Submission of Course Proposals and Committee Purview

All courses are reviewed and approved at the department, school/college, and university levels (UOCC). The approval sequence (department → college → UOCC) ensures attention is given to course proposals from the purview of each level.

The course approval process is initiated by faculty in consultation with departments. For revisions to existing courses, proposal authors confer with college curriculum committee chairs and the UOCC prior to review and approval of the department to determine if the revisions are minor or major. Minor revisions to existing courses follow an expedited pathway. Major revisions to existing courses receive a full review. New courses receive a full review.

What follows is a summary of the curriculum approval oversight of the department, college, and UOCC:

a. Department

Departments determine the need for new courses or changes to existing courses. Discussion includes how course proposals contribute to department programs and purpose. Departments determine the learning objectives for courses, pedagogical approaches, modalities, prerequisites and/or corequisites, and course content. In addition, departments are responsible for ensuring proposal documents fulfill university policies. Faculty are supported in designing or revising new courses in consultation with resources, such as, the Teaching Engagement Program and UO Online. Discussion includes how courses serve other units, possible collaboration, and/or content duplication. Departments review and approve: Course Proposal (Appendix 2) and Example Syllabus (Appendix 3). When approved, the Course Proposal and Example Syllabus move to the College.

b. College

Membership on the college curriculum committees represents the departments making up the college. Discussion includes how course proposals contribute to college programs and purpose. The committee reviews and approves course proposals and example syllabi submitted by departments.   This includes reviewing the documents for fulfilling university policies. Colleges identify potential areas of collaboration or content duplication within the college. Learning outcomes are reviewed to ensure they are congruent and forward college priorities and accreditation. Colleges determine the facilities and management of resources related to course offerings. Colleges support faculty in the planning and implementation of course delivery. Colleges give final review and approval of: Course Proposal (Appendix 2) and Example Syllabus (Appendix 3). When approved, the Course Proposal and the Example Syllabus move to the UOCC for final review of items indicated by italics.

c. University (UOCC)

The UOCC approves specific items of the Course Proposal and Example Syllabus that are constant every time the course is offered (Appendix 2 and 3; italicized items). This includes catalog copy, course title and number, number of credits, prerequisites and corequisites, repeatability, CORE Ed/Cultural Literacy designations and statements, course description, and learning objectives. With knowledge of courses across the university, the UOCC also reviews and approves content duplication. Discussion includes how proposal elements contribute to university programs and purpose. Learning objectives are reviewed to ensure meeting accreditation standards. The UOCC confirms departments and colleges completed review and approval procedures ensuring proposal documents sent to the UOCC fulfill university policies. The UOCC organizes orientation and ongoing support for curriculum committee chairs of departments and colleges. The UOCC determines the need for university resources to support course offerings. The committee interfaces with the Division of Undergraduate Education and Student Success, the Office of the Registrar, the Office of the Provost, and other Senate committees.

d. Committee Purview

This chart presents the committee purview summarizing the scope and authority of the department, college, and UOCC. The approval sequence (department → college → UOCC) ensures attention is given to course proposals

from the purview of each level. The Course Proposal and Example Syllabus elements designated as "informational" are submitted only for discussion purposes and cannot be grounds for voting decisions (refer to Appendix 2 and Appendix 3). If any committee determines a course does not meet university policy, it can roll it back to the previous committee.

Course Proposal (Appendix 2)	Department	School/College	UOCC
Items in italics indicate elements that are constant every time the course is offered. Future instructors of the same course might meet the purpose and learning objectives through different formats, assignments, and modalities. Elements designated as "informational" are submitted only for discussion purposes and cannot be grounds for voting decisions.			
(2) Type of proposal	Approval	Final approval	Informational
(3) Summary of Proposed changes	Approval	Final approval	Informational
(4) Rationale for proposed changes	Approval	Final approval	Informational
(5) Description of department review process and assessment of university policy fulfillment	Approval	Final approval	Confirmation
(6) Context for proposal (background information)	Approval	Final approval	Informational
(7) Description of academic benefits for students	Approval	Final approval	Informational
(8) Description of budget impacts and resource availability/needs	Approval	Final approval	Informational
(9) Timeline for implementation and advising	Approval	Final approval	Informational
(10) *Description of partnership and collaboration across units (if applicable); Areas of content duplication*	Approval	Approval	Final Approval
(11) *Catalog copy*	Approval	Approval	Final approval
(12a) *Course title and course number*	Approval	Approval	Final approval
(12b) *Number of Credits*	Approval	Approval	Final approval
12(c) *Prerequisites and Corequisites*	Approval	Approval	Final approval
12(d) *Repeatability*	Approval	Approval	Final approval
(12e) *CORE Ed/Cultural Literacy designations and statements*	Approval	Approval	Final approval
(12f) *Course description*	Approval	Approval	Final approval
(12g) *Learning objectives*	Approval	Approval	Final approval

Example Syllabus	Department	College	UOCC
Items in italics indicate elements that are constant every time the course is offered. Future instructors of the same course might meet the purpose and learning objectives through different formats, assignments, and modalities. The Example Syllabus is supportive documentation for the course proposal. It serves as an example of how the proposal author would			

implement the course proposal. Elements designated as "informational" are submitted only for discussion purposes and cannot be grounds for voting decisions.

(1) *Title and course number*	Approval	Approval	Final approval
(2) *Number of credits*	Approval	Approval	Final approval
(3) *Prerequisites and Corequisites*	Approval	Approval	Final approval
(4) *Repeatability*	Approval	Approval	Final approval
(2) Instructor information	Approval	Informational	Informational
(3) Course information	Approval	Informational	Informational
(4) Modality	Approval	Final approval	Informational
(5) *CORE Ed/Cultural Literacy designations and statements*	Approval	Approval	Final approval
(6) *Course description*	Approval	Approval	Final approval
(7) *Learning objectives*	Approval	Approval	Final approval
(8) Course policies	Approval	Informational	Informational
(9) Course materials	Approval	Informational	Informational
(10) Readings	Approval	Informational	Informational
(11) Course requirements and assignments (with evaluation criteria)	Approval	Informational	Informational
(12) Basis for grading and grading scale	Approval	Informational	Informational
(13) Schedule of readings and assignments	Approval	Informational	Informational

Changes to Course-related Policies

What follows are the changes to existing course-related policies.

Approval Path
All new courses and revisions to existing courses must be consistent with university policies and approved by the department and the school/college/other academic unit prior to UOCC review.

Core Education Courses
Adds that topics courses with a clearly defined topic can now be approved as "Area of Inquiry" courses provided all other criteria for Area of Inquiry courses are met and at least 3 acceptable examples of subtopics that could be taught under the topic are provided

Common Course Numbering
This is a new section to address recent state legislation.

As per 2021 Oregon Senate Bill 233, the university is required to participate in a state-level common course numbering system. This means that select courses will be approved by the Higher Education Coordinating System (HECC) to have common numbers, learning outcomes and course descriptions across all public institutions in the state. This approval will come after statewide disciplinary subgroups of faculty have recommended learning outcomes, course descriptions and numbers to the Transfer Council, which then makes a recommendation to HECC. These courses will be designated with a "Z" at the end. For example, MATH111 will become MATH111Z. In some cases, the subject code will have to change. For example, MATH243 will become STAT243Z.

Courses that are part of the state common course numbering system and thus designated with the "Z" cannot change the state-approved course description, learning outcomes, or subject code or number changed. Those courses can include additional learning outcomes as long as those outcomes do not detract from coverage of the material to address the state-approved outcomes. The rule-of-thumb is that 75% of the course consists of the state-approved material and 25% of the course is at the discretion of the institution.

In addition, if the university does not offer a course that is part of the common course numbering system, it cannot use that subject and course number for any other course. For instance, if WR115Z is part of the common course numbering system, the university cannot use that number for a course that has different outcomes and course description.

Consultation with Other Units
This policy is updated to provide clarity on "duplication checks".

University policy states that "Students may not receive credit for any course assessed as having substantially similar content as a course for which they have already received credit." "Substantially similar content" is generally defined in terms of course descriptions and learning outcomes. Courses that are largely covering the same topics with largely the same outcomes would be deemed as having "substantially similar content". This section acknowledges that courses addressing similar topics through unique disciplinary, methodological, or linguistic lenses have different learning outcomes, thus, should not be deemed as having "substantially similar content."

The course proposal includes a section for proposal authors to explain and justify the unique disciplinary, methodological, or linguistic lens in comparison to other courses that are offered. Proposal authors can refer to the communication received from the unit head, chair of curriculum committee, or similar curriculum-approving individual from other departments to explain how the proposed course content significantly differs from that of other departments with similar course(s). These contacts are often useful to the UOCC and also help with understanding the complementary, and non-duplicative, nature of classes offered in different programs and departments.

The submitting department is required to share an example syllabus with any academic units likely to be affected by the proposed curricular changes and request feedback about content duplication. The initiating department should include a date by which the other departments are asked to respond. Responses received should be included in the course proposal. The proposal could also indicate that discussions of course content duplication were initiated with other departments when no response was received; in this case, the interpretation may be that the other department supports the proposal unless there is indication to the contrary.

The dean's office or curriculum committee of the governing college is expected to review proposals and consider possible content duplication prior to submitting the proposals to the UOCC, which will evaluate these assessments of content duplication and may request more information or contact additional departments. Courses that significantly duplicate other classes cannot be approved unless special arrangements are made such as excluding students from receiving credit for both classes (see General Limitations point 11 of http://uocatalog.uoregon.edu/admissiontograduation/bachelorrequirements). Where there is possible duplication, the proposer cannot self-exempt from contacting other departments even if the proposer believes that there is no duplication.

Credit and Student Time Commitment
This policy is updated to better accommodate modern course modalities

A unit of credit is an academic convention representing the total time commitment, in and out of class, required of the typical student enrolled in a course. The total time commitment shall be consistent regardless of instructional modality using the basic undergraduate and graduate formulas described below. The particular mix of activities to reach the total time commitment will vary depending on the instructional modality and instructor pedagogical choices for any given offering of a course.

Undergraduate Courses: Undergraduate courses are expected to have 3 hours per credit per week of total time commitment for a total of 30 hours per term per credit. Thus, a 4-credit course would require a total of 120 hours per term of active student engagement in either in-person or other activities that support learning objectives.

1. The "in-person" instructional modality serves as a baseline for how much in-person engagement is part of the total time commitment. In-person undergraduate courses generally must have one in-person contact hour and two hours of out-of-class work per week for each credit hour earned. Each in-person contact hour will consist of a minimum of fifty minutes to account for passing time. For example, a four-credit course will meet in-person class for a minimum of 200 minutes per week;

2. In some cases, in-person undergraduate courses at the 3xx and 4xx level may have three classroom contact hours per week for a four-credit class with sufficient demonstrated lab, activities or other student work outside of class to warrant the reduced in-person time

3. Currently approved 1xx to 2xx 4 credit courses may continue to have reduced weekly contact time . Any newly proposed 1xx to 2xx 4-credit courses must have one in-person contact hour and two hours of out-of-class work per week for each credit hour earned. The courses currently approved for reduced weekly contact time are:
- ENG 104, 105, 106 Introduction to Literature series
- ENG 200 Public Speaking as a Liberal Art
- ENG 205 Genre (topics course, repeatable for credit)
- ENG 207, 208 Shakespeare series
- ENG 225 Age of King Arthur
- ENG 230 Introduction to Environmental Lit

- ENG 241, 242, 243, 244, 245 American Ethnic Literature series

Graduate Courses: Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. Therefore, a 4-credit graduate course may be expected to entail approximately 160 hours per term for the average student for whom the course is designed. In-person graduate courses follow the same general formula as undergraduate courses with one in-person contact hour per week per credit. Graduate courses may ask for reduced in-person time (3 hours per week in-person for 4 credits) with sufficient demonstrated lab, activities or other student work outside of class to warrant reduced in-person time.

Modalities other than in-person: Following the general formulas above, a "Hybrid" class is one in which in-person time is reduced and replaced by forms of online engagement. For instance, a 4-credit in-person undergraduate class that meets twice a week for 1:50 could be offered in a hybrid format by meeting only once per week for 1:50 and providing online engagement to account for the other 1:50.

An asynchronous online class does require any "in-person" or synchronous engagement but must still provide "regular and substantive interactions between instructor and students" in addition to other student activities to equal the total time commitment required for the number of credits.

A synchronous online class would be expected to provide synchronous engagement online equivalent to the in-person engagement time of an in-person course.

In all these cases, the total student time commitment for the number of credits is the same.

Courses that meet for fewer than ten weeks will be scrutinized carefully regarding total student time commitment to determine the correct number of credits.

The requested number of credits must be based on sound pedagogical reasons. Of particular interest are 1) course level; 2) descriptions of the typical course activities and work required and 3) GENERAL explanations of how student work is assessed.

Generic Courses
This policy is modified to allow 2 generic courses as part of undergraduate degree requirements.

Undergraduate transcripted credentials may have a maximum of 2 required courses from the generic course list below. Allowable Generic Courses in the 2 Required course maximum for undergraduate programs:
403 – Thesis
404- Internship
406 – Practicum
409 – Terminal Project or Capstone
503 – Thesis
603 – Dissertation
606, 706 – Practicum or Field Studies
609, 706 – Terminal Project or Capstone

Guest Lecturers in Courses
This is a new section to clarify practice and policy.

[Instructors of Record](#) are responsible for the design, delivery and grading of all UO courses. Guest lecturers can be a valuable instructional tool, but courses should not rely primarily on guest lecturers for delivering content or ensuring that students meet learning outcomes. Guest lecturers are not to be involved in grading assignments. Instructors of record must have contingency plans for class sessions in the event a guest lecturer is not available as planned.

Instructional Modalities

This is a new section to clarify course modalities and establish policy to comply with federal regulations for online courses. This policy also removes the requirement that existing courses receive additional UOCC approval to be taught online.

Courses may be taught in a variety of modalities once approved and need not seek UOCC approval to teach in different modalities. Modality will be decided at the department level at the time of scheduling an individual instance of the course, referred to as a "class", for any given term. Instructional modality choices should be grounded in pedagogy and student success goals rather than department or instructor convenience. Departments are responsible for ensuring that assigned faculty are adequately trained to teach in specialized modalities such as WEB SYNC, WEB ASYNC or HYBRID. UO Online is available for consultation in the design and delivery of courses with online components.

Available modalities are (see https://teaching.uoregon.edu/definitions-and-coding-teaching-modalities):
- In Person – In person classes take place with instructor and students meeting in the same room at the same time as listed on the class schedule.
- Hybrid – Hybrid classes combine reduced classroom instruction with additional online instruction. All students attend class in person, but the amount of time spent in the classroom is reduced from the standard number of meeting hours per credit and replaced by online learning activities.
- Asynchronous Online – Asynchronous Online classes are offered fully online with no scheduled meeting dates or times.
- Synchronous Online – Synchronous Online classes are offered fully online with students required to participate in online meetings/lectures on specific days and at specific times as listed on the class schedule. Synchronous Online classes are an exception at UO that requires permission of the Provost's Office. Requests to schedule Synchronous Online classes should include pedagogical and programmatic rationale.
- Independent/Individualized Study – Individual research or independent study allows a student to work under the individual guidance of a faculty member.

Classes that fit the hybrid, asynchronous online and synchronous online definitions must meet the following federal requirements for online courses.

The U.S. Department of Education approved new regulations in 2021 for online courses and programs for which students may use federal financial aid. At UO, this would include web synchronous, web asynchronous and hybrid instructional classes. The regulations state that these classes must ensure "regular and substantive interactions (RSI) between a student and an instructor(s)". "Regular" is defined as taking place on a "predictable and scheduled basis" throughout the course, and "substantive" means engaging students in the class through teaching, learning, and assessments including at least two of the following instructional activities:
1) Providing direct instruction
2) Assessing or providing feedback on a student's course work
3) Providing information or responding to student questions about the content of the course or competency
4) Facilitating a group discussion regarding the content of a course or competency
5) Or other instructional activities approved by the institution's/program's accrediting agency

The three essential characteristics of RSI:
1) Initiated by the instructor
2) Frequent and consistent
3) Focuses on the course subject

The following are examples of what is NOT considered RSI:
- Recorded content or readings which do not require review of the material and then interaction with the instructor
- Instructor-student contact not related to course content
- Recording grades
- Auto-graded assignments
- Welcome or reminder messages
- Unmoderated online forums

The activities in the list above can be part of an online or hybrid class but must be in addition to other activities which meet the definition of RSI.

Departments are responsible for ensuring that classes taught in the modalities listed in this section meet the federal guidelines for online courses and that instructors teaching these classes have the appropriate experience and/or training to successfully teach in these modalities. To assist with that, the following conditions must be met:
1. Before a class is taught online for the first time, the academic unit will ensure that the instructor of the new class consults with UO Online about essential elements in online course design.
2. Before each instructor teaches online for the first time, the instructor will complete a "Preparing to teach online" session with UO Online.

Before a class is taught hybrid for the first time, the academic unit will ensure that the instructor of the new class consults with UO Online or TEP about essential practices for blending online and in-person activities into an integrated student learning experience.

Sequence
This policy is updated to clarify that the "series" designation is no longer used and to define the parameters of a "sequence."
The university no longer uses the "Series" designation. Courses designated as being in a "Sequence" must be taken in a particular order. Units should be certain that the sequence is necessary for student success before designating courses as such. In some cases, students take courses at other institutions in a different order and will have difficulty with prerequisite checking once they transfer here.

Statistics Courses
This policy is updated to no longer require Math department approval for discipline-specific statistics courses

Courses in statistics or statistical methods taught outside of the math department no longer require approval by the math department. Course proposals for non-subject-specific statistics courses taught outside of the math department would generally be declined. However, statistics courses that are specific to the specialized subject matter the proposing department or program are generally allowed. Course proposers should make the context of statistics classes clear in their proposals Undergraduate, but not graduate, courses in statistics may require duplication checks.