7 for each credit of C– grade,
- 1.3 for each credit of D+ grade,
1.0 for each credit of D grade,
0.7 for each credit of D– grade, and
0 for each credit of F.

Marks of I, W, P, N, R, S, U, AUD, and WAU are disregarded in the computation of points. The grade point average (GPA) is the quotient of total points divided by total credits; total credits are the number of term credits in which grades A, B, C, D, and F are received. Thus a person receiving 1 credit of A, 2 credits of B, 3 credits of C, 4 credits of D, 5 credits of F would have 20 grade points (1 x 4 plus 2 x 3 plus 3 x 2 plus 4 x 1 plus 5 x 0). The grade point average would be 20 (grade points) divided by 15 (credits) equals 1.33. A "C" average on 15 credits attempted would require 30 grade points; if the student has 20 points, he or she is 10 grade points deficient.

**AR 20. Repeated Courses**

If a student repeats an Oregon State University course, the grade from each attempt\(^1\) will appear on the student’s academic record but only the second attempt will count toward the student’s institutional credits, requirements, and grade point average\(^2\). An academic unit\(^3\) may, however, include subsequent attempts after the second attempt to meet individual course degree requirements associated with the baccalaureate core/majors/options/minors/certificates/endorsements. A course may not be repeated on an S/U basis if it was taken previously on a normal grade basis\(^4\).

**Footnotes:**
\(^1\) An attempt comprises a final grade in a course where the grade is: "A", "A–", "B+", "B", "B–", "C+", "C", "C–", "D+", "D", "D–", "F", "S", "U", "P", "NP" or an "I/Alternate Grade" (where the Alternate Grade is one of these grades).

\(^2\) Recognized repeatable courses as defined in the Oregon State University course catalog, such as activity courses, research, seminars, and selected topics, do not come under this restriction. Additionally, if a course has been approved as a multiple repeatable course for credit and grade points, each attempt will be included in the institutional credits and grade point average until it reaches its defined limit (total allowable attempts or credit maximums for the course). Further, the Office of the Registrar will include all courses from the first repeat taken until it reaches the maximum total allowable attempts or credit maximums for the course. All subsequent repeats after the repeat maximum has been reached will be excluded from both institutional credits earned and grade point average calculations.

\(^3\) Academic Unit: College, School, or Department

\(^4\) Normal Grade Basis is defined as any grade of "A", "A–", "B+", "B", "B–", "C+", "C", "C–", "D+", "D", "D–", "F", or any "I/Alternate Grade" (where the Alternate Grade is one of these grades).

**AR 21. Honor Roll**
At the close of each term, the OSU Registrar publishes a list containing the names of all undergraduate and postbaccalaureate students who for the term have completed at least 12 graded credits with a grade point average of 3.50 or above.

AR 22. Satisfactory Academic Standing (for Undergraduate Students)

Oregon State University expects students to maintain satisfactory academic progress toward degree completion. At the conclusion of each term, grade point averages are calculated and academic standings determined for students seeking a baccalaureate degree according to the criteria outlined below. Students whose standings evidence a lack of satisfactory progress will be warned of this condition and advised to seek help from their academic advisors.

a. **Academic Warning**: Students with a term GPA below 2.0 will be placed on Academic Warning.

b. **Academic Probation**: Students who have attempted\(^1\) 24 or more credits at OSU and have an OSU cumulative GPA below 2.0 will be placed on Academic Probation. Students who attain a cumulative GPA of 2.0 or better are removed from Academic Probation.

c. **Academic Suspension**: Students who are on Academic Probation and have a subsequent term GPA below 2.0 will be placed on Academic Suspension. Academic Suspension is recorded on the student’s academic record. Students who are academically suspended are denied all the privileges of the institution and of all organizations in any way connected to it, including any university-recognized living group.

d. **Reinstatement to the University**: Suspended students will be considered for reinstatement to the university after two years or completion of a minimum of 24 quarter credits of transferable college-level work at an accredited college or university, with a GPA of 2.5 or above.

The **Faculty Senate Committee on Academic Standing** is charged with the responsibility for enforcement of the above regulations on Satisfactory Academic Standing. Additionally, this committee has discretionary authority to grant exceptions and to develop guidelines for the administration of these regulations.

\(^1\) An attempt comprises a final grade in a course where the grade is: "A", "A−", "B+", "B", "B−", "C+", "C", "C−", "D+", "D", "D−", "F", "S", "U", "P", "NP", "I/Alternate Grade" (where the Alternate Grade is one of these grades), "W", or "Y".

AR 23. Special Examination for Credit

A regularly enrolled student in good standing, either graduate or undergraduate, currently registered at Oregon State University and wishing credit for an OSU course for
which a grade has not been previously received, may petition for credit examination under the following conditions:

a. The application for such examination shall be presented on an Official Student Petition and shall bear the approvals of the dean of the student’s college, the dean of the college in which the course is offered, and head of the department in which the course is offered. Petitions for special examination for credit may be approved or denied at the sole discretion of the department/college or the faculty member offering the course, taking into account both the academic merit of the petition and the department/college’s ability to deploy adequate resources to prepare, administer, and grade such an examination.

b. In no case may such examination be based on work used for graduation from high school, or in a foreign language that is the mother tongue of the applicant, or in courses not listed in the Oregon State University General Catalog.

c. Grades earned in special examinations shall be submitted and recorded in the same way as for regularly registered courses, and will count with respect to repeating a course as defined in AR 20.

d. A student may not petition for credit by special examination for a course in any term in which the student is or has been enrolled in the course after the add/drop deadline for that term.

e. An examination for credit will not be approved for courses below the level for which college credit has previously been granted.

f. No examination may be taken until the applicant has received a permit from the Registrar's Office, for which a fee of $80 will be charged.²

Footnote:
² As an alternative to departmental examinations, students may seek credit through the College Level Examination Program (CLEP) to the College Entrance Examination Board. CLEP includes nationally normed subject matter examinations and general examinations covering material included in a number of relatively standard courses taught in colleges and universities throughout the United States. Some of these subject matter examinations and general examinations have been accepted by departments at this institution. Policy guidelines have been established that make it possible for admitted and enrolled students to (a) transfer credits earned through these accepted CLEP subject matter and general examinations to this institution, providing certain criteria are met, and (b) earn credits through accepted CLEP subject matter and general examinations providing certain criteria are met. Further information about CLEP may be obtained from the Office of Admissions, 104 Kerr Administration Bldg.

AR 24. Special Examination for Waiver (Undergraduate Students)

A student may petition for examination to waive a course under the following conditions:

a. The application for examination to waive a course shall be presented on an Official Student Petition and shall bear the recommendations of the dean of the student’s college, the dean of the college in which the course is offered, and
head of the department in which the course is offered. Petitions for special examination for waiver may be approved or denied at its sole discretion by the department/college offering the course, taking into account both the academic merit of the petition and the department/college's ability to deploy adequate resources to prepare, administer, and grade such an examination.

b. No examination may be taken until the applicant has received a permit from the Registrar's Office, for which a fee of $80 will be charged.

c. A minimum grade of C (or equivalent) must be attained in an examination for that waiver to be granted.

d. Credit will not be granted for courses waived.

e. This regulation does not invalidate the right of a dean of a college or head of a department to waive a course requirement of their particular college or department, respectively.

AR 25. Institutional Requirements for Baccalaureate Degrees

a. **Baccalaureate Core:** Each student will complete the following requirements:

1. **Skills Courses (15 credits)**
   - Fitness (3 credits)
   - Mathematics (3 credits)
   - Writing I (3 credits)
   - Writing II (3 credits)
   - Writing III/Speech (3 credits)

2. **Perspectives Courses (24 credits)**
   - Physical science (with lab) (4 credits)
   - Biological science (with lab) (4 credits)
   - Plus choice of second course in either of the above (with lab) (4 credits)

   Take a minimum of one course in each of the following areas:
   - Western culture (3 credits)
   - Cultural diversity (3 credits)
   - Literature and the arts (3 credits)
   - Social processes and institutions (3 credits)

3. **Difference, Power, and Discrimination Courses (3 credits)**

4. **Synthesis Courses (6 credits)**
   - Science, technology, and society (3 credits)
   - Contemporary global issues (3 credits)

5. **Writing Intensive Courses, upper division (WIC) (3 credits)**

The Baccalaureate Core Committee determines which courses will satisfy each of the requirements above. WIC courses will be reviewed by the Writing Advisory Board.
core is governed by the following rules: (1) No more than two courses from any one
department may be used by a student to satisfy the Perspectives category of the core.
(2) No single course may be used by a student to satisfy more than one subject area of
the core even though some courses have been approved in more than one area. (3) Both Synthesis courses may not be taken in the same department.  

b. **An undergraduate student may be granted a baccalaureate degree with one or more majors.**

c. **Credits:** Minimum 180 earned credits, which must include:\[4,5\]

1. **Credits in upper-division courses:** minimum
   60 (exclusive of upper-division physical education activity courses).
2. **Credits in each major:** minimum, 36, including at least 24 in upper-division courses.

d. **Baccalaureate Degrees:** All students receiving a BA degree shall have proficiency in
a second language, including American Sign Language (ASL), equivalent to that
attained at the end of the second year sequence with a grade of C– or better as certified
by the Department of Foreign Languages and Literatures. Colleges offering both the BA
and the BS will have specific requirements distinguishing the two degrees. The college
requirements for the two degrees will place comparable demands upon the time and
effort of students, and that assessment of comparability will include the foreign
language requirement for the BA. Departments offering both the BA and BS may have
specific requirements distinguishing the two degrees.

e. **Grade Point Average:** minimum of 2.00 on OSU cumulative grade point average.

f. **Academic Residence:**

1. A minimum of 45 of the last 75 credits must be completed while the student is in
   academic residence at OSU. "Academic Residence" is defined as OSU courses
taken as a degree-seeking student of OSU or courses through one of the
following approved special programs: Professional degree programs which
require that the student enroll in another institution while finishing the bachelor's
degree at OSU or an international study program sponsored by the Oregon
University System.
2. A minimum of 15 upper-division credits used to meet the preceding residency
   requirement (1) must be taken in each of the student's majors.
3. Credits earned by special examination for credit (AR 23) are not considered in
   academic residence.

g. **Dean's certification of fulfillment of all requirements of major college.** (For
details, see college advisors and deans.)

h. **Restrictions**
1. Correspondence study: maximum, 60 credits.
2. Law or medicine: maximum, 48 term credits.
3. Music (applied music): maximum, 12 credits. (Restrictions not applicable to majors in music.)
4. Physical activity course: maximum, 11 credits.
5. A maximum of 36 credits of those presented in satisfaction of the baccalaureate degree may have been graded on an S/U basis at Oregon State University.

i. Application for a Degree: To become a candidate for a degree, a student must have achieved senior standing and must make formal application for the degree. It is recommended that the student file an application with the Registrar three terms prior to the term in which he or she wishes to graduate. The student’s deadline to file an application with the Registrar is the end of the second week of the term in which he or she expects to complete requirements for a degree. [Approved by Faculty Senate 1/8/09.]

Footnotes:
3 Lists of approved courses may be obtained from advisors. Approved courses are also listed in the OSU General Catalog.
4 Some degree programs may require more than 180 credits.
5 Unearned credits are those courses for which a grade of "F", "N", "U", "I", "W", "Y", "AUD", or "WAU" are assigned as a final grade for that course. All other grades are calculated as earned credit.

AR 26. Concurrent and Subsequent Baccalaureate Degrees

a. Concurrent Baccalaureate Degrees: An undergraduate student may be granted two or more baccalaureate degrees (for example the BA or BS) at the same graduation exercise. The student must:

1. Complete institutional, college, and departmental requirements for the degree;
2. Complete, for each additional degree, a minimum of 32 credits more than the requirements of the curriculum requiring the least number of credits; and
3. Complete each additional 32 credits in residence.

b. Subsequent Baccalaureate Degree: A student who has received a previous baccalaureate degree from either OSU or another accredited university may be granted a subsequent baccalaureate degree. The student must:

1. Complete, for a BA degree, the requirements for foreign language proficiency (AR 25d);
2. Achieve a minimum of 2.00 on OSU cumulative grade point average;
3. Complete requirements of the major college and receive the dean’s certification; and
4. Meet the requirements for a concurrent degree as specified in AR 26a, if a previous baccalaureate degree has been received from OSU. The additional credits may be taken at any time prior to or subsequent to the granting of a previous OSU baccalaureate degree. Students with a baccalaureate degree from another institution must meet the Academic Residence requirement in AR 25f.

c. A student seeking a baccalaureate degree under the provisions of either AR 26a or AR 26b also must satisfy the appropriate residence requirements as defined in AR 25f.

**AR 27. Subsequent Credentials: Minors, Certificates, Options, and Majors**

a. **Subsequent Minors and Certificates:** A student who has received a previous baccalaureate degree from either OSU or another accredited university or college may be granted a subsequent minor or certificate. The student must:

1. Complete current requirements for minor or certificate and receive the dean’s approval;
2. Achieve a minimum of 2.0 OSU cumulative grade point average on work taken for subsequent credential;
3. Academic residence: minimum 15 credits in residence.

b. **Subsequent Options and Majors:** A student who has received a previous baccalaureate degree from OSU may be granted a subsequent option or major credential:

1. Complete current requirements for option or major and receive dean’s approval;
2. Achieve a minimum of 2.0 OSU cumulative grade point average on work taken for subsequent credential;
3. Academic residence: minimum 15 credits in residence.

c. Additional credits necessary for subsequent credentials may be taken prior to or subsequent to the granting of a previous baccalaureate degree.

**AR 28. Substitutions**

a. **Undergraduate students:** Substitutions for institutional requirements as outlined in AR 25, except for baccalaureate core requirements of AR 25a, may be petitioned to the Academic Requirements Committee after approval by the student's dean or college head advisor. Substitutions for baccalaureate core requirements of AR 25a may be presented for consideration to the student's dean or college head advisor. Substitutions or adjustments of college or departmental requirements are also subject to approval by the college or department.
b. **Graduate students**: Substitutions for institutional requirements or deviations from the normal Graduate School regulations and policies may be made only by obtaining the approval of the dean of the Graduate School following a petition by means of a letter signed by the student and the student’s major professor. Action taken on such substitutions or petitions will not be considered as a precedent for any future action.

**AR 29. Graduation Exercises**

Attendance at graduation exercises is optional for graduating students. In accordance with procedures obtained from the Registrar’s Office, the candidate is responsible for declaring whether or not he or she will attend commencement, regardless of the term in which requirements are completed.

**AR 30. Auditing Courses**

Audit registration permits a student to enroll in a course for no credit and no grade. Course requirements for an audited course will be determined by the course instructor. Audit registration is available to admitted and non-admitted students. Audit registration begins on the sixth day of registration and ends with the close of registration at the conclusion of the tenth day of class. Those who wish to audit should contact the Registrar’s Office for registration procedures, which will require approval of the course instructor. Audit courses are assessed instructional fees at the same rate as for credit courses. Any changes to an audit registration are subject to the same procedures, deadlines, and special fees as for registration changes to regular courses. Upon completion of an audited course, the designation of "AUD" will be recorded on the transcript. The designation of "WAU" will be recorded on the transcript for students who withdraw from an audit course.

**AR 31. Academic Fresh Start Policy**

An Oregon State University undergraduate student may petition once with the Registrar to exclude OSU courses from the calculation of institutional requirements, credits, and grade point average, under a condition of academic fresh start defined below:

**Conditions to qualify:**
The student must have an absence from OSU that begins after the end of the student’s last term of attendance and exceeds five academic years before re-admittance to a degree program at OSU. Prior to applying for academic fresh start student must, after re-enrolling in the University, have successfully completed a minimum of 24 letter-graded units over two consecutive terms, and earned a grade point average of at least 2.5 in these terms. The student must also provide a signed letter of recommendation from a current OSU college Dean or department or program chair/head. It may be seconded by the college head advisor or a current faculty member within the discipline the student is currently engaged to complete advocating on the student’s behalf for academic fresh start.

**Effect of the academic fresh start:**
Upon meeting all of the conditions of qualification, the student may select from one to three contiguous academic terms from previous enrollment at OSU for the application of academic fresh start.

The grades\(^1\) from all courses taken during the terms that are proposed for academic fresh start will be excluded from meeting institutional requirements and the calculation of institutional units and grade point average.

All grades representing the student's academic history at OSU will appear on the student's academic record (transcript), but all academic fresh start approved courses will be coded as "excluded" similar to a repeated course. Additionally, a comment of "Academic Fresh Start" will be appended to each term that qualifies under academic fresh start.

All courses excluded under academic fresh start, will also be excluded from the calculation of course repeats defined by AR 20.

**Footnote:**

\(^1\) Valid grades include outstanding "I" (Incomplete) grades that have not been resolved.

Updated: October 9, 2012