Procedures for Curricular Changes
University of Oregon Committee on Courses
Revised August 2009

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.

Approval Process Summary

All proposals to change the curriculum organization or courses must be approved at the department and college levels before being submitted to the appropriate university body for review.

The 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
  -- graduate programs, degrees, certificates, ...
Undergraduate Council
  -- undergraduate programs, degrees, certificates, majors, minors, ...

One university standing committee has the primary responsibility to review proposals for specific course changes:

University of Oregon Committee on Courses (UOCC)
  -- all graduate and undergraduate courses.

These committees may be assisted by other, secondary committees with specific responsibilities. (See below).
In addition to faculty review, administrative approval of all organizational changes is generally required at the Board, OUS Provost Council, UO Administration, or school or college level, too, depending upon the type of change being proposed. (See below.)

The results of these reviews of curricular 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 will be 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, released the preceding the term.

**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 – 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/content/academic-programs-approval-process](http://academicaffairs.uoregon.edu/content/academic-programs-approval-process)

Note: Program proposals are not prepared through the Electronic Course System (ECS). However, any new courses or major course changes associated with proposed organizational changes of a program must be submitted to the UOCC via ECS.

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 courses must be approved by the Committee on Courses prior to program implementation.

**Submission of Course Proposals**

**Minor Changes Not Requiring Review**

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

- Minor revisions to a course description
- Pre- or corequisites (under review)
- Grading option changes
- Conditions of repeatability (under review)
- Adding or removing a generic course

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

Submit these requests in writing 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. Extensive (or possibly problematic) changes may be referred to the UOCC for consideration. *(Please see page 29 for the current staff information)*

**Reinstating a Course Not Requiring Review**

A course that has been dropped by administrative action for having not been taught may be reinstated without review anytime within the three following years by appropriate notice to the Office of the Registrar, and copying such action to UO Curriculum Coordinator and the UO Catalog Editor for inclusion in the UOCC report to the senate and reinstatement in the *UO Catalog*. Such notice must indicate (a) the term in which the course will be taught, and (b) name the instructor who will teach it. The Registrar must be assured that the course will be taught as previously approved during the present or the next academic year.

**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 (under review)
• Add, drop, or change pre-requisites or co-requisites (under review)
• Change general education satisfying status

Courses proposed as group satisfying (arts and letters, social science, science) are also evaluated by the Intercollege General Education Review Committee (ICGER). Graduate courses are also reviewed by the Graduate Council via the Graduate School. Proposals regarding the multicultural requirement (American Cultures; Identity, Pluralism; and Tolerance, International Cultures) are reviewed by the UOCC itself. (It is not necessary to submit separate proposals directly to these committees; course proposals to the UOCC will be appropriately routed for these reviews.)

Individual course proposals are reviewed by the UOCC each fall, winter, and spring during the academic year. Course proposal packages 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 package to the UO Curriculum Coordinator within university deadlines. The deadlines for submitting proposals are published on the Electronic Curriculum (ECS) website at [uocurriculum.uoregon.edu](http://uocurriculum.uoregon.edu). Note: Click Important Dates and use the pull down menu to select the appropriate college or school.

The School of Law, Graduate School, and programs outside the purview of a college or school – such as the University Teaching and Learning Center, 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 UO Curriculum Coordinator.

Course proposals are to be entered into the Electronic Course System (ECS). Documents submitted on forms other than ECS will be returned to the department and delayed until the following term.

NEW GREENER CURRICULAR SUBMISSION PROCESS EFFECTIVE FALL 2009:
In a continuing effort to reduce the use of paper on campus, the University Committee on Courses (UOCC) asks that each dean’s office or college curriculum coordinator submit just ONE hard copy of its endorsed proposals to the UOCC Chair, in care of the UO Curriculum Coordinator AND to transmit a scanned copy, saved in pdf format, to the UO Curriculum Coordinator via e-mail.
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.

Course Information Required

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 effect of the changes on departments both within and without the college or school. Identify the relationship of the course to current academic or social needs, and the intended student population.

2. Course proposal forms and supplementary materials:
   - Narrative proposal
   - Electronic curriculum form
   - Syllabus with enough detail to document scope of course and student workload, such as including a planned reading list, assignments, methods of assessment, and instructional format. (See Contents of Course Syllabus, attached)
   - Justification statements for group-satisfying or multicultural status, if applicable
   - An extended course description if group-satisfying status is requested
   - An extended course description if multicultural status is requested
   - Justification for course credit hours greater than 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 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, as well as statements of support from any possibly affected departments or schools.

3. Narratives justifying 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

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.

**Course Numbers**

Course numbers are issued by the UOCC in consultation with the Registrar and Catalog Editor. There is an eight-year dormancy requirement 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 can confirm 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 annually. 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.

Courses taught at the 4xx level are eligible to request multicultural status; however this is not encouraged, and departments are urged to make courses designed with the multicultural requirement in mind available at the 3xx level, rather than at the more specialized 4xx level. The UOCC avoids assigning general education multicultural status to the even more specialized, dual-listed, 4xx/5xx courses, which would include graduate material.

Dual-listed courses numbered 4xx/5xx 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.

(Currently, 5xx numbers are not used alone at the UO, without accompanying 4xx numbers.)

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. 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, etc.).

**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* in the transcript. The proposed title should 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 words and cliché’s are not acceptable. 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* (attached) for these courses.

**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. (The Undergraduate Council plans to review multicultural “topics” courses to determine if they should be multicultural satisfying in the future.)

**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.

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

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Graduate Courses</th>
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<tbody>
<tr>
<td><strong>Each undergraduate credit reflects approximately thirty hours of student engagement.</strong> Therefore, a 3-credit course would engage students for approximately 90 hours total among the activities listed below, 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.</td>
<td>Graduate students are expected to perform work of higher quality and quantity, typically with <strong>forty hours of student engagement for each student credit hour.</strong> 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.</td>
</tr>
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Courses that meet for fewer than ten weeks will undergo careful scrutiny regarding total student effort to determine the correct number of credits.

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.

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.**

**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 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); 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 Teaching Fellowship 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 (attached) 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 or 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 full UOCC (under review). 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 almost 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 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)
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] (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 theses 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 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

**Consultation with Other Departments and Programs**

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 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 duplication.

**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 was 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 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.
... and 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 statistics courses outside of the mathematics department are generally declined. However, recognizing that statistical interpretation of data, and that the understanding of statistics and probability is important in understanding aggregate phenomena, incorporation of statistics or statistical methods intrinsic to, and in combination with, the teaching of another department’s specialized subject matter is generally allowed.

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 http://des.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 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.

NEW: 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, too.

**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.
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 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 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. Submit requests in narrative form directly 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. (Hint: 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 should 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 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; (under review); 2) grading options changes; (under review). 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 August 2009, by
Paul Engelking,
Chair
University of Oregon Committee on Courses

Sue Eveland,
University Registrar
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 each.
- Approved courses cannot be repeatable for credit.
• 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 experience 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).

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 evaluate 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 non-honors 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 (IS)

Courses are offered under a single course reference numbers (CRNs) with the instructors listed as STAFF; specific course titles and instructor information is entered on SFAINDV in Banner once students have registered for the IS course. Certain individualized courses may not have specific titles added. They may be treated as regular courses if a particular instructor will be working with all enrolled 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:

<table>
<thead>
<tr>
<th>General Title</th>
<th>Required Abbreviation</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Studies</td>
<td>Fld</td>
<td>196, 406, 606, 706</td>
</tr>
<tr>
<td>Independent Study</td>
<td>Ind St</td>
<td>402</td>
</tr>
<tr>
<td>Internship</td>
<td>Intern</td>
<td>404, 604, 704</td>
</tr>
<tr>
<td>Lab Projects</td>
<td>Lab</td>
<td>198, 408, 508</td>
</tr>
<tr>
<td>Practicum</td>
<td>Prac</td>
<td>409, 609, 709</td>
</tr>
<tr>
<td>Reading and Conference</td>
<td>Read</td>
<td>405, 605, 705</td>
</tr>
<tr>
<td>Research</td>
<td>Res</td>
<td>401, 601</td>
</tr>
<tr>
<td>Special Problems</td>
<td>Sp Pr</td>
<td>406, 606, 706</td>
</tr>
<tr>
<td>Special Studies</td>
<td>Sp St</td>
<td>199, 399</td>
</tr>
<tr>
<td>Special Topics</td>
<td>Sp Top</td>
<td>608, 708</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>General Title</th>
<th>Abbreviations not permitted</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>Dissertation</td>
<td>603</td>
</tr>
<tr>
<td>Supervised College Teaching</td>
<td>Superv College Teach</td>
<td>402, 602</td>
</tr>
<tr>
<td>Supervised Field Study</td>
<td>Superv Field Study</td>
<td>406</td>
</tr>
<tr>
<td>Supervised Tutoring</td>
<td>Superv Tutoring</td>
<td>409, 609, 709</td>
</tr>
<tr>
<td>Terminal Project</td>
<td>Terminal Project</td>
<td>609, 709</td>
</tr>
<tr>
<td>Thesis</td>
<td>Thesis</td>
<td>403, 503</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>General Title</th>
<th>Required Abbreviation</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colloquium</td>
<td>Coll</td>
<td>198, 408/508, 608, 708</td>
</tr>
<tr>
<td>Experimental Course</td>
<td>use specific title</td>
<td>410/510, 610, 710</td>
</tr>
<tr>
<td>Seminar</td>
<td>Sem</td>
<td>407/507, 607, 707</td>
</tr>
<tr>
<td>Workshop</td>
<td>Wrk</td>
<td>408/508, 608, 708</td>
</tr>
</tbody>
</table>

Student Engagement Inventory

To aid in assigning student credit hours uniformly to courses in the curriculum, the committee inventories the amount of student engagement in a course. The committee has found the following tool to be useful. Departments preparing course proposals are invited to use this form when deciding how many SCH units to request for a proposed course. *Departments are encouraged to report to the committee how this tool may be improved for their use.*

Undergraduate Courses
Under the UO quarter system, 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 below, 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 Courses
Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. Therefore, a 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.
Please identify the number of hours a typical or average student would expect to spend in each of the following activities:

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab or workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field work, experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performances, creative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definition of terms:**

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

Revised August, 2009
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.

\[
\begin{align*}
L &= \text{Lecture-A course in which the primary delivery of instruction is by the instructor’s in-classroom, in-person presentation of academic subject matter.} \\
D &= \text{Discussion-Those sections associated with a lecture course that are used to facilitate consideration of a question or topic in open and informal debate.} \\
B &= \text{Laboratory-That part of a course set aside for experimental hands-on observation or practice in a field of study (does not include “virtual labs” delivered electronically).} \\
S &= \text{Seminar-A course for students studying under the direction of an instructor for the purpose of presenting and exchanging scholarly ideas or research findings.} \\
A &= \text{Activity-A course or educational procedure designed to stimulate learning via firsthand experience (e.g., reading and conference, athletics, tutorial).} \\
\end{align*}
\]

Distance and Electronic Delivery

\[
\begin{align*}
C &= \text{Correspondence-A course covering a designated unit of instruction conducted primarily via correspondence using a public, private mail, or e-mail service.} \\
T &= \text{Video-based Distance Learning Courses-Courses that are at least 50 percent delivered by some form of video-based technology including interactive video networks, satellite networks, cable television, Instructional Television Fixed Services (ITFS), telecourses or videotape to both on-and off-campus students.} \\
U &= \text{Computer-based Distance Learning Courses-Courses that are at least 51 percent delivered by computer-based networks including the Internet, CD-ROMs or LAN-WAN computer networks to both on-and off-campus students} \\
\end{align*}
\]

Individualized Instruction

\[
\begin{align*}
I &= \text{Independent of Special Study- A course of organized instruction or research determined solely by a student and his or her instructor} \\
N &= \text{Individual Research-A course designed for 1) the discovery or creation of new knowledge, art, or scholarly work; and 2) the revision of accepted theories or practical} \\
\end{align*}
\]
application in a particular subject area (e.g., thesis, dissertations, projects, and studios).

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

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

**CONTENTS OF COURSE SYLLABUS**

As the primary, commonly available summary of a course, the syllabus serves several purposes. It outlines the course, it denotes what students may expect from the course, and it locates the course in the curriculum. The syllabus is the best, most concise description of a course by its teacher available to both prospective students and colleagues. The Committee on Courses uses syllabi in its review of courses. To maximize the usefulness of a syllabus to students and faculty, it should contain the following contents:

1. Course Number
2. Title
3. Credits
4. Term, place, time, instructor
   (For a new course proposal, indicate when it is likely to be offered, and how frequently)
   (For a new course proposal, indicate who is likely to teach the course)
5. Position in the curriculum
   - Satisfies group requirement? Explain why
   - Satisfies multicultural requirement? Explain why
   - Satisfies other general-education requirement?
   - Satisfies other major or program requirement?
   - Preparatory for other courses?
   - List prerequisites or other suggested preparation
6. Format (lecture, discussion, laboratory)
7. Outline of subject and topics explored
8. Course materials (texts, books, readings)
9. Instructor expectations of students; be explicit (pages assigned, lengths of assignments, etc.)
• Level of student engagement expected
• Readings
• Problems
• Attendance
• Project
• Writing
• Laboratory
• Field work
• Work with electronic media, network, online
• Performance
• Presentation
• Exams
• Differential expected for graduate work for joint 4xx/5xx-level courses

10. Assessment
• Methods (testing, homework)
• Times or frequency
• Grading policy
• Incomplete policy

Additional Information

For more information on curricular changes, please visit the UOCC website at: http://committees.uoregon.edu/node/10

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