LIBERTY UNIVERSITY

CLO–CR: Course Learning Outcomes – Change Request

AY 2025 – 2026

CLO–CR: Course Learning Outcomes – Change Request
Overview

Purpose of the CLO–CR	The **Course Learning Outcome Change Request (CLO–CR)** process provides a structured and transparent system for managing revisions to **Course Learning Outcomes** (**CLOs**) within **OMEGA** (**Outcomes Management for Evaluation, Governance, and Alignment).** It ensures that all proposed updates are reviewed through shared governance and maintain alignment with **Program Learning Outcomes** (**PLOs**), **institutional policies**, and **accreditation expectations**.
Philosophy and Intent	**CLO–CR** strengthens the integrity of the **learning pathway** by ensuring that **course-level changes** are thoughtfully evaluated for academic quality, curricular coherence, and operational feasibility **before implementation**. It promotes **collaboration** among faculty, Program Directors, and academic leadership.
Relationship to OMEGA	**CLO–CR** functions within **OMEGA** as the mechanism for requesting, reviewing, and approving course-level outcome changes. Each request passes through **multiple review layers**, capturing **impact data** and **feedback** at every stage to ensure **institutional alignment**.
Why It Matters	**CLOs** define what students will **learn**, **apply**, and **demonstrate** in each **course**. Any change to a CLO can **influence** program alignment, **assessment measures**, **alternative justification forms**, and **accreditation documentation**. The **CLO–CR** ensures these changes are made consistently, transparently, and responsibly.
CLO–CR Access	To access the **CLO–CR,** launch **OMEGA** using the URL: **www.liberty.edu/OMEGA** or by clicking **here**. Then, locate the course and use the **Propose CLO Change Request** button.

CLO–CR: Course Learning Outcomes – Change Request
OMEGA

What is OMEGA?	**OMEGA** (**Outcomes Management for Evaluation, Governance, and Alignment**) is Liberty University's centralized application for **managing learning outcomes** across the institution. It houses all validated connections between **PLOs** and **CLOs**, serving as a comprehensive repository and governance system. **OMEGA** enables academic leaders to **view**, **evaluate**, and **maintain alignment** between **program** and **course outcomes** while supporting continuous improvement and accreditation readiness.
Connection to OMEGA	**CLO–CR** is **initiated** and **tracked entirely** within **OMEGA**. Each course page displays existing **CLOs** and aligned **PLOs**, providing the **foundation** for the faculty to propose changes directly within the system.
Governance Functionality	**OMEGA** routes **CLO–CR** requests through **four levels** of review to promote **shared governance** and **institutional accountability**: (1) **SME/Lead Faculty initiation**, (2) **Curricular Review** by Program Directors, (3) **Administrative Review** by Chairs and Associate Deans, and (4) **Dean Review** for final approval.
Transparency	Each **CLO–CR** includes documented **impact ratings**, **justifications**, and **reviewer feedback**. These records create a **permanent audit trail** that **demonstrates** compliance with accreditation standards and supports future curricular analysis.
Integration with Future Processes	**CLO–CR** is the first **governance workflow** to launch within **OMEGA**. Upcoming phases will include **PLO Change Requests** (**PLO–CR**) and **Outcomes Alignment Reviews**, providing Colleges/Schools with a complete suite of tools to **evaluate** and **manage outcomes** at every level of the curriculum.

Screenshots of Program View in OMEGA

Outcome Catalog \

Outcome Map

View as of Term
Fall 2025 (202540)

Program Information   Outcomes   All Change Requests   Related Course Learning Outcomes (CLOs)

Program Information

Program Code	Program Title	Program Director	Date of Last Approved Change Request
BBBE-BS-D	Bible: Bible Exposition	(fake2010115@liberty.edu)	

# of Students in Previous Academic Year	Program Type	Program Well Supported	
93	Program of Study	Yes	

Outcomes

Go   Actions ⌄

ID	Outcome Type	Text	From Term	To Term	Attributes	# of Supporting Courses
5002	PLO	Explain key features of the historical and cultural context of the Bible.	202420	999999		38
5003	PLO	Apply knowledge of the structure and content of the Bible.	202420	999999		38
5004	PLO	Apply the principles of biblical interpretation.	202420	999999		38

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Related Course Learning Outcomes (CLOs)

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▼ ☑ ☰ PLO   ✕   ☑ ☰ PLO Text   ✕

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PLO: 5002, PLO Text: Explain key features of the historical and cultural context of the Bible.

Course	ID	Outcome Type	Text	Related From Term	Related To Term
APOL220	333	CLO	Analyze arguments for and against historic Christianity.	202420	999999
APOL220	334	CLO	Recognize strengths and weaknesses in different approaches to defending Christianity.	202420	999999
APOL220	335	CLO	Identify various types of fallacies.	202420	999999
APOL220	336	CLO	Learn rhetorical strategies in order to develop persuasive arguments for the Christian faith.	202420	999999
APOL310	337	CLO	Identify the current plausibility structures of late modernism.	202420	999999
APOL310	338	CLO	Understand the importance of presuppositions in a worldview and where they can be challenged.	202420	999999
APOL310	339	CLO	Recognize the complexity of belief and the need for a person-centered apologetic.	202420	999999
APOL310	340	CLO	Develop effective apologetic strategies for engaging current cultural plausibility structures.	202420	999999
APOL320	341	CLO	Defend the historicity of the major events of the life of Jesus of Nazareth.	202420	999999
APOL320	342	CLO	Engage with various counter-arguments to the resurrection hypothesis by providing positive arguments for the resurrection of Jesus.	202420	999999
APOL320	343	CLO	Discuss instances in which divinity was attributed to Jesus by the Gospel authors and through Paul.	202420	999999

Screenshots of Course View in OMEGA

Outcome Catalog \

Outcome Map

View as of Term
Fall 2025 (202540)   ∨

Course Information   Outcomes   All Change Requests   Related Module Learning Outcomes (MLOs)   Related Program Learning Outcomes (PLOs)

Course Information

Course Code APOL 220	Course Title Introduction to Apologetics	SME/Lead Faculty (fake6759871@liberty.edu)	Date of Last Approved Change Request

# of Students for Previous Academic Year 1818	# of CAT Requests in last 12 Months 2	# of Shared College/Schools 1	# of Related Programs 38

Experience Plus Offered Yes	ICE Offered	# of Alternative Justification Forms 0	

Related Program Learning Outcomes (PLOs)

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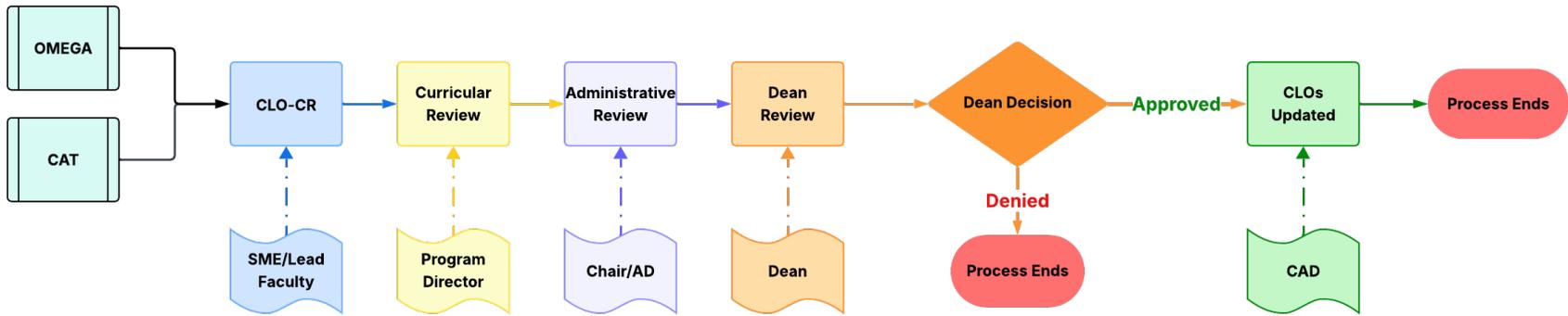
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CLO: 333, CLO Text: Analyze arguments for and against historic Christianity.

Program	ID	Outcome Type	Text	Related From Term	Related To Term
ACEG-BS-D	332	PLO	Articulate and biblically justify essential truths of evangelical Christianity.	202420	999999
AMIN-BS-D	785	PLO	Articulate and biblically justify essential truths of evangelical Christianity.	202420	999999
APOL-AA-D	2649	PLO	Articulate and biblically justify essential truths of evangelical Christianity.	202420	999999
APOL-AA-D	2650	PLO	Engage various aspects of culture from a Christian worldview in order to engage the world biblically.	202420	999999
BBAP-BS-D	4927	PLO	Explain key features of the historical and cultural context of the Bible.	202420	999999
BBAP-BS-D	4996	PLO	Apply knowledge of the structure and content of the Bible.	202420	999999
BBAP-BS-D	4998	PLO	Apply the principles of biblical interpretation.	202420	999999
BBBC-BS-D	4999	PLO	Explain key features of the historical and cultural context of the Bible.	202420	999999
BBBC-BS-D	5000	PLO	Apply knowledge of the structure and content of the Bible.	202420	999999
BBBC-BS-D	5001	PLO	Apply the principles of biblical interpretation.	202420	999999

CLO–CR: Course Learning Outcomes – Change Request
CLO–CR Process Map

OMEGA

CAT

CLO-CR → Curricular Review → Administrative Review → Dean Review → Dean Decision

SME/Lead Faculty

Program Director

Chair/AD

Dean

Approved → CLOs Updated → Process Ends

Denied → Process Ends

CAD

CLO–CR: Course Learning Outcomes – Change Request
CLO–CR Process

Process Overview	The **CLO–CR** includes **four distinct phases**, each building upon the prior phase to ensure academic and operational integrity.
Review Timeline	**Program Directors**, **Chairs**, and **Associate Deans** each have a **72-hour review window** once a **CLO–CR** reaches their step. If **no action** is taken within this period, **passive approval** is automatically **recorded**, and the **CLO–CR** moves forward to the next phase. Program Directors, Chairs, and Associate Deans who need additional time may **extend the 72-hour window** by selecting the *"Extend Deadline by 72 hours"* button within the **CLO–CR**. Each extension grants an additional 72 hours and may be used **up to five times per reviewer**. **Extensions should be used sparingly** to keep the **CLO–CR** process **on schedule** and **to ensure timely communication** of curriculum changes across the institution.
Phase 1: SME/Lead Faculty Review	The **Subject Matter Expert** (**SME**) or **Lead Faculty** identifies the need for a **CLO revision**, **addition**, or **removal** and initiates the request within **OMEGA**. SME/Lead **Faculty assesses** the academic rationale and **assigns** a preliminary impact rating using the **Curricular Impact Rating Scale**.
Phase 2: Curricular Review	**Program Directors** evaluate the **proposed changes** for **alignment** with the program's **PLOs**. They confirm whether the revision strengthens or severs the **pathway** from **course to program mastery** and provide their own **impact rating**.
Phase 3: Administrative Review	**Chairs** and **Associate Deans** examine the **operational feasibility** of **implementing** the **proposed change** by considering faculty load, assessment measures, E-Plus/ICE offerings, and related justification forms, and record an **Administrative Impact Rating**.
Phase 4: Dean Review	The **Dean** reviews all prior **feedback** and makes the **final decision** to **approve** or **deny** the request. If **denied**, the Dean may provide a **brief justification** to guide future revisions.
Outcome of the Process	Upon approval, the **revised CLOs** are updated in **OMEGA**, and notifications are sent to the **appropriate stakeholders** to implement the changes in course materials and systems.

CLO–CR: Course Learning Outcomes – Change Request
CLO–CR Point and Click Training

Overview	Each phase of the **Course Learning Outcome Change Request (CLO–CR)** process includes a dedicated **point-and-click training guide** to assist users with submitting and reviewing requests in **OMEGA**. These resources provide clear, step-by-step instructions for navigating **each stage** of the workflow. In the future, **short training videos** will be developed to accompany these documents, providing visual demonstrations of the **CLO–CR** process within **OMEGA**.
Training Document Locations	To access the **training documents**, visit the **Academic Operations** page on the **Institutional Effectiveness** website at https://www.liberty.edu/institutional-effectiveness/academic-operations or use the direct links below: 1. SME/Lead Faculty Training 2. Curricular Review Training 3. Administrative Review Training 4. Dean Review Training

CLO–CR: Course Learning Outcomes – Change Request
Curricular Impact Rating Scale

Purpose	The **Curricular Impact Rating** measures the overall **academic and structural reach** of a proposed change to a Course Learning Outcome (CLO). It captures how deeply the revision affects **course content, instructional materials, assessments, and supporting documentation**, as well as how broadly the change extends across the institution. When assigning this rating, **reviewers** should **consider**: • the **extent of content revision** required (e.g., textbook or assignment updates). • the **number of Colleges/Schools and programs** that use the course. • the **number of students** enrolled in the course in the previous academic year. • whether the course has **Alternative Justification Forms (AJFs)** tied to the CLO. • whether the course is offered through **Experience Plus, ICE, CLEP, or Ministry Partnerships**. Together, these factors **indicate** both the **depth of curricular revision** and the **breadth of institutional impact** the CLO change will produce. A **higher** Curricular Impact Rating reflects greater modification to **course structure**, wider **program reach**, and increased **coordination** needs across **academic** and **operational units**.
Who Completes	**SME/Lead Faculty:** Assigns the initial **Curricular Impact Rating** when submitting the **CLO–CR**. **Program Director:** Reviews the SME's rating, submits an independent **Curricular Impact Rating** to reflect how the change influences program-level alignment and PLO coverage, and then explains any **differences** in ratings between the **SME/Lead Faculty** and **Program Director**.
Where to Look in OMEGA	**Review** these fields in **Course View** and **Program View** to determine the **appropriate rating**: • **Aligned PLOs**: Shows which program outcomes rely on the course and whether the change affects their support. • **Related Programs / Shared Colleges/Schools**: Indicates how many programs and units will be impacted. • **Number of Students (Previous Academic Year)**: Reveals the scale of effect on students and faculty. • **Experience Plus, ICE, CLEP Offerings**: Identifies potential downstream impacts on alternative learning pathways. • **Alternative Justification Forms (AJFs)**: Shows whether faculty credentialing documentation requires updating.

	• **Program "Well-Supported" Indicator**: Highlights if the course change might reduce PLO coverage below institutional thresholds.
Determining the Rating	The **more a CLO change affects content, materials, assessments, or dependencies**, the **higher the impact**. **Key questions:** 1. Will the change require **new or revised content**, such as readings, assignments, assessments, or a **textbook update** (which requires at least six months' lead time)? 2. Does the course appear in **multiple programs or colleges/schools**? 3. Will the change require **AJF, E-Plus, ICE, CLEP, or Ministry Partnership** updates? 4. Could the change alter **PLO coverage** (e.g., reduce a PLO's "well-supported" status)? 5. Does the requested **implementation term** allow adequate lead time for revisions? If the answer to **multiple questions** is "**yes**," **increase** the **impact level** accordingly.
Curricular Impact Rating Scale	**1 – Minimal Impact:** Minor wording or punctuation changes. Course used by a single College/School, appears in few programs, has few or no AJFs, and is not widely offered through E-Plus, ICE, CLEP, or Ministry Partnerships. No effect on course materials or assessments. **2 – Slight Impact:** Refinement that does not change intent or outcomes. Course used by a limited number of Colleges/Schools, appears in a moderate number of programs, and has some AJFs. The course may have limited Experience Plus options. Only minor material or assessment updates are needed. **3 – Moderate Impact:** CLO update shifts focus enough to require moderate course revisions. Course used by multiple Colleges/Schools, appears in several programs, and has multiple AJFs. Offered through multiple Experience Plus options (E-Plus, ICE, CLEP, Ministry Partnerships). Moderate adjustments needed to maintain alignment and instructional coherence. **4 – Significant Impact:** CLO update substantially alters course objectives and course content. Course used by many Colleges/Schools, appears in a large number of programs, and has numerous AJFs. Widely offered through Experience Plus options. Requires extensive content revisions and coordination across programs. **5 – Major Impact:** CLO update fundamentally changes or removes a critical learning objective. Course used by a high number of Colleges/Schools, appears in many programs across the institution, and has extensive AJFs. Broadly offered through E-Plus, ICE, CLEP, and Ministry Partnerships. Requires major redesign of course materials, assignments, and possibly the program structure.

Timing Considerations	CLO changes that require **textbook replacements must** allow **at least six months of lead time** before implementation. If the requested term of effectiveness for the CLO–CR falls before this six-month window, the rating should automatically move to **Significant (4)** or **Major (5)** to reflect the higher coordination demands.
Program Director Guidance	When reviewing the **SME's rating**: • Verify that the CLO change **maintains** or **strengthens** alignment to **PLOs**. • Confirm that all **dependent programs, colleges, and AJFs** are accounted for in the rating. • Evaluate **timing feasibility** and raise the **rating** if the effective date allows **insufficient preparation time**. • Provide a **brief rationale** for any difference between the SME's rating and your rating, so that Chair, Associate Deans, and Deans can understand the decision trail.

CLO–CR: Course Learning Outcomes – Change Request
Administrative Impact Rating Scale

Purpose	The **Administrative Impact Rating** evaluates the **operational effort and resource coordination** required to implement a proposed **CLO** change once approved. It reflects how many **systems**, **people**, and **processes** must be **updated**, and **how soon those changes must occur**, to ensure successful implementation. When **assigning** this rating, **reviewers** should **consider**: • the **number of Colleges/Schools and programs** affected. • the **number of students** enrolled in the previous academic year (scale of impact). • the **number of faculty or sections** that require updated materials or retraining. • whether the course includes **Alternative Justification Forms (AJFs)** that must be revised. • whether the course participates in **Experience Plus, ICE, CLEP, or Ministry Partnerships** that need to be updated. • whether the requested **effective term** allows adequate time to complete all required updates (per the Term Effective Master and standard curriculum timelines). A **higher** Administrative Impact Rating reflects **increased coordination demands**, **shorter timelines**, and **greater institutional dependencies** associated with the **proposed change**.
Who Completes	The **Chair** and/or **Associate Dean** complete this rating during the **Administrative Review** step of the **CLO–CR** process. Their role is to assess the downstream workload and feasibility of implementation based on **available resources**, **staffing**, and **institutional timelines**.
Where to Look in OMEGA	**Before assigning the rating**, review: • **Course View:** course enrollment, related programs, shared Colleges/Schools, AJFs, E-Plus/ICE/CLEP offerings, and number of CAT requests in the past 12 months. • **Impact Rating Summary & Key Impact Indicators:** provides a snapshot of course reach and interdependencies. • **Program View:** confirms which programs will be affected and ensures PLO coverage remains intact.
Determining the Rating	Consider the **scale, systems, and timing** needed to operationalize the change: 1. **Scope of Updates:** Will the change require syllabus revisions, assignment or rubric updates, Canvas course modifications, or re-approval in the TEM?

	2. **Reach Across Units:** How many Colleges/Schools, departments, or programs will need to coordinate updates?
	3. **Compliance & Dependencies:** Are AJFs, E-Plus/ICE/CLEP items, or Ministry Partnership questions tied to this CLO?
	4. **Resource Demands:** Will additional staffing, faculty training, or content development be required?
	5. **Timing:** Is the requested implementation date realistic given textbook procurement, course-build deadlines, and curriculum cycles?
	The **more complex**, **cross-unit**, or **time-sensitive the change**, the **higher** the **Administrative Impact Rating** should be.
Administrative Impact Rating Scale	**1 – Minimal Impact:** No material operational or financial effect. Course used by a single College/School with low enrollment and few or no AJFs. Not offered through E-Plus, ICE, or CLEP. Only minor edits (e.g., wording updates) are required within the normal maintenance cycle. **2 – Slight Impact:** Limited operational coordination. Course used by a small number of Colleges/Schools and programs, has some AJFs, and may have a few E-Plus or ICE connections. Updates can be completed within standard maintenance timelines without additional staffing. **3 – Moderate Impact:** Requires additional coordination due to multiple affected programs or Colleges/Schools. The course has several AJFs and E-Plus/ICE connections. May require moderate content revisions, faculty notifications, or Canvas shell updates. Implementation timeline remains feasible but requires oversight. **4 – Significant Impact:** High coordination needs across many Colleges/Schools or programs. Numerous AJFs, E-Plus, or CLEP updates are required. Course changes affect multiple modalities (residential/LUO). Additional resources or faculty training may be necessary to meet the implementation timeline. **5 – Major Impact:** Institution-wide reach requiring extensive cross-unit coordination. High enrollment or shared ownership across multiple Colleges/Schools. Extensive AJFs, E-Plus, ICE, and CLEP dependencies. Requires large-scale redesign, content development, or rapid implementation within compressed timelines. Substantial administrative oversight and budgetary consideration are needed.
Timing and Feasibility	**Administrative reviewers** must ensure the **effective term** requested in the **CLO–CR** allows **sufficient** lead time for **textbook orders**, **TEM updates**, and **faculty communication**. If the change requires textbook replacement, at least **six months** of **lead time** is **required** per the **Center for Academic Development** (**CAD**) timelines. Requests that

	fall **inside** that window should automatically be elevated to Significant (4) or Major (5) due to the **expedited coordination required**.
Documentation and Recommendation	In the **Administrative Impact & Recommendation** section of **OMEGA**, record: 1. Your **Impact Rating** (1–5). 2. A concise **justification** explaining the factors driving your rating (e.g., timing, scope, dependencies). 3. Your **recommendation** to the Dean (Approve or Deny) with a short rationale. If **your rating differs** from the **SME/Lead Faculty** and **Program Director's Curricular Impact Rating**, note **why** (e.g., higher operational complexity due to E-Plus coordination or shorter timeline).

CLO–CR: Course Learning Outcomes – Change Request
Frequently Asked Questions (FAQs)

Who initiates a CLO–CR?	The Subject Matter Expert (SME) or Lead Faculty responsible for the course initiates the request.
Besides a SME/Lead Faculty, who else can initiate a CLO–CR?	A **Program Director, Chair, Associate Dean, or Dean** can also initiate a CLO–CR. If one of these stakeholders initiates the CLO–CR, the form still routes through the remaining three review stages—**Curricular Review, Administrative Review, and Dean Review**—to ensure the same level of transparency and oversight.
If I submit more than one recommended CLO change within a course, are all the changes bundled into one decision, or can each CLO change be approved individually?	At this time, the **Dean's decision applies to all CLO changes included within a single CLO–CR**. Individual CLO updates cannot be approved or denied separately within the same request. To ensure clarity and efficiency, you are encouraged to: • **Unbundle** unrelated CLO updates into separate CLO–CR submissions. • **Discuss proposed changes** with your Program Director before submission to confirm whether multiple items should be grouped or separated. Future functionality may allow for individualized decisions on bundled CLOs, but this feature does not currently exist.
Where is the CLO–CR submitted and processed?	All requests are submitted and processed within OMEGA.
What happens after I submit a CLO–CR?	The request automatically routes to the appropriate reviewers in order: Program Director, Chair/Associate Dean, and Dean.
How will I know when it's my turn to review a CLO–CR?	**OMEGA automatically sends an email notification** to the next stakeholder in the workflow when it is their turn to take action. Each email includes a direct link to the CLO–CR form, allowing reviewers to access the request immediately. Additionally, reviewers can view pending actions anytime by logging into OMEGA and clicking on the **"My Work"** tab.
How long do Program Directors, Chairs, and Associate Deans have to review a CLO–CR?	The **Curricular Review** and **Administrative Review** have a 72-hour review window once a **CLO–CR** reaches these steps. If no action is taken within that timeframe, passive approval is automatically recorded, and the request moves forward to the next phase. If additional time is needed, Program Directors, Chairs, and Associate Deans can select the "*Extend Deadline by 72 hours*" button within the **CLO–CR**. Each extension grants another 72 hours and may be used up to five times per reviewer. Extensions should be used sparingly to keep the process on schedule and ensure timely communication of curriculum changes across the institution.

Can a request be modified after submission?	**No**, once a CLO–CR is submitted, it **cannot be modified or edited.** Please review all proposed changes, impact ratings, and justifications carefully before submitting.
How are impact ratings used?	Ratings help reviewers evaluate the scope and feasibility of proposed changes, ensuring balanced decisions across academic and operational areas.
What if this course impacts multiple Colleges/Schools?	If the course is aligned to **Program Learning Outcomes (PLOs)** within multiple Colleges/Schools, the CLO–CR will automatically route to **all associated Program Directors, Chairs, Associate Deans, and Deans** for review. Each stakeholder representing an impacted program must have the opportunity to **review, rate, and make a recommendation** on the proposed change. This ensures that curriculum decisions consider how the change may influence **PLO coverage, course comparability, and resource planning** across every affected College/School.
How will I know when a decision is finalized?	Once the **Dean Review** is complete, OMEGA automatically notifies the SME/Lead Faculty, Chair, and Associate Dean of the decision.
Who should I contact with questions?	Please contact your **Academic Operations Liaison** within your **College/School**.

Need Assistance?

For assistance with the Outcomes Management for Evaluation, Governance, and Alignment (OMEGA) form, please contact your College/School's point of contact in IER, or email mailto:massessment@liberty.edu for guidance.