

Procedures for Departmental Curricular Changes University of Oregon Committee on Courses

Approval Process Summary

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* will be updated for the next academic year with all changes approved during the annual curricular cycle.

All curricular proposals must be approved at the department and college levels before being submitted to the University of Oregon Committee on Courses (UOCC). When its review is complete, the UOCC reports its recommendations to the University Senate for consideration. Proposals 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.

Courses proposed as group satisfying (arts and letters, social science, science) are evaluated each term by the Intercollege General Education Review Committee (ICGER). The approved decisions by this committee are included in the term curriculum report.

Courses proposed to satisfy the multicultural requirement (American Cultures; Identity, Pluralism; and Tolerance, International Cultures) are evaluated by the Committee on Courses and are included in the term curricular report.

Deadlines and Procedures

Curricular proposals are reviewed by the UOCC each fall, winter, and spring during the academic year.

Each college or school establishes curriculum proposal procedures and deadlines for departments and programs within their unit. These deadlines should allow for internal curricular review prior to submitting the complete package to the Office of Academic Affairs within university deadlines. The deadlines for submitting proposals are published on the Electronic Curriculum System (ECS) website at uocurriculum.uoregon.edu. Note: Click **Important Dates** and use the pull down menu to select the appropriate college or school.

Course proposal packages must be submitted to the Office of Academic Affairs at least two weeks prior to the term in which the proposals will be considered.

The School of Law, Graduate School, and programs outside the purview of a college or school—such as the Center for Academic Learning Services, the Labor Education and Research Center, the UO Libraries, the Department of Military Science, overseas study, and physical education—submit curricular proposals directly to the Office of Academic Affairs.

Course proposals are to be input to the ECS. Documents submitted on forms other than ECS will be returned to the department and delayed until the following term. Each dean's office or college curriculum coordinator is to submit *fifteen* complete sets (one original, fourteen copies) of its approved proposals to the University of Oregon Committee on Courses, in care of the Office of Academic Affairs.

Access to ECS

The Electronic Curriculum System (ECS) is a secure website requiring access permissions. Contact the curriculum coordinator in your college or school for information about access to the system.

Submission of Proposals

Program Proposals

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—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: academicaffairs.uoregon.edu/newprogram/progapproval.html. Note: Program proposals are not prepared through the ECS.

Course Proposals

The following minor course changes may be made without review by the UOCC:

- minor revisions to a course description
- pre- or corequisites
- grading options changes
- conditions of repeatability

Submit these requests in writing directly to the curriculum coordinator in the Office of Academic Affairs, the UO Catalog editor in Creative Publishing, and the curriculum coordinator in the Office of the Registrar. Extensive changes may be referred to the UOCC for consideration. (Hint: course information printed in the university catalog which is in **bold** type requires approval from the UOCC.)

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

Each set of submitted curriculum proposals consists of the following documents:

1. A cover letter providing a summary of the proposals, which includes adds, drops, and changes to existing courses. The summary should explain briefly why the proposals are necessary, how the changes relate to present and future curricular plans in the academic area, department majors and minors, and the possible affect of the changes on departments both within and without the college or school. Identify the relationship of the course to current academic or societal needs, and the intended student population.
2. Course proposal forms and supplementary materials
 - narrative proposal
 - electronic curriculum form
 - syllabus
 - planned reading list
 - justification statements for group-satisfying or multicultural status, if applicable
 - an extended course description if group-satisfying status is requested
 - justification for course credit hours greater than course contact hours, if applicable
 - 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
 - in cases of possible course content duplication, include statements of justification for proposed courses as well as statements of support from affected departments or schools
3. Narrative requests for other curricular matters
 - subject codes—create new course subject codes. Existing codes are listed in the UO catalog
 - group-satisfying or multicultural requirement—add, change, or remove an approved
 - general-education course
 - contact information in the event there are questions from the UOCC about the submitted proposals. Incomplete proposals are returned to the submitting college or school and will not be reviewed until the following term

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

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 offices ensure that proposals are complete prior to submission.

Course Numbers

Course numbers reflect the nature of instruction, the level of work required, and the general scope of the content. There is an eight-year dormancy requirement for numbers previously assigned to another course. The Office of the Registrar can confirm eligible course numbers for academic departments.

Group satisfying courses must be at least 4 credits, and be offered annually. Nonmajors 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 freshmen and sophomore students. Upper-division courses, numbered 3xx–4xx, are generally more specific in topics, providing greater depth of knowledge and academic rigor. Departments must justify, in terms of content, workload, and method of instruction, the assignment of the course to the upper-division level.

Dual-listed courses are numbered 4xx/5xx and are offered at both the upper-division (undergraduate) and graduate-student level. Credits and prerequisites 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** (attached) for additional information. Courses taught at the 4xx level and of at least 4 credits are eligible to request multicultural status.

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.

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** (attached) for additional information.

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 years, at which time it must be either submitted for permanent approval or dropped from the department course offerings.

Course Equivalency

When several major revisions are requested for a course, such as title, credits, and description, the UOCC will require 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, which will then be abbreviated to a maximum of twenty-two characters. The proposed title should not include subtitles, punctuation, acronyms, or terminology specific to a discipline, or technical terms which may not be clear to students or other nonspecialists. Vague words and clichés are not acceptable. The UOCC, the *UO Catalog* editor, or the Office of the 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** (attached) for these courses.

Topics

Courses may be assigned a general title describing the area of concentration, and then adding a designation of 'Topic' 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. For example, HIST 439/539 is titled "Research in Early American History" (with a top in the course name) in the Class Schedule

Courses with variable topics are not eligible for group satisfying status, but departments may request multicultural status.

Credit and Contact Hours

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 standard measurement for 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 thirty hours per credit in a ten-week term. A 4-credit course would require a total of 120 hours per term of student engagement in either class or activities which support learning objectives. Recognizing that 'seat time' is not the only measure of student effort and learning, academic departments may request to have a class meet for fewer hours than the standard contact hours. The course should include out-of-class work appropriate to the discipline which provides students with additional learning opportunities equivalent to the unmet contact hours. These assignments should be significant enough that they cannot be completed in the total hours of work per week that are associated with contact hours, or be major out-of-class projects such as research papers, field trips, or data analysis that constitute at least thirty hours of student effort per term, in addition to the corresponding out-of-class work for preparation, study, and project or paper completion. For example:

Class Credit Hours Classroom Contact Hours Out of Class Hours Total
Per Week Per Week

3 3 6 90
4 4 8 120
4 3 9 120

Credit hours for upper-division and graduate courses may be assigned by one or more of the following justifications: 1) additional contact hours; 2) heavy reading assignments which require additional hours in study or preparation each week; 3) additional writing projects; 4) in-class presentations requiring additional hours of outside preparation; 5) additional homework problems, experiments, projects, or field trips; 6) other reasons consistent with the goal of curricular depth.

Departments are encouraged to complete a **Student Engagement Inventory** form (attached) when developing course proposals to aid in the uniform assignment of course credits throughout the curriculum. Requests for exceptions to the credit hour-contact hour standard must be based on sound pedagogical reasons or innovative ways of improving undergraduate education. Of particular interest is a description of the additional course work required and an explanation of the student performance evaluation criteria. This information must be clearly articulated in supporting documents and the course syllabus.

Variable Credit Courses

Courses may be offered for a range of minimum and maximum credit, (i.e., 1–5), with students consulting with the instructor or the department to determine the number of hours for which they may register.

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. However, a 21-credit maximum would require 63 hours per week and 630 hours for the term.

Standards for course contact do not apply to individualized study courses such as Research (401, 601), Reading and Conference (405, 605), Thesis (503), or Dissertation (603).

4xx/5xx Differential

A course at this level must have the same credit value, but reflect the different needs and training of students enrolled in the course. Courses are offered at both upper-division (4xx) and 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, responsibility for lecturing or leading discussions, presentations); 2) course-work significantly more rigorous in both depth of study and methodology; 3) a higher standard of grading and qualitative evaluations. These requirements are in addition to the already specified time commitment for the credits.

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** (attached) or contact the Dean of the Graduate School.

Repeatability

Courses 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—the 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; 403, 503 Thesis; 603 Dissertation) are not subject to repeatability limitations.

Requests to change the conditions of repeatability do not require review of the full UOCC. See **Submission of Proposals** (above) for procedures.

Grading Options

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

Three grading option 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.

There are two grading-option fields in the *Class Schedule*; one for general UO students and one for majors. Course proposals must specify which grading option should apply to general students, and advise majors of the required grading option for degree requirements. Registration monitors only the grading-option choices for general students; there is no enforcement of grading-option requirements for students enrolled in a given major.

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 Proposals** (above) for procedures. Changes are approved for the following term and may not be immediately effective in the event of an error.

Prerequisites

Prerequisites define the knowledge or skills necessary 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 is currently implementing automated prerequisite checking. 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. 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

Courses should not be identified as a sequence unless 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 may be taken in any 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.

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)
- 399 Special Studies: [Topic] (1-5R)
- 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] or Special Problems: [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)
- 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 these requests in writing directly to the curriculum coordinator in the Office of Academic Affairs, the UO Catalog editor in Creative Publishing, 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.

Department Consultation

Departments developing curricular proposals should 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 requirements in another program; 2) selecting courses from another program to serve as a prerequisite or satisfy degree requirements within their own program.

Course Descriptions

Course descriptions are published in the *UO Catalog* and the online *Class Schedule*. Due to space limitations in the printed catalog, 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.

Creative Publishing 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 creativepubs.uoregon.edu/cp_prep_cat.html.

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 titled 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 courses in the catalog.

Expanded Course Descriptions

Proposals for new courses which request group-satisfying status must include an expanded description to assist students with making informed decisions about their choice of courses. This is the area where the information that could not be accommodated in the short, twenty-five word description may be articulated. 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 courses. See the attached information. Multicultural Course Definitions

Group-satisfying courses introduce students, regardless of major, to the three major disciplinary areas: arts and letters, social science, and science. 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.

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.

Expanded descriptions will be linked to the online *Class Schedule* so students and advisers have access to the course details in order to make careful, intelligent course selections.

Section Instruction Types

The class schedule type is a data element required by the Oregon University System (OUS) 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 **Section Instruction Types** (attached) for approved codes.

Content Duplication

In developing new courses and revising or dropping established courses, 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 courses on the same subject, at either the same or differing course level, should be avoided.

The submitting department is required to communicate with any academic units that may be affected, both to provide information as a courtesy and to avoid course duplication, requesting comments on the proposals. 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. Or, the proposal should indicate that the course content overlap was explored with another department but no response be received; in this case, the interpretation will be that the other department supports the proposal. 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 department significantly differs from that of other departments with similar course(s).

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.

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 may 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 courses 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 heads 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 that a dropped course be reinstated if no more than three years have passed since the term the course was dropped. Reinstatement is automatic, provided the department commits to the term the course is to be taught and the specific instructor. Reinstatement forms are available on the ECS. Print and submit completed forms immediately to the curriculum coordinator in the Office of the Registrar. The reinstatement is effective the next term.

Courses subject to reinstatement may not be modified in any way. 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), it is required that a new course be developed rather than reinstated, as there may be a change in instructor, content, and course format. 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 courses are 199, 399, 410/510, or 610.

Experimental courses are not eligible to satisfy group or multicultural degree requirements and should not be listed as a major or minor requirement. Experimental courses may not be listed as a prerequisite to another course. 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 contact hours 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 years to offer a given experimental course, after which the course either should 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 do not require approval of the full Committee on Courses: 1) minor revisions to a course description; 2) changes in course pre- or corequisites; 3) grading options changes; 4) conditions of repeatability. See **Submission of 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) change in or creation of a new subject code.

Reviewed, updated, and approved by the
University of Oregon Committee on Courses

Paul Engelking, Chair
Herb Chereck, University Registrar

October 16, 2006

General Education and Multicultural Course Definitions

Group-Satisfying Courses General Criteria

Arts and Letters (A&L)

Group-satisfying courses in arts and letters must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives). Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.

Social Science (SSC)

Group-satisfying courses in the social sciences must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g., involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.

Science (SC)

Group-satisfying courses in the sciences should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.

Specific Criteria

Group-satisfying courses must be numbered at the 100, 200, and 300 levels.

Lower-division courses must be offered annually, and upper-division courses, at least every other year.

Approved courses must be at least 4 credits

Upper-division group-satisfying courses must provide depth and rigor beyond that of typical lower-division general education courses. Departments must justify, in terms of content, workload, and method of instruction, the assignment of a course to the upper level.

Courses that are offered for majors only are excluded from group status, but courses that are designed for both majors and other students may qualify.

Although laboratory courses are not automatically excluded from group status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.

Multicultural Courses General Criteria

Category A: American Cultures (AC)

The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, and European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

Category B: Identity, Pluralism, and Tolerance (IP)

The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in the American Cultures category, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to

cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Category C: International Cultures (IC)

The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B (namely, race and ethnicity, pluralism and monoculturalism, prejudice and tolerance) or explicitly describe and analyze a worldview (i.e., a system of knowledge, feeling, and belief) that is substantially different from those prevalent in the United States of the twenty-first-century.

4xx/5xx Differential

General Principles Related to Combined Undergraduate and Graduate Courses

Graduate curricula should consist predominately of courses, independent activities, and experiences (e.g., research, internships) that demand a deeper or broader level of performance than would be found in undergraduate courses.

Graduate programs should consistently provide sufficient opportunities for students to directly interact with faculty members and students at their same level or beyond. The achievement of an undergraduate degree that is acceptable as a credential for acceptance into a graduate program indicates that there would be minimal value to graduate students if the opportunities for student-to-student and faculty-to-student interactions are dominated by undergraduates.

In those cases where a course must be delivered to both undergraduate and graduate students simultaneously, there is to be a “substantive and measurable difference” in the experiences of these two groups of students.

Two examples of ways in which a course might demonstrate substantive differences are:

Assigning additional or different reading assignments, writing assignments, problem sets, or examinations.

Holding regularly scheduled additional meetings or discussion sessions that provide a “graduate only” environment.

The substantive differences described above, or others designed by the professor, should be described in either separate syllabi for undergraduate and graduate students, or if only one document is produced, in separate sections of the single syllabus. In any case the professor is responsible for outlining in detail the differences in the assignments, activities, and standards for demonstrating mastery.

If there are assignments or examinations that are common to students at both levels, and the only difference is in the criteria for mastery (i.e., grading criteria), then the faculty member must articulate clearly how those criteria differ. This should be a part of the syllabus so that students have a clear and fair understanding of the standards that will be applied to their work.

This articulation of criteria for evaluation is also necessary so that the coherence of the program is not compromised by unnecessary variance across courses or instructors. The principle that is operating here is that students and faculty members must be able to identify and understand how the acceptable mastery of the course content at the graduate level differs from successful mastery of the course content at the undergraduate level.

A characterization of grading or evaluation criteria as being “harder” or “more demanding and rigorous” is not sufficient. These terms must be defined in a way that creates mutual understanding among the various parties (students, faculty members), as well as by an outside observer with appropriate expertise (e.g., external review committees, accreditation committees).

January 26, 1999
Marian Friestad, Dean
Graduate School

Honors Criteria

The “H” alpha course number suffix indicates that the course content is significantly more difficult and requires a greater level of effort from students. The UOCC will be evaluating the following in determining whether a course should hold the honors designation:

Students enrolling must have a cumulative GPA of at least 3.30 in their major.

The content of the course is more in-depth and the level of analysis, more rigorous, than a nonhonors course.

Class size should be small in order to promote intensive student participation.

The faculty member(s) teaching the course must be available for close advising outside of class.

Generic or Open-Ended Courses

These courses are generally more loosely structured than regular university offerings. Students meet with instructors either individually or in small groups. A variety of subjects may be offered under the same open-ended course number, but instructors and departments should consider the ratio of credit hours awarded to the level of engagement when agreeing to supervise students.

Individualized Study

Courses may be left under generic course reference numbers (CRNs) with the instructors listed as STAFF until specific course title and instructor information is entered on SFAINDV on DuckWeb. Certain individualized courses may not have specific titles added. They may be treated as regular courses if a particular instructor will be working with several students on the same subject matter. In that case, specific sections must be set up for each separate topic and not left under the general STAFF section CRN.

The following individualized courses should have more descriptive titles added, with the required abbreviation included in the twenty-two-character title count:

General Title Required Abbreviation Course Number

Field Studies Fld 196, 406, 606, 706
Independent Study Ind St 402
Internship Intern 404, 604, 704
Lab Projects Lab 198, 408, 508
Practicum Prac 409, 609, 709
Reading and Conference Read 405, 605, 705
Research Res 401, 601
Special Problems Sp Pr 406, 606, 706
Special Studies Sp St 199, 399
Special Topics Sp Top 608, 708
Writing and Conference Wr 405, 605, 705

The following individualized courses have fixed titles that cannot be changed:

General Title Required Title Course Number

Dissertation Dissertation 603
Supervised College Teaching Superv College Teach 402, 602
Supervised Field Study Superv Field Study 406
Supervised Tutoring Superv Tutoring 409, 609, 709
Terminal Project Terminal Project 609, 709
Thesis Thesis 403, 503

Group-Oriented Courses

Courses must be scheduled as regular sections, with a specific CRN for each section taught by a different instructor, a specific title, meeting times and days. These courses cannot be treated as individualized courses, but may require the use of an abbreviated general title as the first word of the specific course title, which is included in the twenty-two-character count, as listed below.

General Title Required Abbreviation Course Number

Colloquium Coll 198, 408/508, 608, 708
Experimental Course use specific title 410/510, 610, 710
Seminar Sem 407/507, 607, 707
Workshop Wrk 408/508, 608, 708

Student Engagement Inventory

To aid in assigning student credit hours uniformly to courses in the curriculum, the UOCC inventories the amount of student engagement in a course. The following tool is useful when deciding how many credit hours to request for a proposed course. Departments are encouraged to use this tool when preparing course proposals.

Each undergraduate credit should reflect thirty hours of student engagement in a ten-week term; a 3-credit course would engage students for ninety hours total among the activities listed below, a 4-credit course would involve 120 hours of activities in which students are engaged over the course of the term. Graduate students are expected to perform at a higher level, typically with an additional 20–25 percent effort and assignments.

Identify the number of hours a typical or average undergraduate student would expect to spend in each of the activities listed below:

Educational Activity	Hours Student Engaged	Explanatory Comm (if any)
Course attendance		
Assigned readings		
Project		
Writing assignments		
Laboratory or workshop		
Field work or clinical experience		
Online activities		
Performance or creative activities		
Total hours:		

Definition of terms:

Course attendance	Actual time student spends in class with instructor or GTF
Assigned readings	Estimated time it takes for a student with average reading ability to read all assigned readings
Writing assignments	Estimated time it takes for a student with average writing ability to produce a final, acceptable work product as required by the assignment
Project	Estimated time a student would be expected to spend creating or contributing to a project that meets course requirements (includes individual and group projects)
Laboratory or workshop	Actual time scheduled for any lab or workshop activities that are required but are scheduled outside of class hours
Field work or clinical experience	Actual or estimated time a student would spend or be expected to spend engaged in required field or other field-based activities
Online activities	Actual or estimated time a student would spend or be expected to spend engaged in online activities directly related to the course, separate from on-

Section Instruction Type

Oregon University System (OUS) type of instruction, or the method by which organized instruction is conducted, reflecting educational technology and the use of the facilities, materials, and equipment.

L = Lecture—A course in which the primary delivery of instruction is by the instructor's in-classroom, in-person presentation of academic subject matter.

D = Discussion—Those sections associated with a lecture course that are used to facilitate consideration of a question or topic in open and informal debate.

R = Recitation—A course requiring a public exhibition of acquired skills or knowledge.

B = Laboratory—That part of a course set aside for experimental hands-on observation or practice in a field of study (does not include “virtual labs” delivered electronically).

S = Seminar—A course for students studying under the direction of an instructor for the purpose of presenting and exchanging scholarly ideas or research findings.

A = Activity—A course or educational procedure designed to stimulate learning via firsthand experience (e.g., reading and conference, athletics, tutorial).

Distance and Electronic Delivery

C = Correspondence—A course covering a designated unit of instruction conducted primarily via correspondence using a public, private mail, or e-mail service.

T = Video-based Distance Learning Courses—Courses that are at least 50 percent delivered by some form of video-based technology including interactive video networks, satellite networks, cable television, Instructional Television Fixed Services (ITFS), telecourses or videotape to both on- and off-campus students.

U = Computer-based Distance Learning Courses—Courses that are at least 51 percent delivered by computer-based networks including the Internet, CD-ROMs or LAN-WAN computer networks to both on- and off-campus students.

Individualized Instruction

I = Independent or Special Study—A course of organized instruction or research determined solely by a student and his or her instructor.

N = Individual Research—A course designed for 1) the discovery or creation of new knowledge, art, or scholarly work; and 2) the revision of accepted theories or practical application in a particular subject area (e.g., thesis, dissertations, projects, and studios).

P = OUS-Approved Internship—A course designed for the practical application of academic knowledge and skills that provides occupational exposure to a discipline or profession within a supervised work setting. Approved internships must identify the skill set or outcomes that participants are expected to attain and meet minimum criteria established by OUS. Examples of internship experiences include student teaching, clinical internships, community service learning, and capstones.

E = Other Experiential or Cooperative Education—A course providing supervised training, practical applications, or exposure to a discipline or profession (e.g., internship, externship, practica) other than those approved by OUS.