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 given a period of two weeks to correct any minor errors or omissions, after which the report is complete.	No change (Section B)
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	No change (Section B)

	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.	
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)