Procedures for Curricular Changes - University of Oregon Committee on Courses: (Revised August 2009, updated March 6, 2015 (see page 19), updated August 2017) Updated and currently under review by UOCC and Undergrad Council September 2017.

> *This is an overview of the process for curricular changes from the perspective of the University of Oregon Committee on Courses (UOCC). It is a work in progress, and any omissions, updates or disparities from actual process should be brought to the attention of the University Committee on Courses, c/o UO Curriculum Coordinator. Supporting documents referred to in this document are posted on the UOCC website at: http://blogs.uoregon.edu/uocc/.*

UOCC Website: https://blogs.uoregon.edu/uocc/

Approval Process Summary

Standard 2.C.5 of the accreditation standards administered by the Northwest Commission on Colleges and Universities (NWCCU) states: "Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes."

The UO 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 general 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 that have been developed over the years.

Two university standing committees have primary responsibility to review proposals for organizational changes:

- *Graduate Council -- responsible for graduate programs (including Law), degrees, certificates, specializations, …*
- *Undergraduate Council – responsible for undergraduate programs, degrees, certificates, majors, minors, …*

One university standing committee has the primary responsibility to review proposals for new courses and course changes:

- *University of Oregon Committee on Courses (UOCC) – responsible for all graduate and undergraduate courses (including Law).*

All proposals to change the curriculum organization or courses must be reviewed and approved at the department and college levels before being submitted to the UOCC for review. In addition to faculty review, administrative approval of all organizational changes is generally required at one or more of the following: the Board, Provost Council, UO Administration, or school or college level, depending upon the type of change being proposed.

The results of these reviews of curricular and 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.

Curricular changes made during an academic year become effective the following fall term unless a Department has specifically requested an earlier effective date. 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.

Submission of Proposals for New Programs or the Re-Organization of Existing Programs

The Undergraduate or Graduate Council reviews all proposals to add, change, or delete the following academic programs:

• Administrative units – add, drop, or change names of administrative units.
• Majors, minors, degrees, certificates, specializations – create, drop, inactivate, or change names of majors, minors, or formal certificates; change the number of credits required for a degree or certificate
• Degree requirements- add, change the name of, or remove a degree program; make significant changes in major or minor requirements

Procedures are described on the Academic Affairs website at:
http://academicaffairs.uoregon.edu/programs-curriculum

Consult the UO Curriculum Coordinator if the program proposal includes a request for a new subject code so that the most appropriate strategy for course data entry may be negotiated.

A copy of the program proposal should accompany any associated course change proposals submitted to the UOCC so as to provide reviewers with a clear understanding of how the course changes fit into the new curricular organization of the program.

New required courses should be approved by the UO Committee on Courses prior to program implementation.

Submission of Course Proposals

Minor Changes Not Requiring Full Review

The following minor course changes may be made without full review by the UOCC:
• Minor revisions to a course description
• Minor grading option changes
• Adding or removing a generic course

Submit these requests directly to the UO Curriculum Coordinator, the UO Catalog editor in the Office of Communications, and the curriculum coordinator in the Office of the Registrar. These requests must include a syllabus and completion of the Student Engagement Inventory and the Learning Outcomes if not already present in CourseLeaf. Extensive (or possibly problematic) changes may require full review by the UOCC for consideration.

For an existing (non-generic) course, any change to information contained in the university catalog that is in **bold** type requires approval from the UOCC.

Reinstating a Course Not Requiring Full Review

A course that has been dropped by administrative action for having not been taught may be reinstated without full review anytime within the three following years with the submission. The SEI, learning outcomes, and syllabus need to be provided in CourseLeaf. The UOCC must be assured that the course will be taught as previously approved during the present or the next academic year (see **Reinstatement)**.

Major Changes Requiring Review

The UOCC evaluates proposals for the following course actions:

• Add a new course
• Change an existing course
• Drop a course
• Change a course level
• Change credit hours
• Course reinstatement
• Add or remove repeatability to a course
• Change the conditions of repeatability
• Add, drop, or change pre-requisites or co-requisites
• Change general education or multicultural satisfying status
• Changing an existing face-to-face class to online or hybrid format

Proposals regarding group satisfying courses (arts and letters, social science, science) and the multicultural requirement (American Cultures; Identity, Pluralism; and Tolerance, International Cultures) are reviewed and approved by the UOCC.

Individual course proposals are reviewed by the UOCC each fall, winter, and spring during the academic year. Course proposals in CourseLeaf must be submitted to the UO Curriculum Coordinator at least two weeks prior to the term in which the proposals will be considered.

Each college or school establishes curriculum proposals and deadlines for departments and programs within their unit. These deadlines should allow for internal curricular review prior to submitting the complete CourseLeaf proposal to the UO Curriculum Coordinator within university deadlines. The schedule for submitting proposals is published on the Committee on Courses website at http://blogs.uoregon.edu/uocc/.

Course proposals are to be entered into CourseLeaf: https://nextcatalog.uoregon.edu/courseadmin/.

Access to CourseLeaf Course Inventory Management (CIM)

Recognizing the need for a clear and efficient system to support curriculum development, the Office of Academic Affairs has invested in CourseLeaf, a course inventory management (CIM) software tool that has streamlined the course and curriculum proposal process for faculty, review committees, and the administrative staff who support them. Contact the curriculum coordinator in your college or school for information about access to the system or go to https://nextcatalog.uoregon.edu/courseadmin/.

Course Information Required

Each set of submitted curriculum proposals consists of the following:

1. A completed CourseLeaf form, including
   a. Justification statements for group-satisfying or multicultural status, if applicable
   b. An extended course description if group-satisfying status is requested
   c. An extended course description if multicultural status is requested
   d. Justification for course credit hours greater than contact hours, if applicable
   e. Evidence of the "substantive and measurable difference" in type and amount of work required for credit at the 4xx level and 5xx level, if applicable
   f. In case of similarity to an existing course or including subject matter that might be taught by another department, an explanation of why the course would not be duplicative together with statements of support from any possibly affected departments or schools.
2. Syllabus with enough detail for a student to understand the scope of course and student workload, such as including a planned reading list, assignments, methods of assessment, and instructional format (see "Example contents of a syllabus" and other material on the UOCC resource site: **https://blogs.uoregon.edu/uocc/resources-for-course-proposals/**).

Please provide accurate and current contact information in the event there are questions from the UOCC about the submitted proposals. These documents allow the UOCC to review the substance of proposals without unnecessary delay. Incomplete proposals will be returned to the dean's office or college curriculum coordinator for completion and will be held for the following term.

General Guidelines for Course Proposals

The following standards promote the uniformity of curricular proposals submitted by diverse academic units, which facilitates the review process. The UOCC requests that academic departments consider these guidelines carefully when developing proposal materials and the dean's office ensures that proposals are completed prior to submission.

Subject Codes

New subject codes may only be assigned by the Registrar's Office. Please contact the curriculum coordinator in the Office of the Registrar to discuss available codes. Most commonly, new subject codes are proposed in conjunction with a new academic program and are assigned to the appropriate academic unit. On occasion, new subject codes are requested when a program name is significantly

revised and the correlation to the subject code is lost. When associated with new programs, new subject codes are suggested in the proposal reviewed by the Undergraduate or Graduate Council.

Subject Code Guidelines
- In the interests of transparency, subject codes should be as meaningful as possible to the reader of a class schedule or transcript. To the extent possible, standard conventions should be employed for terms common to multiple subject codes.
- Subject codes are typically 3-4 characters in length; subject codes of 1-4 characters are allowed. They should appear in all-capital letters without internal spaces.
- Subject codes are not approved on an experimental or interim basis.
- Subject codes must have a home department which is responsible for:
    o setting up term course offerings in Banner
    o scheduling and assigning instructors
    o requesting class rooms
    o managing course enrollments (including wait lists and permissions)
    o collecting grades
    o communicating with and serving as liaison to stakeholders, including the Registrar's Office, Admissions, advisors, students, and other academic units
    o requesting generic course numbers
    o submitting new courses for approval through the curricular process
- Proposers of new degree or certificate programs that will require a new subject code should consult the Registrar's Office. Existing programs proposing a name change are encouraged to retain the existing subject code whenever possible, unless the subject code is no longer logically related to the program title.
- The current UO definition of a subject code presupposes an academic purpose and curricular affiliation. In most cases, that affiliation – and the home department – will be an academic unit. In some instances, units with no program offerings will provide courses which are eligible for academic credit. In such instances, an academic home may be identified or the subject code may be administered by the administrative unit in question (Teaching and Learning Center, for example). For subject codes without an academic home, the Vice Provost for Undergraduate Studies serves as the relevant dean. It may also be appropriate to limit the number of credits associated with the subject code which can apply toward a degree.

Procedures for Requesting New Subject Codes
- Prepare a written request from the director/department head and obtain endorsement from the dean's office. (The Vice Provost for Undergraduate Studies serves as dean for units outside academic schools and colleges.) The proposal should address the following questions.
    o Purpose for the subject code, emphasizing its academic connections
    o Explanation as to why an existing subject code cannot be used (or what existing subject code(s) will be discontinued)
    o Home department/unit which will assume the responsibilities described above
    o Budgetary implications (which unit or units will get credit for SCH generated by the subject code)
    o Expected impact on students (if any)
    o Limitations to credit that can be applied toward a degree (if applicable)
- Submit the request to the Office of the Registrar. The Registrar's Office will review the proposal and recommend a subject code.

- The request will be forwarded to UO Committee on Courses for approval as an administrative action and recorded in the "Other Curricular Matters" section of the quarterly curriculum report, ratified by a vote of the Senate.
- Where a new or revised subject code is part of a course or program proposal, please contact the Office of the Registrar in advance for recommendations and to reserve a subject code for use in the proposal.

Course Numbers

Course numbers are issued by the UOCC in consultation with the Registrar and Catalog Editor. There is a seven year sunset period for numbers previously assigned to another course. Any course that significantly changes subject matter usually is assigned a new number to replace the old number. The Office of the Registrar confirms eligible course numbers for academic departments. Course numbers reflect the nature of instruction, the level of work required, and the general scope of the content. Group satisfying courses must be at least 4 credits, and be offered at least every other year. Non-majors must be allowed to enroll for either a letter grade or pass/no pass. Only courses numbered 1xx, 2xx, or 3xx are eligible to request group-satisfying status. Lower-division courses, numbered 1xx-2xx, are intended as introductory and are intended for freshman and sophomore students. Courses numbered 1xx usually indicate that no special preparation is required; 2xx generally indicates a degree of special preparation, either in high school or lower-division college. Upper-division courses, numbered 3xx-4xx, are generally more specific in topics, providing greater depth of knowledge and academic rigor, and prior university preparation. A 3xx number usually indicates a course accessible for non-majors (and suitability for general education); a 4xx number generally indicates a specialized course suitable for majors or majors in related disciplines. Courses at the 4xx level cannot be given group-satisfying status for general education. Departments must justify, in terms of content, workload, and method of instruction, the assignment of the course to the upper-division level. 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. See **4xx/5xx Differential** for additional information. 5xx numbers may not be approved alone at the UO without accompanying 4xx numbers.

The alpha course number suffix 'H' is intended to advise students that the course provides honors content and requires advanced effort from students. See **Honors Criteria on the UOCC website** for additional information.

Courses numbered 6xx-7xx are graduate or professional level only. Exceptional undergraduate students may petition the Graduate School for permission to enroll in courses at this level.

Courses required for majors, minors, or certificates must have permanent rather than generic or experimental numbers. A course may be offered under an experimental number for a maximum of three times, at which time it must be either submitted for permanent approval or dropped from the department course offerings. Experimental courses are afforded none of the rights that approved courses have (i.e., they cannot be listed as required courses in degree programs, cannot have pre-requisites, cannot have expanded course descriptions, cannot be designated as group-satisfying or multicultural-satisfying, etc.).

Regularizing or changing courses for proposed new majors, minors, etc.

Courses required for majors, minors, certificates or other transcripted credentials must have permanent rather than generic or experimental numbers. Proposals to the Graduate or Undergraduate Council to add new or change existing transcripted credentials should, therefore, endeavor to have new courses or revised courses approved before submission. In rare cases, expedited approval may be requested from the Council for proposals that temporarily include courses that are in the process of being regularized or changed. Such requests might happen, for example, in response to rapidly emerging opportunities. In order for expedited approval to occur, course proposals must be initiated in the Course Inventory Management system (CourseLeaf) in outline form but with sufficient detail that the UOCC can determine that these classes will likely be approvable when the final version is submitted by the proposer. The UOCC representative on the Council will then report either that 1) these courses are on track to be approved and can be included as temporary required classes so that the proposal can move forward for a Council vote, or 2) these classes are not ready and that the proposal needs to wait for these classes to reach this "likely approvable" stage before a vote can be taken.

Course Equivalency

When several major revisions are requested for a course, such as title, credits, and description, or if the course significantly changes content, the UOCC requires that the course be reassigned to a new course number to reduce confusion with the previous version of the course. In order to prevent a student from unintentionally duplicating content, indicate if the 'new' course is equivalent to the previous course, where 'equivalent' means that students who received credit for the earlier course would not be able to repeat the new course for credit, or whether the content has undergone substantive change and the repetition of material is insufficient to be considered duplicative.

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 cliché's 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 delivery methods, 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.

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 a given term, with the abbreviation 'Top' added to indicate the variable nature of the course.

Courses with variable topics are not eligible for group satisfying status, but departments may request multicultural status, although the difficulty of assuring that the individual topics taught term by term satisfy the original multicultural goals makes approval problematic.

Multi-listing Courses

Courses may be multi-listed between departments see:
https://blogs.uoregon.edu/uocc/files/2016/10/Multilisted-Courses_0-1mjjt8g.pdf. The option to multi-listed 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 CourseLeaf form.

Credit and Student Effort

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.

For a traditional undergraduate lecture course, the standard measurement of one unit of lower-division credit is one hour of lecture and two hours of study and preparation, to equal three hours each week, for a total of 30 hours per credit in a ten-week term. Thus, a 4-credit lecture course would require a total of 120 hours per term of active student engagement in either class or activities that support learning objectives.

Graduate students have been traditionally expected to perform work of higher quality and quantity.

Recognizing that 'seat time' in lecture is not the only measure of student effort and learning, and that instruction and learning often takes place in formats other than traditional lectures, academic departments should request to have a class credited according to the actual time that a typical student would be actively engaged in learning.

Undergraduate Courses	Graduate Courses
Each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 3-credit course would engage students for approximately 90 hours total among the activities listed, whereas a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.	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 3-credit graduate course would typically engage students approximately 120 hours; a 4-credit graduate course may be expected to entail approximately 160 hours for the average student for whom the course is designed.

Consistent with the university's accreditation standards, credits will be assigned according to these rules:

Courses that meet for fewer than ten weeks will undergo careful scrutiny regarding *total student effort* to determine the correct number of credits.

Proposers are required to complete a **Student Engagement Inventory** table (see" Student Engagement Inventory " on the UOCC Resource page at https://blogs.uoregon.edu/uocc/resources-for-course-proposals/) in CourseLeaf when developing course proposals to aid in the uniform assignment of course credits throughout the curriculum.

The requested number of credits must be based on sound pedagogical reasons. Of particular interest are 1) descriptions of the course work required and 2) explanations of the student performance evaluation criteria. ***This information must be clearly articulated in supporting documents and in the course syllabus.*** The UOCC finds that an example of the work or evaluation rubric can be very helpful in understanding these descriptions and explanations.

In the 1990s, the UO Senate voted to require undergraduate four-credit courses to follow the general structure of:
1. Most undergraduate courses at the 1xx and 2xx level must have one classroom contact hour and two hours of out-of-class work per week for each credit hour earned. Each classroom contact hour will consist of a minimum of fifty minutes to allow students time to change classes. For example, a four-credit course will meet in class for a minimum of 200 minutes per week;
2. Undergraduate courses at the 3xx and 4xx level and certain agreed upon courses at the 1xx and 2xx must have a minimum of three classroom contact hours per week for a four-credit class, with sufficient demonstrated lab or activities outside of class to warrant the additional credit hour beyond contact.

Only those already approved 1xx to 2xx 4 credit classes may continue to meet for 3 hours. Any newly proposed 1xx to 2xx 4 credit classes must have one classroom contact hour and two hours of out-of-class work per week for each credit hour earned, effective Fall 2017.

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).

4xx/5xx Differential

A cross-listed course must have the same credit value, but reflect the different needs and training of students enrolled in the course. Courses are offered at the upper-division (4xx) with additional work required for the graduate (5xx) levels. Departments and instructors are responsible for providing a graduate-level learning experience 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***: 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 understand how the mastery of course content at the graduate level differs from successful mastery at the undergraduate level. For additional information, see **4xx/5xx Differential** or contact the Dean of the Graduate School.

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 repeatability limitation.

Beginning Fall 2009, requests to change the conditions of repeatability require review of the UOCC. See **Submission of Course Proposals** (above) for procedures.

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 a given major.

Effective Winter 2006, in adherence to faculty legislation, all group satisfying courses (Arts & Letters, Social Science, & Science) must be offered to non-majors with optional grading. Departments may continue to offer particular courses "graded only" for their own majors. Reference to the undergraduate council decision is documented in the May 11, 2005 minutes http://darkwing.uoregon.edu/~ucouncil/minutes/04-05/2005-05-11-Minutes.htm.

Grading options may be more restrictive at the section level of a course than at the curriculum 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.

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.

Sequences vs. Series

Courses in serial order may be identified as a *sequence* if the department requires that the courses be completed in order. For example, the courses MATH 211, 212, 213 are described as a sequence. In order

to enroll for MATH 212, the student must have completed MATH 211, and in order to enroll for MATH 213, the student must have completed MATH 212. The Office of the Registrar will list the prerequisite for MATH 212 as MATH 211, and for MATH 213, MATH 212 will be listed as the prerequisite.

If a *series* of courses is not required to be taken in numerical order, the courses should not be identified as a *sequence*.

Corequisites

Certain courses may require a supplementary course to be taken at the same time as the primary course. This most frequently occurs when a lecture course requires an accompanying laboratory or tutorial session. Corequisites are always courses with a different number than the lecture, such as PHYS 251 and PHYS 290, and additional credits. A course where a discussion or laboratory accompanies the lecture, and is included in the total contact hours for the course, may not be considered a corequisite. Corequisites are generally not enforced at registration.

Generic Courses

The following generic or open-ended courses may be added or dropped in a previously approved subject area without UOCC review.

196 Field Studies: [Topic] (1-12R)
198 Workshop: [Topic] (1-12R)
199 Special Studies: [Topic] (1-5R)
200M: lower-division, multilisted temporary number
399 Special Studies: [Topic] (1-5R)
400M: upper-division, multiplisted temporary number
401 Research: [Topic] (1-12R)
402 Supervised College Teaching (1-5R)
403 Thesis (1-12R)
404 Internship: [Topic] (1-12R)
405 Reading and Conference: [Topic] (1-5R)
406 Field Studies: [Topic] (1-12R)
407/507 Seminar: [Topic] (1-5R)
408/508 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic] (1-12R)
409 Practicum: [Topic] or Supervised Tutoring (1-5R)
410/510 Experimental Course (1-5R)
500M/600M: graduate level multilisted temporary number
503 Thesis (1-16R)
601 Research: [Topic] (1-16R)
602 Supervised College Teaching (1-5R)
603 Dissertation (1-16R)
604, 704 Internship: [Topic] (1-9R)
605, 705 Reading and Conference: [Topic] (1-9R)
606, 706 Field Studies: [Topic] or Special Problems: [Topic] (1-9R)
607, 707 Seminar: [Topic] (1-5R)
608, 708 Workshop: [Topic] or Colloquium: [Topic] (1-9R)
609, 709 Practicum: [Topic] or Supervised Tutoring or Terminal Project (1-9R)
610, 710 Experimental Course (1-5R)

Generic credit ranges and repeatability conditions listed here will apply to these courses added to the curriculum in this manner. Submit requests for generic course numbers in writing directly to the UO Curriculum Coordinator, the UO Catalog editor in University Communications, and the curriculum coordinator in the Office of the Registrar. Your request must include the following information:
• Minimum and maximum credit hours, if not listed
• Grading options (optional or P/N only)
• Section instruction type (i.e. 'I' – Independent/Special)
• Conditions of repeatability (405, 605, 401, 601, 403, 503, 603 are not subject to repeatability limitations): Topics courses are repeatable when topics change.

Consultation with Other Departments and Programs

Departments developing curricular proposals must consult with other departments and programs in the following instances: 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) possible subject matter or content duplication.

Content Duplication

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/). In developing new courses or changing 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. The duplication of course content on the same subject, at either the same or differing course level, must be avoided. The submitting department is required to communicate the syllabus, and request comments, with any academic units to ensure avoidance of course duplication. These contacts can also serve to notify departments that may be affected or interested as a courtesy (see **Courtesy notifications**). The request should include a date by which the department is asked to respond.

Responses received, including those with any specific concerns or objections, should be included in the course proposal. The proposal could also indicate that the course content overlap was explored with another department but 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. Answers to expressed objections also should be included. In the case of courses with possible content duplication, statements of justification must be included in the proposal, addressing how the treatment of course content from the proposing significantly differs from that of other departments with similar course(s). These contacts are often useful to the UOCC and help with understanding the complementary, and non-duplicative, nature of classes offered in different programs and departments. Where there is possible overlap or duplication, the proposer cannot self-exempt from contacting other departments even if the proposer believes that there is no overlap or duplication.

The dean's office or curriculum committee of the governing college is expected to review proposals and consider possible theme or subject matter duplication prior to submitting the proposals to the UOCC. The UOCC will evaluate these assessments of overlap and may request more information or contact to more departments.

Courtesy notifications

In developing new courses or changing 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. Other departments and programs may be interested in new course offerings. Existing courses may be important to other departments or programs. For new courses, proposers are encouraged to contact relevant departments and programs, and interested parties are invited to submit supporting emails or letters in the CourseLeaf form. For existing courses, proposers need to consider whether student outside the department are not adversely affected by curricular changes.

Statistics

Faculty legislation requires any department proposing courses with statistics or statistical methods as part of the instruction to consult with the Department of Mathematics with regard to possible duplication. The UOCC will look for documentation of this consultation and a statement from mathematics. Course proposals for non-subject-specific statistics courses taught outside of the mathematics department would generally be declined. However, statistics courses that are specific to the specialized subject matter of other departments or programs are generally allowed. Course proposers should make the context of statistics classes clear in their proposals.

Online and hybrid courses

Guidelines for proposers of online or hybrid classes ("Guidelines for approval of online/hybrid courses") are posted on the Resource page of the UOCC website at https://blogs.uoregon.edu/uocc/resources-for-course-proposals/. Proposers can provide the needed materials as attachments to their CourseLeaf Proposal or can send directly to the Curriculum Coordinator (Kathy Warden kathyw@uoregon.edu) to be shared with the UOCC via OneDrive.

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.

University Communications has published a guide call "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.

Sustainable Course Descriptions

Departments and programs are asked to develop sustainable course descriptions that identify a subject area and general approach but are not so restrictive as to exclude different perspectives or specializations also representative of that subject area. Departments and programs are asked to be selective when proposing permanent course status for specialized courses that can only be taught by one particular instructor.

Courses tailored to the particular research interests and instructional style of an individual faculty member may fall into disuse as the person's teaching assignments and interests change, or if the instructor becomes unavailable for teaching. For example, a department with several experts qualified to teach ceramics, but only one instructor who specializes in Ming porcelain, might currently have a specialized course title Ming Dynasty Porcelains in the catalog. A more sustainable course title could be Chinese Porcelains, Porcelains, or Ceramics, taught as a variable-topic course, repeatable as the exact subject material and course title changes.

A department may discover that a course description in the catalog is too specialized to apply to any of their courses as currently being taught. A more general description may reflect the range of subjects as part of the regular curriculum taught on a regular basis by a department. Departments following these recommendations then represent the full range of curricular offerings, taught on a regular basis, and maintain a sustainable list of course in the catalog.

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 articulate information that could not be accommodated in the short, twenty-five word description. 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. The expanded description should articulate how the course fits into the particular disciplinary area, and how the students will discover new concepts and ideas in the topics and questions discussed in class.

Proposals for new courses which request group-satisfying status must include an expanded course description to assist students with making informed decisions about their choice of courses.

In its review of multicultural courses 2007-2008 and recommendations to the UOCC in 2009, the Undergraduate Council recommended that all ***courses satisfying the multicultural requirement also have an Expanded Course Description*** that included a description of how and why the specific course satisfies the multicultural requirement. The UOCC is requesting that an Expanded Course Description be provided for these courses, as well.

Section Instruction Types

The class schedule type is a data element that indicates what *primary* method of delivery is used in the instruction of students. All courses engage in various activities that might be included, but the focus of this field is to communicate the predominant type of activities planned by the instructor to facilitate student achievement of the stated learning objectives.

For example, an instructor may plan to offer a course with three hours of lecture each week and an accompanying discussion group. The proposal would indicate both "L" for the lecture and "D: for the discussion. If the course is delivered online, the "U-computer-based distance learning" should be included. See **https://registrar.uoregon.edu/faculty-staff/academic-scheduling/section-instruction-schedule-type**.

Courses Not Taught Policy

On the recommendation of the University Senate, 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 open-ended or individualized study courses.

The purpose of this policy is to accurately represent the University of Oregon curriculum to prospective students and to ensure that required course are readily available to current students. Group-satisfying courses must be taught at least every other year, while the scheduling patterns for other courses are left to the discretion of the academic department.

Department are notified in February of those courses to be dropped 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.

Reinstatement

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 may not require a full review. The syllabus, SEI and learning outcomes must be provided in CourseLeaf and the department commits to the term the course is to be taught and the specific instructor. The reinstatement is 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.)

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 group or multicultural degree 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 course-work in 4xx/5xx courses.

There are no limits to the number of experimental courses a department may offer in 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.

Emergency Approval Policies

There are limited situations in which an emergency request for a curricular change may be submitted. The flexibility available with generic courses and the current curricular review cycle make most emergency approval requests unnecessary.

Departments may request that proposals submitted for consideration after the term deadline be added to the UOCC agenda. However, if these proposals have not received approval from college or school curriculum committees, the UOCC will defer consideration to the following term.

The following actions may be submitted and may not require approval of the full Committee on Courses: 1) minor revisions to a course description; 2) grading options changes. See **Submission of Course Proposals** (above) for information.

The primary request for emergency approval is a change in course credit. In the gap between terms, when the UOCC does not meet, requests for credit change approval may be submitted directly to the Provost's office and to Assistant Vice Provost in Academic Affairs. Requests will be forwarded to the Chair of the Committee on Courses for review and consultation with the Registrar and the UO Catalog Editor. When the Chair is unavailable, requests will be reviewed by the Provost.

Proposals must include endorsements from either the dean or the curriculum committee of the appropriate school or college, as well as a statement of justification for the emergency consideration and the effective term for the request. If approved, the approval is temporary, granted for a maximum of one academic year. Permanent changes must be submitted, following normal procedures, or the change will expire.

The following actions are not eligible for emergency approval: 1) changes in degree requirements; 2) addition, deletion, or change in the name of a major, minor, degree, or formal certificate; 3) addition or deletion of group-satisfying or multicultural status; 4) change in department or program name; 5) creation of a new subject code.

Reviewed and updated Sepatember, 2017 by

Frances White, 2014-2017 Chair, University of Oregon Committee on Courses

Note: Minor changes made March 6, 2015 included removing reference to ICGER in review of general education group satisfying courses. UOCC is now responsible for that review and approval.

Removed paragraph under course numbers which discouraged courses at the 4xx level or 4xx/5xx level requesting multicultural status. The Undergraduate Council determined that it is acceptable for those courses to apply for multicultural status. (J. Snodgrass memo of 2/21/14)