Senate Task Force Report on Course Approval
March 9, 2023, <mark>Updated April 12, 2023</mark>

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Executive Summary

On May 18, 2022, the University Senate approved formation of a task force to review and revise the course approval process. The task force responsibilities were to:

> preserve a rigorous formal course approval process, one that ensures that the courses we offer embody our academic values and underscores that our faculty are exercising oversight for the body of courses offered at the university. Ideally, the policy that lays out this procedure should communicate clearly to faculty what matters most in designing our courses and should distinguish between what is required and what is suggested as good practice. (May 18, 2022, Senate Meeting)

Task force membership represented depth of expertise and wide representation across the university. Seven meetings were held during fall 2022 and winter 2023. Voting members of the task force approved this report on Wednesday, March 8, 2023. The report was presented to the Senate Executive Committee on Wednesday, April 5, 2023 and the University of Oregon Committee on Courses (UOCC) on Thursday, April 6, 2023. Updates to the report are indicated by highlight.

Task Force Guiding Principles

The task force established the following guiding principles informing the curriculum approval processes detailed in this report:

a. The University of Oregon faculty are responsible for the oversight of curriculum.
b. The curriculum approval process supports faculty expertise, creativity, and innovation.
c. The curriculum approval process contributes to meaningful, engaging academic experiences for students.
d. Curriculum approval committees are structured and organized to encourage faculty service and wide representation.
e. The curriculum approval process is efficient with purposeful steps.

Highlights of Changes to Process and Policies

- More clearly defined review process and responsibilities at each level (department, school/college, UOCC)
- Centered review of content at the department and school/college level
- Positioned UOCC review to focus on university-level policies and those aspects of the course that are true whenever course is taught
- Clarified course policies and amended policies that were seen as barriers to innovation and approval
- Clarified what constitutes a "minor" revision and how those happen
- Clarified that instructional modalities (e.g. in-person, online, hybrid, etc.) are a scheduling decision and not considered at time of course approval; Established a separate support and consultation process when online or hybrid courses are taught
- Clarified what is meant by "content duplication" and how that is handled in the approval process

Task Force Recommendations

The task force recommends the following:

- The final approved version of this document will rescind the existing "[UOCC Procedures for Curricular Changes](#)."
- The Office of the Provost will work on creating and maintaining a website for course approval that contains the new policies, processes and resources.
- The Office of the Provost will work with the University Registrar to update the CourseLeaf course forms to reflect new policies and processes.
- The University Senate will review and update as needed the charge, membership and term limits for UOCC.
- The University Senate and Office of the Provost will work together to provide support and training for UOCC members.
- The University Senate and the Office of the Provost will work together to provide support for academic units in drafting and submitting course proposals.
- The Office of the Provost will continue its work to import basic course information (e.g. Course description, learning outcomes, Core Education information, university policy statements, etc.) from CourseLeaf into Canvas each time a course is offered.
- The motion for approving this document will include a simple process for updating the policies and processes for course approval so that they can evolve as necessary to support the principles above.

Report Contents

The findings of the task force are presented in the following sections:

Section A. Guiding Principles
The following guiding principles inform the process of curriculum approval at the University of Oregon:

a. The University of Oregon faculty are responsible for the oversight of curriculum.
b. The curriculum approval process supports faculty expertise, creativity, and innovation.
c. The curriculum approval process contributes to meaningful, engaging academic experiences for students.
d. Curriculum approval committees are structured and organized to encourage faculty service and wide representation.
e. The curriculum approval process is efficient with purposeful steps.

Section B. Approval Process Summary
The University of Oregon faculty's responsibility for oversight of the curriculum at the university level is delegated to the University Senate. Major policy changes, such as changes to the university graduation or core education requirements, are addressed directly by faculty legislation in the senate. These policy changes are recorded in the minutes and the legislation of the senate. Proposals for routine or structural changes, such as adding, changing or removing programs or courses, follow specific faculty and administrative review and approval processes.

Following governance policies, department committees review and approve curriculum proposals initiated by faculty. College curriculum committees review and approve curriculum proposals received from departments. There is one university standing committee charged to review and approve curriculum: University of Oregon Committee on Courses (UOCC). This committee receives approved proposals from college committees. The UOCC reviews and approves elements of courses that are constant every time a course is offered.

Standard 1.C.5 of the accreditation standards administered by the Northwest Commission on Colleges and Universities (NWCCU) states that the institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs. All proposals to change academic programs or courses are initiated, reviewed, and approved at the department and college levels before being submitted to the standing committees (academic programs: Undergraduate Council or Graduate Council; courses: University of Oregon Committee on Courses). In addition to faculty review and depending on the type of change being proposed, there are occasions when academic programs require administrative approval at one or more of the following: Provost, Board of Trustees, Provosts Council, HECC, and NWCCU.

UOCC actions are summarized in the quarterly *Report of the University of Oregon Committee on Courses* to the University Senate for its consideration and memorialization. Curricular changes are not final until the senate votes for approval of the curriculum report. A preliminary report of curriculum changes is posted to the University Senate website approximately ten days prior to the end-of-term senate meeting. Following the vote of the senate, academic departments are given a period of two weeks to correct any minor errors or omissions, after which the report is finalized.

Curricular changes made during an academic year become effective the following fall term unless a department has been granted an earlier effective date (this should only occur in rare cases). The *University of Oregon Catalog* is updated for the next academic year with changes approved during the

annual curricular cycle. The Office of the Registrar will incorporate changes as early as practicable in the *Schedule of Classes* and Degree Guides.

Section C. Submission of Course Proposals and Committee Purview
All courses are reviewed and approved at the department, 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. (Appendix 4)

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

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).

Course Proposal (Appendix 2)	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. 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 (Appendix 3)	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

Section D. Task Force recommendations

The task force recommends the following actions:

a. Rescind current curriculum documents; Replace with sections A, B, C, D, and Appendix 1-4
b. Create a one-stop website for curriculum approval information (process, forms, Courseleaf links, review criteria, definitions, policies, resources)
c. Update CourseLeaf to match course approval process outlined in this report and design updated forms (Course Proposal and Example Syllabus)
d. Review and update the charge, membership, and term limits for the UOCC
e. Support the UOCC in planning, facilitating, and hosting annual orientation for department and college curriculum committee chairs/representatives to overview the proposal process
f. Support the UOCC in providing ongoing and regular support throughout the academic year for faculty drafting proposals and/or department and college curriculum committee chairs/representatives (topics include how to write a proposal, facilitation of committee discussions and processes, approval criteria, CourseLeaf instructions, etc.)
g. Establish summer FTE for the faculty planning/facilitating the annual orientation and ongoing, regular support for proposal authors and chairs of department/college curriculum committees
h. Establish a course release for college curriculum chairs and the UOCC chair to manage transition, implementation, and committee workload for a minimum of three years
i. Establish default in Canvas for all courses to include course elements that are constant every time courses are offered; This includes: catalog copy, course title and number, number of credits, prerequisites and corequisites, repeatability, CORE Ed/Cultural Literacy designations and statements, course description, learning objectives, and link to university policies
j. Establish a clear and efficient process to update and modify this report

Appendix 1
Crosswalk Policy Comparison

Item	Current	Task Force Action
1	The University of Oregon faculty are responsible for the oversight of curriculum	No change (Section A, Item a)
2	Following governance policies, department committees review and approve curriculum proposals initiated by faculty.	No change (Section B; Section C, Items a and d)
3	College curriculum committees review and approve curriculum proposals received from departments.	No change (Section B; Section C, Items b and d)
4	One university standing committee has the primary responsibility to review proposals for new courses and course changes: University of Oregon Committee on Courses (UOCC).	The UOCC reviews and approves elements of courses that are constant every time the course is offered. 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. In addition, the UOCC reviews and approves content duplication. ==The UOCC confirms departments and colleges completed review and approval ensuring proposal documents sent to the UOCC fulfill university policies.== (Section B; Section C, Items c and d)
5	Departments review and approve course proposals and course syllabi. When approved, the course proposals and syllabi move to the Colleges.	The scope and authority of departments supports the academic and learning community priorities of the department. The curriculum approval process described in this report affirms department content expertise, responsibility for curriculum review, and pedagogical priorities. As such, departments review and approve course proposals and example course syllabi. These documents are submitted recognizing that future instructors of the same course might meet the purpose and learning objectives through different formats, assignments, and modalities. ==Departments are responsible for ensuring proposal documents fulfill university policies.== When approved, course proposals and example syllabi move to the colleges. (Section B; Section C, Items b and d)

6	Colleges review and approve course proposals and course syllabi. When approved, the course proposals and syllabi move to the UOCC.	The scope and authority of colleges supports the academic and learning community priorities of the college. Colleges give final review and final approval of course proposals and example course syllabi. This includes reviewing the documents for fulfilling university policies. If college committees have questions about elements under their purview, the proposal authors and departments are consulted. When approved, Colleges forward course proposals and example syllabi to the UOCC. (Section B; Section C, Items b and d)
7	The UOCC receives approved proposals from college committees.	The scope and authority of the UOCC supports the academic and learning community priorities of the university. The UOCC receives course proposals and example course syllabi approved by the college. The UOCC reviews and approves elements of courses that are constant every time the course is offered. 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. In addition, the UOCC reviews and approves content duplication. The UOCC confirms departments and colleges completed review and approval procedures ensuring proposal documents sent to the UOCC fulfill university policies. If the UOCC has questions about elements under their purview, the chairs of college committee are consulted. (Section B; Section C, Items c and d)
8	The results of the UOCC reviews of course proposals are summarized in the quarterly *Report of the University of Oregon Committee on Courses* to the University Senate for its consideration and memorialization. Curricular changes are not final until the senate votes for approval of the curriculum report. A preliminary report of curriculum changes is posted to the University Senate website approximately ten days prior to the end-of-term senate meeting. Following the vote of the senate, academic departments are	No change (Section B)

	given a period of two weeks to correct any minor errors or omissions, after which the report is complete.	
9	Curricular changes made during an academic year become effective the following fall term unless a Department has been granted an earlier effective date (this should only occur in rare cases). The *University of Oregon Catalog* is updated for the next academic year with changes approved during the annual curricular cycle. The Office of the Registrar will incorporate changes as early as practicable in the *Schedule of Classes* and Degree Guides.	No change (Section B)
10	Course Proposal	Elements of the course proposal are presented in Appendix 2. A significant change is the elimination of the Student Engagement Inventory (SEI). There is wide variability in how instructors allocate student credit hours and the amount of time students engage in activities such as reading, projects, writing assignments, etc. Applying guiding principles, the task force determined the SEI is no longer a useful item for course approval. (Section A, Item e)
11	Course Proposal Review Criteria	The review criteria for course proposals reflects the task force priority to establish processes supporting the expertise, creativity, and innovation of faculty. The approval sequence (department → college → UOCC) ensures attention is given to course proposals from the purview of each level. Guiding questions presented in Appendix 2 are the types of discussions the task force encourages. ==Departments are responsible for ensuring course proposal elements fulfill university policies (confirmed by college committees and the UOCC).== Course Proposal elements designated as "informational" are submitted only for discussion purposes and cannot be grounds for voting decisions. All review guidance and criteria developed by department, college, and UOCC committees will be posted for proposal preparation. ==If college committees have questions about elements under their purview, the proposal authors and departments are consulted. If the==

		UOCC has questions about elements under their purview, the chairs of college committee are consulted. (Section A, Items a, b, c, d, e; Section C, Item d)
12	Example Syllabus	The curriculum review process described in this report affirms the usefulness of including an example syllabus as part of the course proposal materials. The Example Syllabus is presented in Appendix 3. Future instructors of the same course might meet the purpose and learning objectives through different formats, assignments, and modalities. Applying guiding principles, the task force determined submission of an example syllabus forwards discussions about the academic experiences of students, establishes elements of the course that are constant regardless of instructor, and allows for syllabus adjustment. (Section A, Items b, c, e).
13	Example Syllabus Review Criteria	A significant change is that approval of the course proposal is no longer contingent upon approval of syllabus items, such as reading requirements, types of assignments, and assignment evaluation criteria. As presented in Appendix 2 and 3, these types of syllabus items are now informational at all levels of curriculum approval. Example Syllabus elements designated as "informational" are submitted only for discussion purposes and cannot be grounds for voting decisions. The task force made this change to encourage discussion in curriculum approval committees to focus on topics, such as, how the proposal adds to student academic experiences, how the proposal supports the curriculum coherency of existing academic programming, and how the proposal forwards the pedagogical priorities of departments and colleges. As supportive documentation to the Course Proposal, the Example Syllabus functions as a point of discussion for curriculum committees at all levels. Departments are responsible for ensuring example syllabus elements fulfill university policies (confirmed by college committees and the UOCC). Future instructors of the same course might meet the purpose and learning objectives through different formats,

		assignments, and modalities. ==If the college committees have questions about elements under their purview, the proposal authors and departments are consulted. If the UOCC has questions about elements under their purview, the chairs of college committee are consulted.== (Section A, Items a, b, c, d, e; Section C, Item d)
14	Canvas	Canvas interface will include information constant every time courses are offered: 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. Additionally, the interface will include a link to university policies standard for all courses and updated by the Office of the Provost. (Section A, Item a and c)
15	CourseLeaf	The CourseLeaf workflow will be updated to support the curriculum approval process outlined in this report. The CourseLeaf form for the proposal (Appendix 2) will be designed, and the interface will include a clear item for attaching the Example Syllabus (Appendix 3) along with other supportive documentation a proposal author may choose to include (program plans, communication with other departments, etc.). (Section A, Item a and d)
16	UOCC charge	The changes presented in this report create new opportunities for the UOCC to support the efforts of faculty to create new courses or revise existing courses. The task force recommends the Senate update the UOCC charge to include the planning and facilitation of an annual orientation for department and college curriculum committee chairs/representatives. The purpose of the orientation is to overview the course approval process outlined in this report. In addition, the task force recommends the UOCC provide ongoing and regular support throughout the academic year for faculty drafting proposals and department and college curriculum committee chairs/representatives. ==The task force views the orientation and ongoing/regular support as the foundation for providing guidance and information about university policies to faculty at the department==

		and college levels who are participating in the course approval process. From the proposal start, information about the course approval process and university policies is shared and integrated into course planning and proposal documentation. To ensure the cycle of curriculum approval begins promptly at the start of the academic year, the task force recommends faculty planning the orientation and ongoing support receive summer FTE to prepare. The task force considers the new UOCC responsibilities supporting course approval comparable to the types of professional development offered through the Teaching Engagement Program. The task force regards the new UOCC responsibilities central to the implementation of the course approval processes presented in this report. (Section A, Items a, b, c, d and e; Section D, Items e, f, g)
17	Definitions and Policies (Appendix 4)	Updated definitions and policies are presented in Appendix 4. Appendix 4 is an attempt to capture all definitions and policies related to course approval in one document. The task force recognizes updates and modifications will be necessary. Thus, the task force recommends the Senate establish a process for updating and modifying all sections of this document. (Section D, Item j)

Appendix 2
Course Proposal and Review Guidance

NOTE: The CourseLeaf form for Appendix 2 will be designed during the implementation process. (Refer to Appendix 1, Item 15)

Course Proposal

1. Name
   Title
   Department
   College
2. Type of proposal (new or revised; UG or G)
3. Brief summary of proposed changes
4. Rationale for proposed changes
5. Description of department review process and assessment of university policy fulfillment
6. Context for proposal (background information for committee members)
7. Description of academic benefits for students
8. Description of budget impacts and resource availability/needs
9. Timeline for implementation and advising
10. *Description of partnership and collaboration across units (if applicable) and/or content duplication*
11. *Catalog Copy*
12. *Constant Course Elements*
    a. *Title and Course Number*
    b. *Number of credits*
    c. *Prerequisites and Corequisites*
    d. *Repeatability*
    e. *CORE Ed/Cultural Literacy Designations and Statements*
    f. *Course Description*
    g. *Learning Objectives*
13. Attach Example Syllabus

Review Guidance

- Items in italics are constant every time the class is offered.
- Course Proposal and Example Syllabus elements designated as "informational" are submitted only for informational purposes and cannot be grounds for voting decisions.
- The following table presents the approval authority for department, colleges, and UOCC:

Course Proposal	Department	College	UOCC
(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

- Department
  - Departments determine the need for new courses or changes to existing courses. Discussion includes how course proposals contribute to Department programs and purpose. Guiding questions include:
    - What is being proposed? What processes were followed for approval? (Items 3, 5)
    - What is the rationale and context for the proposal? (Items 4, 6)
    - In what ways does the course proposal forward the academic goals of the department? College? University? (Items 4, 6, 7, 10)
    - In what way will the course contribute to student academic experiences? How does it contribute to the curriculum coherency of academic programming? (Items 4, 6, 7; Example Syllabus)
    - In what way does the proposed course forward the academic and pedagogical priorities of the department and college? (Items 4, 6, 7; Example Syllabus)
    - What resources are needed to support the proposal? Is this within the capacity of the department and college? (Items 8, 9)
    - What are the areas of collaboration or content duplication in the college and university? (Item 10)
    - Do the proposal documents fulfill university policy (refer to Appendix 4)? (Item 5; Example Syllabus)
- College
  - Colleges review course proposals from the purview of college priorities. Discussion includes how course proposals contribute to College programs and purpose. Guiding questions include:

- In what ways does the course contribute to student academic experiences in the college? (Items 4, 6, 7, 12; Example Syllabus)
- How does the course contribute to the curriculum coherency of academic programming in the college? (Items 4, 6, 7, 10, 12; Example Syllabus)
- What resources are needed to support the proposal? Is this within the capacity of the college? (Items 8, 9)
- What are the areas of collaboration or content duplication in the college? (Item 10)
- Do the proposal documents fulfill university policy (refer to Appendix 4)? (Item 5; Example Syllabus)

- UOCC
  - The UOCC reviews and approves elements of courses that are constant every time the class is offered (items in italics). Discussion includes how these elements contribute to university programs and purpose. Guiding questions include:
    - Do elements of the course proposal meet university guidance (refer to Appendix 4)? (Items 11, 12)
    - In what way do the learning objectives meet accreditation expectations? (Item 12)
    - What are the areas of collaboration or content duplication in the university? (Item 10)
    - What university resources will support the implementation of the course proposal? For example, libraries, technology, professional development, etc. (Items 11, 12)
    - Is there evidence that departments and colleges followed review processes ensuring proposal documents fulfill university policy (refer to Appendix 4)? (Item 5; Example Syllabus)

Appendix 3
Example Syllabus and Review Guidance

NOTE: The CourseLeaf form for the course proposal (Appendix 2) will be designed during the implementation process and include a clear item for attaching the Example Syllabus. (Refer to Appendix 1, Item 15)

Example Syllabus

1. *Title and Course Number*
2. *Number of credits*
3. *Prerequisites and Corequisites*
4. *Repeatability*
5. Instructor Information (Name, Office Hours, Email)
6. Course Information (Day/Time, Location)
7. Modality
8. *CORE Ed/Cultural Literacy Designations and Statements*
9. *Course Description*
10. *Learning Objectives*
11. Course Policies (community expectations, attendance, how to communicate with instructor)
12. Course Materials
13. Readings (required, recommended; access description)
14. Course Requirements and Assignments (with evaluation criteria)
15. Basis for Grading and Grading Scale
16. Schedule of Reading and Assignments

Review Guidance

- Items in italics are constant every time the class is offered.
- Course Proposal and Example Syllabus elements designated as "informational" are submitted only for discussion purposes and cannot be grounds for voting decisions.
- Future instructors of the same course might meet the purpose and learning objectives through different formats, assignments, and modalities. The Example Syllabus is submitted as supportive documentation for the Course Proposal.
- The following table presents the approval authority for department, colleges, and UOCC:

Example Syllabus	Department	College	UOCC
(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

Approval Path

All new courses and revisions to existing courses must be approved by the department and the school/college/other academic unit prior to UOCC review.

Core Education Courses

<u>Area of Inquiry Courses</u>

Areas of Inquiry courses are those that are approved to meet requirements in one of the following areas: Arts and Letters, Natural Science, Social Sciences.

<u>Arts & Letters:</u>

Courses in Arts & Letters should:

1) Introduce the fundamental ideas and practices of the discipline and allow students to apply them.
2) Elicit analytical and critical responses to historical and/or cultural works, such as literature, music, language, philosophy, religion, and the visual and performing arts.
3) Explore the conventions and techniques of significant forms of human expression.
4) Place the discipline in a historical and cultural context and demonstrate its relationship with other disciplines.
5) Each course should also do at least one of the following:
    a. Foster creative individual expression via analysis, synthesis, and critical evaluation;
    b. Compare/contrast attitudes and values of specific historical periods or world
    c. cultures; and
    d. Examine the origins and influences of ethical or aesthetic traditions.

<u>Natural Science:</u>

Courses in Natural Science should:

1) Analyze the development, scope, and limitations of fundamental scientific concepts, models, theories, and methods.
2) Engage students in problem-solving and investigation, through the application of scientific and mathematical methods and concepts, and by using evidence to create and test models and draw conclusions. The goal should be to develop analytical thinking that includes evaluation, synthesis, and creative insight.
3) Examine relationships with other subject areas, including the ethical application of science in human society and the relevance of science to everyday life.

<u>Social Sciences:</u>

Courses in Social Science should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1) Understand the role of individuals and institutions within the context of society.

2) Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3) Utilize appropriate information literacy skills in written and oral communication.
4) Understand the diversity of human experience and thought, individually and collectively.
5) Apply knowledge and skills to contemporary problems and issues.

Courses approved for an Area of Inquiry must also meet the Senate-approved requirements for the Methods of Inquiry (Critical Thinking, Creative Thinking, Written Communication, Ethical Reasoning). Courses must intentionally address at least two Methods of Inquiry and at least half of the criteria for each method addressed (see https://provost.uoregon.edu/changes-core-education-group-and-multicultural-requirements).

Area of Inquiry courses:

- Must be at least 4 credits
- Must be offered at least every other year
- Must be grade optional for non-majors
- Must include an expanded course description
- Must have a permanent number
- Cannot have restricted enrollment (e.g. majors only, etc.). Must be available to all students.
- Rarely have prerequisites. Existing courses that are part of a sequence may have prerequisites (e.g. math, chemistry)
- Are typically offered at the 1xx or 2xx levels only (3x courses will be rarely allowed)
- Can be topics courses with a clearly defined topic that meets the area criteria above and with at least 3 examples of subtopics that could be taught that also meet the criteria above
- Temporary area of inquiry courses will be numbered "100 or 298" for lower division credit. A course may be taught for area of inquiry credit once using a 100 or 298.number if (a) a course proposal to obtain a permanent course number has been submitted for review, and (b) an initial review of this proposal by the UOCC determines its suitability for area of inquiry status.

Cultural Literacy Courses
Courses that meet the Cultural Literacy requirement (either Difference, Inequality and Agency or Global Perspectives) must meet the following Senate-approved criteria:

1) US: Difference, Inequality and Agency (US)
These courses will develop students' analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. This engagement may also include the relation of the United States to other regions of the world. Each course will include scholarship, cultural production, perspectives, and voices from members of communities historically marginalized by these legacies of inequality.

Each course will undertake one or more of the following:

- Teach respectful listening and tools for ethical dialogue in order to expand students' abilities to practice civil conversation and engage with deeply felt or controversial issues.
- Facilitate student reflection on their own multiple social identifications and on how those identifications are formed and located in relation to power.

Each course will address each of the following:

- Intersecting aspects of identity such as race, gender, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability.
- The uses of power to classify, rank, and marginalize based upon these aspects of identity, as well as considerations of agency on the part of marginalized groups.
- Historical structures, contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

Each course syllabus for DIA courses must include the following statement:

"This course fulfills the United States: Difference, Inequality, and Agency category of the Cultural Literacy Core Education requirement, a requirement informed by UO student activism [provide link]. It is meant to develop students' analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. In addition to considering the scholarship, cultural production, perspectives, and voices from members of historically marginalized communities, students in DIA courses:

- *Inquire into intersecting [provide link] aspects of identity such as race, gender, gender identity, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability;*
- *Analyze uses of power to marginalize on the basis of identities, as well as the assertions of agency, resistance, and resilience by marginalized groups; and*
- *Examine historical and contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.*

  and undertake one or more of the following:

- *Reflect on one's own multiple social identifications and on how they are formed and located in relation to power.*
- *Practice respectful listening and ethical dialogue around deeply felt or controversial issues."*

2) Global Perspectives (GP)
   These courses will foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts. Each course will include substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit.

   Each course will undertake one or more of the following:

- Teach respectful listening and civil conversation as critical tools for collective student engagement with topics that are controversial today;
- Provide critical vocabulary and concepts allowing students to engage and discuss topics with which students may be unfamiliar.

Each course will engage with one of more of the following:

- Texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the US context;
- Power relations involving different nations, peoples and identity groups, or world regions;
- Consideration of hierarchy, marginality or discrimination based on race, ethnicity, gender, religion, sexual orientation, nationality, or ability (or some combination).

Note: Approved study abroad programs also fulfill the Global Perspectives requirement.

Each course syllabus for Global Perspective courses must include the following statement:

"This course fulfills the Global Perspectives category of the Cultural Literacy Core Education requirement. A Global Perspectives course aims to foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts beyond the United States. Students will consider substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit. Global Perspectives courses, students will do one or more of the following:

- *Engage texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the U.S. context;*
- *Analyze power relations involving different nations, peoples, and identity groups or world regions;*
- *Examine hierarchy, marginality, or discrimination based on race, ethnicity, gender, gender identity, religion, sexuality, nationality, or ability (or some combination of these)*

and undertake one or more of the following:

- *Discuss possibly unfamiliar topics using critical vocabulary and concepts.*
- *Practice respectful listening and civil dialogue around controversial issues."*

Common Course Numbering

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

Corequisites
Some courses are required to be taken as a pair. These shall be listed as corequisites. Corequisites are enforced at registration.

Course Descriptions
Course descriptions are published in the online UO Catalog and the online Class Schedule. Course descriptions are restricted to a maximum of twenty-five words, excluding the boldface type (course number, title, credits) and prerequisites. The essential element is a sentence fragment that briefly describes course content or emphasis, focusing on the common and durable aspects of the course.

Course descriptions are constant whenever the course is offered.

University Communications has published a guide titled "How to Write a Twenty-Five Word Course Description" with suggestions for writing a description that is representative yet succinct; see https://creative.uoregon.edu/how-write-twenty-five-word-course-description.

Course Numbers
Course numbers reflect the nature of instruction, level of work, and scope of content. It should be clear in course proposals how the course number reflects the definitions below.

Undergraduate

- 1XX – intended as introductory for freshmen and sophomores; do not require any prior knowledge or special preparation; suitable for core ed Areas of Inquiry
- 2xx – intended as introductory for freshmen and sophomores but may require some prior knowledge or special preparation, usually in high school or at 1XX college level; suitable for core ed Areas of Inquiry
- 3xx – more specific in topic; provide greater depth of knowledge and academic rigor, and prior university preparation; accessible for non-majors
- 4XX - more specific in topic; provide greater depth of knowledge and academic rigor, and prior university preparation; intended for majors or majors in related disciplines; not allowed for Areas of Inquiry; allowed for Cultural Literacy.
- H suffix – indicates a course that provides honors content and requires advanced effort from students (see associated Honors Criteria - https://bpb-us-

Graduate

- 5XX – always paired with a 4XX; credits and prerequisites the same as with 4XX but students taking grad level 5XX are expected to complete a substantive and measurable difference in the type and amount of work required for credit.
- 6XX and 7XX – graduate or professional level only

Significant changes in course content require a new course number.

Retired course numbers have a 7-year sunset period before the number can be used for a different course.

4xx/5xx Courses

4xx upper division classes may be cross-listed with a 5xx level graduate class that requires additional engagement at the graduate-student level. Credits and prerequisites for these 4xx/5xx classes are the same, yet students at the graduate level are expected to complete a substantive and measurable difference in the type and amount of work required for credit. Departments and instructors are responsible for providing graduate-level learning experiences for those students enrolled in 5xx sections. Course proposals must clearly distinguish between the undergraduate assignments and learning outcomes and those intended for graduate students. Graduate students should undertake more complex, in-depth work.

The following "substantive differences" should be clearly stated in the course syllabus when these courses are taught: 1) graduate-level work appropriate to the field (e.g., additional readings, papers, projects, problem sets); 2) graduate work significantly more rigorous in both depth of study and methodology; 3) specification of a higher standard of grading and qualitative evaluations to be met by graduate students. These requirements are in addition to the already specified time commitment for the credits. NOTE: Departments should be sure that their expectations of graduate students in these courses do NOT conflict with Graduate Employees protocols.

Graduate students and faculty members must be able to identify and describe how the mastery of course content at the graduate level differs from successful mastery at the undergraduate level.

Course Titles

The course title should clearly reflect the course content. Space limitations restrict extended course titles to five words in the catalog, which will then be abbreviated to a maximum of twenty-two characters on the official transcript. The proposed title must be written in English using the standard Western European Alphabet, not include subtitles, punctuation (dashes, virgules, ampersands, octothorpes…), acronyms, or terminology specific to a discipline, or technical terms which may not be clear to students or other non-specialists. Vague or unclear words and clichés are not acceptable. Courses with unacceptable titles will be denied. The UOCC, the UO Catalog editor, or the Office of Registrar may recommend course title changes.

Words describing course format, such as seminar, workshop, or practicum, should not be used in fixed course titles. See Generic or Open-Ended Courses (https://registrar.uoregon.edu/faculty-staff/academic-scheduling/course-title-guidelines) for these courses and more information on course title guidelines.

Courses Not Taught

Courses that have not been taught for a period of three or more years will be dropped from a department's approved course offerings. This policy does not apply to generic or individualized study courses.

Area of Inquiry and Cultural Literacy courses must be taught at least every other year. If these courses are not taught at least every other year, they may lose their core education status (modified from previous).

Departments are notified in February of those courses to be dropped or that are at risk of losing core education status and given an opportunity to respond. For a course to be extended there must be a commitment to schedule the course in a specific term of the next academic year and an instructor assigned. The department also may respond that a course is approved to drop. The deadline for responses is generally in April, prior to the submission of the UOCC spring curriculum report to the senate.

Departments may request via CourseLeaf that a dropped course be reinstated if no more than three years have passed since the term the course was dropped. Reinstatement requires the department to commit to teaching the course in a specific future term with a specific instructor. This reinstatement will be effective the next term.

Courses subject to reinstatement may not be modified in any way. The UOCC must be assured that the course will be taught as previously approved during the present or the next academic year. The course is returned to the curriculum as it was when it was dropped.

If a course has not been taught for six consecutive years (three years not taught, followed by three years dropped), a new course must be developed rather than reinstated, as there may be a change in instructor, content, and course format. (Note: The subject matter may be taught using an experimental course number while a proposal for a new course is developed.)

Credit and Student Time Commitment

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.

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

Consultation with Other Units

In developing new courses or revising an established course, the initiating department should consult as widely as possible with other departments whenever the proposed curricular changes may affect students in other programs. Units must consult with other units when course proposals result in any of the following:

1. modifying or dropping courses which serve as a prerequisite for courses or satisfy degree requirement in another program;
2. selecting courses from another program to serve as a prerequisite or satisfy degree requirements within their own program;
3. modifying or proposing new courses that may be of interest to other units;
4. possible subject matter or content duplication.

Content Duplication

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 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.

Effective Date

Approved new and revised courses will be effective the next Fall term so as to align with the university's catalog cycle.

Expanded Course Descriptions

Expanded Course Descriptions are linked to the online Class Schedule so students and advisors have access to the course details in order to make careful, intelligent course selections. These provide information that could not be accommodated in the short, twenty-five-word descriptions. The expanded description does not take the form of a course syllabus, but rather is a narrative of the concepts to be covered, the ways in which the course material is delivered, the instructional objectives, and the expected student-learning outcomes. The expanded description should be understandable to someone unfamiliar with the field and state the fundamental questions addressed by the course, including how the course meets the standards for group-satisfying status and multicultural course definitions. Expanded descriptions should articulate how each course fits into its unique discipline, and how the students will discover new concepts and ideas in the topics and questions discussed in class. Courses that meet Areas of Inquiry and/or Cultural Literacy must have expanded course descriptions.

Experimental Courses

Experimental courses are regular academic credit courses offered through an established academic program that are designed to be temporary and developmental. These courses are primarily offered to accommodate the expertise of a visiting instructor or encourage innovation by a faculty member to develop and test a new course. At times, experimental courses are used to address critical issues in current events.

The most common course numbers used for experimental are 199, 399, 410/510, or 610.

Experimental courses are not eligible to satisfy area of inquiry or cultural literacy core education requirements and may not be listed as a major or minor requirement. Experimental courses may not be listed as a prerequisite to another course, nor may they have term-specific prerequisites. Experimental courses are not subject to curricular review, but it is expected that the faculty will comply with the university's standards regarding the ratio of credits to hours of student engagement and the differential between graduate and undergraduate coursework in 4xx/5xx courses.

There are no limits to the number of experimental courses a department may offer within a given term. Departments are limited to a maximum of three times to offer a given experimental course, after which the course either must be dropped or the department must submit a new course proposal and add the course to the permanent curriculum.

Generic Courses

Certain numbers are reserved for generic courses that may be repeated for credit under the same number. Except in the School of Law, courses numbered 503, 601, and 603 are offered pass/no pass only.

Credit is assigned according to the workload in a particular course. Credit ranges indicate minimum and maximum credits available in a single course for a single term, and departments determine their own credit ranges.

Courses required for transcripted credentials (majors, minors, certificates, etc.) must generally have permanent course numbers.

Undergraduate transcripted credentials may have a maximum of 2 required courses (or a max number of credits) 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

Graduate courses required for transcripted credentials are subject to the Division of Graduate Studies policy. For graduate programs, limited number of credits with the generic course numbers x01, x04, x05, and x06 may be approved by Graduate Council to be included in the required credits for a graduate program if the following conditions are met:

1. The structure and content of the generic course have been documented, reviewed, and approved by the appropriate faculty body at the academic department and/or College level (for example, curriculum committee or full faculty depending on governance structure).

2. Generic courses that will be required for the graduate program may be approved only when the structure and content of the generic course meets the definition listed in the University catalog and the guidance articulated by the Division of Graduate Studies.

3. a) If the generic course always achieves the same outcomes within the program requirements, these outcomes need to be articulated in the graduate program description in CourseLeaf and submitted to the Graduate Council.

b) If the generic course does not always achieve the same outcomes, the process by which the academic department and/or College oversees and reviews the appropriateness of each offering of the generic course to determine whether it satisfies the program requirements must be articulated and documented in the graduate program description in CourseLeaf.

Grading Options
Three grading options possibilities are available:

- optional, where students may enroll for either a letter grade or pass/no pass;
- graded only, where students may only receive a letter grade;

- or pass/no pass only, where students may not receive a letter grade. Courses taken pass/no pass only are designated on academic transcripts with an asterisk symbol next to the grade.

Courses numbered 601 (Research), 503 (Thesis), and 603 (Dissertation) must be pass/no pass only.

Grading-options are listed in the Online Class Schedule. Course proposals must specify which grading option should apply to general students and advise majors of the required grading option for degree requirements. Registration enforces only the grading-option choices for general students; there is no enforcement of grading-option requirements for students enrolled in any given major.

All Area of Inquiry and Cultural Literacy courses must be offered to non-majors with optional grading. Departments may continue to offer "graded only" courses for their own majors.

Grading options may be more restrictive at the section level of a course than at the general level. Departments who wish to have flexibility in offering different grading options may wish to request optional grading for new courses. It is not recommended that restrictive options such as "graded only" or "pass/no pass" only be specified at the catalog level unless departmental policy requires a restricted and unchanging grading option for a course. Requests to change the course grading option at the catalog level do not require review of the full UOCC. See Submission of Course Proposals (above) for procedures. Changes are approved for the following term and may not be immediately effective, even in the event of an error.

Guest Lecturers in Courses

It is assumed that 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 should have backup plans for class sessions in the event a guest lecturer is not available as planned.

Instructional Modalities

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.
3. 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.

Multi-listing Courses

Courses may be multi-listed between departments. Most courses have unique subject codes. Some are "cross-listed" in the catalog under one or more different subject codes, too, while still retaining their own subject codes. Often this is enough to facilitate multidisciplinary and interdisciplinary instruction.

"Multilisting" of the same course under more than one subject code can be approved only when the participating departments share in the development and teaching of the course. The option to multi-list can be proposed with a new class, or an existing class may request multi-listing as a course change. Supporting documentation as an attached letter or email from the relevant departments must be attached to the proposal in CourseLeaf. The following applies to multi-listed courses:

1) Multilisted courses can be established, changed, or dropped only with the concurrence of all departments involved. The departments must select a home department for the course and prepare a single Multilisted Course form, submitted to the Committee on Courses through the home department's college or school.
2) A set of multilisted courses must have identical course numbers, titles, credits, grading options, descriptions, and pre- or corequisites. Only the subject codes differ.
3) Courses that are repeatable for credit (identified in University of Oregon Catalog by an R after the credits) are ineligible for multilisting. This includes generic courses (numbered 196, 198, 199, 399, 401- 410, 503, 601-610, 704-710).
4) Student credits remain with the employing department. For any term that a course will be taught by more than one instructor, the percentage of each faculty member's responsibility for the course must be specified in advance of registration.
5) All subject codes in a multilisted set are printed in the UO Schedule of Classes whenever one course in the set is listed.
6) Under the home department in the UO Undergraduate and Graduate Catalog, a descriptive statement at the end of the course description specifies all other subject codes for the same course and indicates that it may be taken only once for credit.
7) In the UO catalog, each multilisted course in another department provides a cross-reference to the complete entry in the home department.
8) The Office of the Registrar prepares separate class lists and grade rosters for each department offering multilisted courses.

9) Each multilisted course is denoted by an "M" suffix to the course number. A course may have only one suffix letter.
10) Temporary multilisted courses may be offered without formal course approval only once, under the numbers 200M (lower division), 400M (upper division), 500M, or 600M (graduate).

Prerequisites

Prerequisites define the knowledge or skills for successful performance in a course and advise students of the minimum requirements in order to enroll. These requirements should be limited to specific courses or a reasonable definition of a certain level of knowledge, such as "GEOG 311," "SPAN 203 or equivalent," "one course in cultural anthropology." Departments may specify the minimum satisfactory grade for completing the prerequisite course.

The Office of the Registrar has implemented prerequisite checking at the time of registration for all departments. When course requirements are nonspecific, it is not possible to appropriately code the system to do this checking.

Experimental courses such as those numbered 199, 407/507, or 410/510 may not be used as prerequisites, nor may they list term-specific requisites. Prerequisites may not be more advanced than the course (e.g., a 100-level course may not require a 300-level prerequisite).

The phrase "or instructor consent" will not be included in a course prerequisite. It is implied that students may attempt a course without having completed the prerequisite courses if they have obtained the consent of the instructor.

Prerequisites for 4xx/5xx courses must be the same, except for those where lower-division courses are required. It is assumed that graduate students meet the minimum requirements in a program by completing their undergraduate degree.

Repeatability

Course may be designated as repeatable for credit, provided the department specifies the limitations on repeatability. Proposals must indicate the maximum number of allowable credits, or other conditions of repeatability such as "twice for a maximum of __credits" or "when topic changes." Course descriptions should be clear when the content differs significantly from another section. The number of repeats is the number of times a student may register in the course after the initial enrollment. For example, a 4-credit course which is repeatable twice has a maximum value of 12 credits – initial 4 credits plus two 4-credit repeats.

For courses with variable credit, the maximum credit which may be earned is critical. Departments must specify a reasonable credit limit for repeatable variable-credit courses.

Individualized study courses (405, 605 Reading and Conference; 401, 601 Research; 401,601 Thesis; 603 Dissertation) are not subject to the repeatability limitation.

Revision (minor, major)

All revisions to existing courses must be proposed through CourseLeaf as that is the system which triggers Banner and Catalog changes through the Registrar. 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.

Revisions designated as "minor" by the UOCC have an expedited review by a subcommittee. Examples of minor changes could include but are not limited to the following:

- Edits to course titles, catalog copy, and course descriptions
- Increase or decrease in course credits
- Changes to CORE Ed/Cultural Literacy designations

In some cases, changes listed above may be deemed "major" if the change is substantive or has broader implications.

Revisions are considered "major" when multiple departments are potentially impacted by the proposed changes, or the changes are significantly different from what was approved and recorded in CourseLeaf. Examples of major changes include but are not limited to the following:

- Substantial changes to learning objectives
- Changes to prerequisites or corequisites
- Changes to repeatability

In some cases, changes listed above may be deemed "minor" if the change is deemed non-substantive or has limited implications.

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

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.

Subject Codes

Subject codes are subject to the policy here: https://provost.uoregon.edu/subject-codes-policy. This policy also describes the process and timeline for requesting new subject codes.

Topics Courses

Courses may be assigned a general title describing the area of concentration, and then adding a designation of "[Topic]" in the catalog name to indicate that a variety of topics within the genre will be taught under this number. The general title is replaced by the specific subject matter title when the course is offered in any given term, with the abbreviation 'Top' added to indicate the variable nature of the course.

Courses with variable topics are eligible for Area of Inquiry and Cultural Literacy courses (NEW), provided the main topic area can be demonstrated to meet the requirements for those categories, and provided 3 examples of subtopics that can also meet the requirements are included.

Variable Credit Courses

Courses may be offered for a range of minimum and maximum credit; (e.g., 1-5) with students consulting with the instructor or the department to determine the number of hours for which they may register (30 hours of student effort per credit for undergraduates; 40 hours per credit for graduates). These standards for student engagement also apply to individualized study and generic courses such as Research (401, 601), Reading and Conference (405, 605).

The maximum credit value for a course should be determined using the criteria for student effort and a reasonable time commitment expectation, described above. For example, a course with a 12-credit maximum would require a student to complete a total of 36 hours per week and 360 hours for the term for an undergraduate. However, a 21-credit maximum would require 63 hours per week and 630 hours for the term for an undergraduate, or 84 hours per week for a graduate (which may be considered unrealistic except in highly unusual circumstances!). The UOCC limits Reading and Conference courses to 5 credits, and 12 credits maximum for other courses, except in unusual circumstances (e.g. graduate research and dissertation).