College of Arts and Sciences
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GUIDELINES
for
Faculty Curriculum Coordinators and E-Curriculum Users

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College of Arts and Sciences Guide to UNIVERSITY CURRICULUM PROCEDURES

Curriculum changes include proposals to establish new or make changes to existing programs, degrees, majors, minors or certificates, as well as specific course changes.

PROGRAM PROPOSALS

Proposals for creating new or changing existing programs, degrees, majors, minors or certificates must be approved by the dean of the proposing college. Subsequent review bodies may include the Undergraduate Council, the Graduate Council, and the OUS Board. Approved proposals are ultimately returned to the University Committee on Courses for inclusion in one of three quarterly reports to the University Senate. Current guidelines for the review and approval process, and appropriate proposal formats are posted on the Academic Affairs website.
http://academicaffairs.uoregon.edu/newprogram/progapproval.html
CAS department heads and program directors are encouraged to discuss forthcoming proposals with their associate dean well in advance of formal submission.

COURSE CHANGE PROPOSALS

Course changes include proposals for new courses, changes to existing courses, proposals to drop courses, and proposals to reinstate courses. Data for these change forms MUST be entered through the Electronic Curriculum System (ECS) by an authorized e-curriculum user prior to the college's submission deadline for that curriculum round. Hard copies of signed course proposal forms, and all appropriate support documentation must also be submitted by that deadline to the CAS Dean's Office. Curriculum packets that do not conform to college and university protocols will be returned to the department with instructions for revision and resubmission the following term.

Departments within the College of Arts and Sciences may submit proposals for course changes three times each year, a full term prior to the deadlines set by the University Committee on Courses (UOCC). This allows time for the CAS Curriculum Committee (CASCC) to review all CAS proposals on behalf of the dean and to post the recommendations of the committee for a two week period of CAS faculty review prior to submission to the UOCC. **Internal CAS submission deadlines** are posted on the CASWeb calendar. CASCC protocols mirror those set forth by the UOCC and are posted on CASWeb **under Policies**. To review the university protocols on which all college guidelines are based, go to the UOCC's "Procedures for Departmental Curriculum Changes", posted at the University Curriculum Website **http://uocurriculum.uoregon.edu** Here you will also find links to the home pages of other review bodies such as University Senate and the Undergraduate Council.

CAS Departmental Curriculum Coordinators and E-Curriculum Users should contact Lexy Wellman, CAS Curriculum Coordinator at 346-3286 or lwellman@cas.uoregon.edu with any questions or concerns they may have about the curriculum process.

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College of Arts and Sciences
Curriculum Process

CURRICULAR REVIEW COMMITTEES

CAS Curriculum Committee (CASCC) Due to the size of the College of Arts and Sciences, all CAS departments submit their curricular proposals to the CASCC for a *preliminary* review one full term in advance of the UOCC submission dates. CAS curriculum submission deadlines, included on the CASWeb calendar, are usually the second Wednesday of fall, winter, and spring terms.

The **University Committee on Courses (UOCC)** accepts proposals for course changes from all colleges and schools three times each year**.** Following each term's review, UOCC endorsed curricular changes are published in a Preliminary Report to the Senate posted for campus wide review 10 days prior to the last senate meeting of the term.

The **Inter-College Gen Ed Review Committee (ICGER),** comprised of three representatives from the CAS Curriculum Committee and the two non-CAS representatives who serve on the UOCC, evaluates all requests for changes in group satisfying status. ICGER Committee recommendations are then included in the UOCC's Preliminary Report to the Senate.

At its last meeting of each term, the **University Senate** votes on the Preliminary Curriculum Report submitted by the UOCC. Course changes may not be implemented until they have appeared as approved on a Final UOCC Report to the Senate published about two weeks following the vote of the senate.

KEY CURRICULUM PERSONNEL

All departmental curriculum personnel should be aware of curriculum timetables and submission deadlines and review reports that summarize the decisions of the college and university-level curricular committees for any given term.

College Curriculum Coordinator

- ✓ Reminds departments of submission deadlines and review periods.
- ✓ Provides support to departments regarding submission of hardcopy packet.
- ✓ Provides support to the college curriculum committee during review.
- ✓ Makes any necessary corrections prior to submission to UOCC.

Faculty Curriculum Coordinator for the department or program

- ✓ Oversees departmental curriculum and/or chairs internal curriculum committee.
- ✓ Authorizes (signs forms) proposals to create new or alter existing courses.
- ✓ Solicits support documentation as needed.
- ✓ Tracks progress of proposals.

E-Curriculum User for the department or program

- ✓ Performs course form data entry using the ECS
- ✓ Organizes hardcopy support documentation for submission to the CASCC.
- ✓ Confirms accuracy of listings on reports.

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COLLEGE OF ARTS & SCIENCES
GUIDELINES FOR SUBMITTING COURSE CHANGES
via the University Electronic Curriculum System

ELECTRONIC FORMS

All data for **course changes** must be entered via the **Electronic Curriculum System (ECS)** by the deadline indicated in Phase 1 of the term round you are targeting for submission to the University Committee on Courses (UOCC). These dates are listed within the Important Dates section of the University Curriculum System website. See **http://uocurriculum.uoregon.edu/**

ECS access: Departments should designate a Faculty Curriculum Coordinator and an E-Curriculum User who will be authorized to enter curriculum data on behalf of their department. CAS office managers should notify the **CAS Curriculum Coordinator, Lexy Wellman,** whenever curriculum duties shift within your departmental.

Assistance: The ECS provides **On-line HELP files** that guide you through proposal forms for new courses, changes to existing courses, drops and reinstatements. The college coordinator conducts periodic curriculum training sessions and serves as a resource for all those authorized as CAS departmental curriculum personnel.

HARD COPY CURRICULUM PACKET

Before the college-level curriculum deadline **(See Important Dates - phase 1)** a hardcopy of all electronic course forms and their appropriate support documentation (all single-sided) must be assembled in the order described below and submitted to the CAS Curriculum Committee in care of the CAS Dean's Office in 114 Friendly Hall.

A DEPARTMENTAL CURRICULUM PACKET SHOULD INCLUDE:

- ✓ A **signed cover letter** from the Dept Head/Program Director that provides an overview of all curricular changes currently being requested, the rationale behind them and the date by which the department hopes the changes will be effective.

- ✓ A **Curriculum Summary** printed from ECS Function menu option: Create a document containing my curriculum summary to serve as a **table of contents**.

- ✓ **ONE SET of course proposal FORMS *signed by department head/ program director*** and generated from the ECS Function menu option: Create a document containing all my proposals **AFTER** all course changes have been entered. These should be submitted in the same order as they are listed on the Curriculum Summary, and be ***accompanied by:***

- ✓ **ONE COPY of SUPPORT DOCUMENTATION appropriate for each type of proposal:**
  1. **Drop** a Course – None required, but must note if course previously fulfilled UO/Major requirements or was listed as a pre-/co-requisite for another course.
  2. **Change** an Existing Course – ***syllabus and any memos of justification**
  3. **New** Course - ***syllabus and any memos of justification**
  4. **Reinstate** a Dropped Course – None required except notation of who will next teach the course and when.

***See Checklist of Support Documentation**
for components of an acceptable Course Syllabus
and circumstances requiring a Memo of Justification.

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CHECKLIST OF SUPPORT DOCUMENTATION

UO CURRICULAR REVIEW BODIES REQUIRE THE FOLLOWING DOCUMENTION IN ORDER TO REVIEW PROPOSALS for NEW COURSES or CHANGES to EXISTING COURSES.

Faculty who have been selected to serve on curriculum review bodies at both the college and university levels require certain documentation in order to judge the merits of proposals for new courses and for changes to existing courses. Keep in mind that these support documents (SYLLABI and when necessary, MEMOS of JUSTIFICATION) should clarify the goals and expectations of your course to peer faculty outside of your field. Similarly, review committees will try to decide whether syllabi clearly communicate goals, expectations, content and other pertinent course information to the potential student.

COURSE SYLLABUS

Syllabi condensed to 2-5 pages are greatly appreciated. Website printouts are rarely suitable.
A prototypical or representative syllabus should accompany all proposals for new courses.
A modified syllabus of record should be provided for a proposal to change an existing course.

Curriculum Reviewers will look for the following information in a course syllabus:

_____ A) **Number** and **title** of new or revised course

_____ B) **Faculty** member(s) responsible for teaching course

_____ C) Detailed **description of course,** beyond that to be printed in catalog, including justifications for multicultural and group-satisfying character of the course. This may be taken from the Extended Course Description. (See Memos section next page)

_____ D) **Required reading list** with complete bibliographic information for required and recommended texts and content of packets.

_____ E) Anticipated **schedule of <u>weekly</u> instructional themes** or topics, with associated assignments to be prepared for class i.e., pages of reading, problem sets, papers.

_____ F) **Basis for grading**, e.g., schedule & weight of quizzes, exams, papers, projects

_____ G) Details of student **workload expectations**, inside and outside of class (Credits should be equivalent to contact hours and workload should require approx 2 hours of engagement outside of class for each hour spent in class.)

_____ H) **For 400/500 courses - Differentiation of graduate/undergraduate workload.** Description of the additional work required for graduate credit in quantifiable terms, e.g., additional meeting times, additional required reading, more challenging problem sets, longer papers, etc.

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MEMOS OF JUSTIFICATION

The following circumstances require that a memo, written by the department head or faculty curriculum coordinator, accompany all proposals for new or requests to change existing courses:

JUSTIFICATION for COURSE CREDITS IN EXCESS OF WEEKLY CONTACT HOURS

- University guidelines recommend that courses maintain a 1:1 ratio of credit to contact hours, i.e., a 4 credit course should be scheduled for 4 classroom hours per week.
- Additionally, the workload listed in the syllabus should represent an average of 2 hours out of class reading, writing, research, lab work, etc. for each contact hour in class.
- Curriculum reviewers will look for evidence of out of class work load beyond this estimated 2 hours/week/credit for any course that does not maintain a 1:1 contact to credit hour ratio.
- **Specifics of extraordinary workload justifying the additional credits should be summarized in a memo, abbreviated on the form, and detailed for students in the syllabus.**
- The UOCC has developed the **Student Engagement Inventory** as a tool for assessing workload expectations inside and outside of class.

GROUP SATISFYING STATUS JUSTIFICATION and EXPANDED COURSE DESCRIPTIONS

- The university has specific criteria **(see page 8)** for courses deemed appropriate to fulfill the three areas of group-satisfying requirement:
  - Group I. Arts and Letters,
  - Group II. Social Science
  - Group III. Science.
- **Curricular reviewers require an explanation of precisely how the course fulfills the specified group criteria. This Memo of Justification should accompany the course proposal and be supported by detail within the syllabus.**
- **Further, the Registrar's Office requires that an EXPANDED COURSE DESCRIPTION be provided for all group satisfying courses**. ***[See page 9-11 for Registrar's memo of February 26, 2005]*** The Expanded Course Description (ECD) should state the fundamental question(s) addressed by the course, and indicate how the course specifically meets the criteria for designated group status**.** The ECD should be made available for posting to Duckweb for benefit of registering students each term the course is offered**. NOTE: A well-crafted ECD that addresses both prospective students and curriculum reviewers may also serve as a Memo of Justification.**
- A course suitable to meet Group requirements must carry a permanent number and a minimum of 4 credits; cannot be repeatable; and must be offered at regular intervals - every year for 100- and 200-level or every other year for 300-level courses.

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MEMOS OF JUSTIFICATION continued

JUSTIFICATION for MULTICULTURAL CATEGORY STATUS

- The university has specific criteria **(see page 8)** for courses deemed appropriate to satisfy one of the three categories of the multicultural requirement:
  - Category A. American Cultures
  - Category B. Identity, Pluralism, and Tolerance
  - Category C. International Cultures Multicultural requirement.

- A detailed explanation of precisely how the course addresses the criteria of the specified multicultural category must accompany the course proposal and be supported by the syllabus.

- General courses at the 100, 200, 300-level are usually deemed most suitable for Multicultural status.

POTENTIAL OVERLAP OF COURSE CONTENT

- To provide information as a courtesy and to avoid course duplication, the department proposing a new course is required to communicate with any other academic unit(s) that may offer similar course material. The head of the proposing department should send the new course syllabus to the head of any department with similar existing courses, requesting their review and comment.

- If extensive course content overlap is perceived, the proposing department should provide an explanation of how the new course represents a perspective significantly different from that of the existing course.

- A memo or an e-mail documenting this interdepartmental communication should be included in support materials for the proposal.

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MULTICULTURAL-CATEGORY DEFINITIONS

Category A: American Cultures. 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, 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. 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. 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 twentieth-century United States.

GROUP SATISFYING CRITERIA

Group I – Arts and Letters group-satisfying courses 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.

Group II – Social science group-satisfying courses 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.

Group III – Science group-satisfying courses 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.

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February 25, 2005
MEMORANDUM

To: Academic Department Chair

From: Herbert R. Chereck, University Registrar

Subject: **Descriptions for Group-Satisfying Courses**

I write to request your help in communicating the content of our UO Group-satisfying courses more effectively. These courses play the key role of introducing students, regardless of major, to the three major disciplinary groups: Humanities/Arts and Letters, Social Science, and Natural Science. The advent of the online Class Schedule means that we are no longer restricted by the format and 25-word limit of present course descriptions in the University Catalog. We can now link the Class Schedule to fuller descriptions, composed by the faculty who actually teach the courses. It is routine for students to consult the Class Schedule when registering for courses, and both students and advisors use the search function to find classes in particular subject areas. Direct links from the Class Schedule to course descriptions that are truly informative will encourage thoughtful course selection.

To encourage students to see Group-satisfying courses for what they are—opportunities to indulge curiosity and discover new interests—the Undergraduate Council included expanded online course descriptions among its amendments to the criteria for these courses. These amendments were approved by the University Senate last spring (2004), with the goal of introducing improved course descriptions for the 05/06 academic year. The complete text of the motion may be found at darkwing.uoregon.edu/~uosenate/dirsen034/US034-8.html

I am asking you and your faculty to develop expanded description(s) for the Group-satisfying courses within your discipline. A list of these courses is attached to this memo, and faculty are encouraged to take full advantage of this opportunity to present their courses engagingly. The amendment gives the following guidelines for creating effective course descriptions.

Expanded course descriptions should:

- State the fundamental question(s) addressed by the course, and indicate how the course meets the criteria for Group status. The second point is not meant to be a technical justification for Group status, but an indication of how the course fits into the particular disciplinary area to which it belongs (Humanities/Arts and Letter, Social Science, or Natural Science).
- Be substantially expanded over those provided in the University Catalog. Course information should be understandable to someone unfamiliar with the field and should emphasize the questions or issues that reveal, by their breadth and significance, why the course has earned Group-satisfying status. Electronic syllabi providing this information will suffice in the event an extended description is not yet available. Additional guidelines for constructing syllabi are available on the web at registrar.uoregon.edu/facnstaff/syllabus.htm

You may find it helpful to look at the attached sample course descriptions that the Undergraduate Council used to illustrate the intent of its amendment. These correspond to existing UO courses and show the contrast between Catalog copy and what is now possible. You might also want to take a look at Duke University's Course Synopsis Handbook, which students can access when choosing courses at http://www.aas.duke.edu/reg/synopsis/view.cgi. As you'll see, the system allows faculty great freedom in presenting their courses, but the uncomplicated format makes the information easy to find.

Please send your course descriptions, in electronic form (preferably in Microsoft Word) to Mike Jefferis, Assistant to the Registrar at jefferis@uoregon.edu 6-1264. Our goal in the Registrar's office is to post these new course descriptions by May 16, 2005, when registration for fall 2005 begins. **To meet that deadline, we would like to receive your files by Friday, April 22.**

cc. Dean, Each College and School

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Examples of Expanded Course Descriptions

Humanities/Arts and Letters

Humanities 102: Introduction to the Humanities II

Catalog description: Introduction to the Humanities. Ideas and modes of vision Western culture has inherited from the medieval to the Renaissance periods. Readings and discussions focus on literature, philosophy, history, the arts, and religion.

Expanded course description:

Christians, Jews and Muslims in the Middle Ages. Humanities integrates a number of academic disciplines—history, literature, philosophy, religion, art and architecture—in the study of the world's cultures. The middle term of this course treats the "Middle Ages," a period when religion played an especially important role almost everywhere. In Europe the period is often thought of as the "Christian Middle Ages," but from Spain all the way to India it was also a golden age of Islam. A prominent feature of the period is the tension among the three "Abrahamic" religions, Christianity, Judaism, and Islam—think of the Crusades. These tensions are obviously still with us. Our news is dominated by the wars among these three religious groups—in Israel, in the whole of the middle East, and around the world. This course examines the deep history of these relations. If the assignments sometimes seem esoteric or "academic," as assignments often do, remember that they're in fact urgently relevant to our historical moment. Everyone should know Ibn Ishaq's Life of the Prophet, for example, even if 8th century Arabia seems distant.

Social Science

History 191: China, Past and Present

Catalog description: Introduction to Chinese culture. Explores meanings of past and present in 20th-century efforts to modernize China. Chronological and topical inquiry into politics, literature, social structure, gender, art, economy.

Expanded course description: China today has multiple pasts—imperial, republican and revolutionary. China Past and Present introduces the epic sweep of China's historical transformations since the nineteenth century. This survey provides a basis for understanding the uneasy relationship between past and present in modern China. Since the late Qing dynasty, Chinese intellectuals, reformers and revolutionaries have attempted to modify, reject, even to eradicate aspects of the Chinese past in order to construct a new, modern present. At the same time, they have sought to preserve a sense of specifically Chinese identity, and to redefine modernity in Chinese terms. By the end of the course, students should be attuned to the ways China's pasts haunt its present, and to the way in which the changing politics of the present transform understandings of the past.

History 191 is a continuation of History 190, though 190 is not a prerequisite. 191 focuses on acquainting students with contemporary China in historical perspective. Most of the class is devoted to a chronological and thematic overview of China's modern transformations. This overview serves as a foundation for a historical understanding of contemporary issues in Chinese politics and society which we will explore at the end of the class.

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Natural Science

Physics 161: Physics of Energy and Environment

Catalog description: Practical study of energy generation and environmental impact, including energy fundamentals, fossil fuel use, global warming, nuclear energy, and energy conservation.

Expanded course description: A practical course for non-science majors to introduce the concepts necessary to understand and work with energy (what it is), energy generation (transformation) and energy use. We will be mostly interested in the relationship of energy to our everyday lives (other than eating), the environmental consequences of global energy consumption, and what this means for the future of our lifestyles. There is no question that major changes in our energy consumption habits will be forced upon us in our lifetimes. We will explore why this will happen and what some of the alternatives might be.

Fundamental issues of physics will be discussed with a minimum of mathematics (high school algebra at most). Some calculations will be required for homework and a few of the exam problems, so a standard calculator will be essential (scientific calculator not required but helpful).

Of the ten week term, approximately 5 weeks will be spent introducing and developing a reasonably thorough understanding of energy: mechanics (physics of motion), electricity and magnetism (most versatile form of energy) and thermodynamics (movement of heat). We will learn about mechanical power based on engines (heat, combustion, electrical or solar energy).

The last part of the term will deal with our energy lifestyles. We will study the source of and use of fossil fuels, generation of electricity and nuclear energy. Finally, the environmental consequences (air pollution, global warming) of our energy use will be discussed.

The sun is the ultimate energy source for world weather, and, as it turns out, for most of our present needs as well. These topics will be discussed in enough detail that we can apply the concepts to everyday life. Great emphasis will be placed on practical examples and in-class demonstrations. We will have 2-3 "in-class" lab days to do practical experiments. For example, we will perform very simple experiments to measure the power output of the human body and energy content of fossil fuels.

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