



UNIVERSITY OF OREGON

**Fall 2015  
Final  
Curriculum Report**

**December 4, 2015**

**Prepared by the  
University of Oregon Committee on Courses**



FALL 2015
FINAL CURRICULUM REPORT
December 4, 2015

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# FALL 2015 FINAL CURRICULUM REPORT

## December 4, 2015

### OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed Fall 2015 and **Other Curricular Matters**.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2016, unless a specific term is requested by an academic department and stated otherwise in this report.

All changes to course catalog listings, except for minor revisions of course descriptions, are intended to be included in the curriculum report, and are routed through the UOCC to the senate. The UOCC will consider new proposals during winter term and will submit a quarterly report to the University Senate in February. Information and suggestions for preparing proposals, including policies and definitions governing group and multicultural general-education requirements, are provided under Other Curricular Matters.

**Courses Not Taught Report:** Courses not taught within the past three years will be indicated for dropping from the curriculum in the spring curriculum report.

### LOOKING AHEAD

#### Winter 2015

December 9, 2015—Second round winter submissions due to UOCC

February 24, 2016—Final report due to Senate

March 9, 2016—Senate votes on report

#### Spring 2016

March 16, 2016—Third round spring submissions due to UOCC

May 11, 2016—Final report due to Senate

May 25, 2016—Senate votes on report

## MOTION

*The University of Oregon Committee on Courses moves that these recommendations on the following course proposals and other curricular matters be approved.*

Respectfully submitted,

#### Voting

Christian Cherry  
Gordon Hall  
Chuck Kalnbach  
Roberta Mann

Boyana Norris  
Austin Schrader  
Mae Voeun  
Frances White, chair

#### Ex officio

Ron Bramhall  
Sue Eveland  
Sara Hodges  
Mike Jefferis

Bil Morrill  
Scott Skelton

#### Staff

Brian Lowery  
Kathy Warden

## COURSE PROPOSALS

Unless indicated otherwise, courses may be taken either pass/no pass or for letter grades. “P/N only” or “graded only” indicates that all students must take the course as specified in the bold print. Separate grading options for majors are bracketed in this report and appear in UO class schedule notes; they are not printed in the *UO Catalog*. **R** after course credits means that the course number may be repeated for credit. “Sequence” after the description means the courses must be taken in numerical order.

## APPROVED COURSE CHANGES

### COLLEGE OF ARTS AND SCIENCES

#### ANTHROPOLOGY

##### NEW COURSE(S)

**ANTH 119 Anthropology and Aliens (4)** Examines how anthropology and speculative fiction have mutually constituted each other historically as each explores culture and society, and what makes us human. *Approved to satisfy Category II: Social Science general-education group requirement. Effective spring 2016.*

**ANTH 223 Anthropology of Chocolate (4)** Explores the impact and meaning that chocolate has had on cultures around the world and on the human body. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring 2016.*

**ANTH 278 Scientific Racism (4)** Understanding past scientific attitudes on racial variation helps place modern concepts of human diversity and racial segregation in a broader anthropological and scientific context. *Approved to satisfy Category III: Science general-education group requirement. Effective winter 2016.*

**ANTH 284 Warfare in Human Evolution (4)** Reviews current theories regarding when and why warfare emerged in human prehistory, examining evidence from animal behavior, cognitive psychology, and the fossil, archaeological, and ethnographic records. *Approved to satisfy Category III: Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring 2016.*

##### DROP COURSE(S)

**ANTH 368 Scientific Racism: An Anthropological History (4)** Origin and evolution of the concept of race. Scientific perspectives on race from 1800 to the present from an anthropological viewpoint. To be replaced by ANTH 278. *Effective winter 2016.*

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## CINEMA STUDIES

### NEW COURSES

**CINE 365 Digital Cinema (4)** [Graded only for majors] Examines the impact of digital media technologies on varied dimensions of the cinematic experience encompassing production, delivery, and reception. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Effective spring 2016.*

**CINE 470 Postwar Cinema: [Topic] (4R)** [Graded only for majors] Examines how war has affected film cultures across the globe and the relation between film industries and war. Develops analytical skills within an historical and national context. Repeatable twice for a maximum of 12 credits when the topic changes.

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## COMPUTER AND INFORMATION SCIENCE

### NEW COURSES

**CIS 431/531 Introduction to Parallel Computing (4)** [Graded only] Parallel architecture, theory, algorithms, and programming with emphasis on parallel programming, focusing on models, languages, libraries, and run-time systems. Prereq: CIS 330. *Effective spring 2016.*

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## ENVIRONMENTAL STUDIES

### EXISTING COURSE(S)

(UOCC administrative action)

ES 350 Native Americans and the Environment (4) Critical issues in Native American environmentalism.

Prereq: ES 101 or 256 recommended

(change prerequisites)

**ES 350 Native Americans and the Environment (4)** Critical issues in Native American environmentalism.

*Effective winter 2016.*

(UOCC administrative action)

ES 456 History of Native American Education (4) Examines the historical conflict between traditional culture and knowledge transmission among Native Americans and the assimilationist educational system and practices of Euro-American culture. Offered alternative years. Prereq: ES 101 or 102.

(change prerequisites)

**ES 456 History of Native American Education (4)** Examines the historical conflict between traditional culture and knowledge transmission among Native Americans and the assimilationist educational system and practices of Euro-American culture. Offered alternative years. *Effective winter 2016.*

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## GEOGRAPHY

### NEW COURSE(S)

**GEOG 391 Social Science Inquiry and Research (4)** Understanding scientific inquiry, the scientific method, and learning to critique social science research. Readings and discussion focus on the questions, methods, conclusions, and outcomes of research. *Approved to satisfy Category II: Social Science general-education group requirement. Effective spring 2016.*

### EXISTING COURSE(S)

(UOCC administrative action)

GEOG 361 Global Environmental Change (4) Prereq: GEOG 321 or 322 or 323.

(Change prerequisite)

**GEOG 361 Global Environmental Change (4)** Prereq: GEOG 141. *Effective fall 2015.*

(UOCC administrative action)

GEOG 467 International Water Policy (4) Prereq: GEOG 360.

(Remove prerequisite)

**GEOG 467 International Water Policy (4)** *Effective fall 2015.*

(UOCC administrative action)

GEOG 493 Advanced Cartography (4) Prereq: GEOG 482.

(Change prerequisite)

**GEOG 493 Advanced Cartography (4)** Prereq: GEOG 481. *Effective fall 2015.*

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## HISTORY

### NEW COURSE(S)

**HIST 215 Food in World History (4)** Surveys the development of eating practices, tastes, foodstuffs, and culinary philosophies from early human history to the present in various parts of the world. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring 2016.*

**HIST 286 Cities in India and South Asia (4)** Examines the economic, cultural, and social dimensions of cities in the subcontinent of India with comparisons from other Asian and North American cities. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective winter 2016.*

**HIST 368 American West in Popular Culture (4)** [Graded only for majors] Examines the idea of the West in the American imagination as expressed in popular literature, captivity narratives, dime novels, travel literature, art, Wild West shows, films, and television. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.*

**HIST 378 American Environmental History to 1890 (4)** [Graded only for majors] Considers how humans and their natural environments have interacted and reshaped each other through time from 1491 to 1890. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.*

**HIST 379 American Environmental History, 1890 to Present (4)** [Graded only for majors] Focuses on environmental change and the rise of environmental politics from the Progressive Era to the present. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.*

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## HUMANITIES

### NEW COURSE(S)

**HUM 215 Introduction to African Studies (4)** An introduction to the interdisciplinary field of African studies. Evaluates the social, cultural, political, economic, and environmental diversity of and issues affecting historical and contemporary Africa and African peoples. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring 2016.*

### DROP COURSE(S)

**HUM 315 Introduction to African Studies (4)** Surveys the cultural, social, political, and economic diversity of historical and contemporary Africa. Emphasizes sub-Saharan Africa. HUM 215 to replace. *Effective spring 2016.*

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## INTERNATIONAL STUDIES

### NEW COURSE(S)

**INTL 655 International Studies Graduate Core Seminar (4)** [P/N only] Graduate introduction to the field of international studies, including exploration of development, culture, communication, and research methods, design, and ethics.

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## LINGUISTICS

### NEW COURSE(S)

**LING 302 Introduction to Linguistic Behavior (4)** Study of language as a human behavior, focusing on developmental, cognitive, and social aspects of language use. Theories and methods involved in empirical, quantitative linguistics. Prereq: prior course work at the 200 or 300 level in linguistics is required. *Approved to satisfy Category II: Social Science general-education group requirement. Effective winter 2016.*

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## RELIGIOUS STUDIES

### NEW COURSE(S)

**REL 357 War, Terrorism, and Religion (4)** Offers an examination of the theme of war, terrorism, and religion, focusing on cases of religiously motivated acts of violence in the contemporary era. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective winter 2016.*

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## ROMANCE LANGUAGES

### REINSTATE COURSE(S)

**FR 516 Advanced Writing in French (4)** Extended written production; writing for specific purposes and audiences. Advanced grammar review and composition; study of specialized vocabulary. *Effective winter 2016.*

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## SOCIOLOGY

### EXISTING COURSE(S)

(UOCC administrative action)

**SOC 303 World Population and Social Structure (4)** Introduction to population studies. Comparative analysis of historical, contemporary, and anticipated demographic change. Emphasis on demographic transitions between and within developed and underdeveloped countries.

(Change course title)

**SOC 303 World Population (4)** Introduction to population studies. Comparative analysis of historical, contemporary, and anticipated demographic change. Emphasis on demographic transitions between and within developed and underdeveloped countries. *Effective fall 2015.*

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## THEATER ARTS

### NEW COURSE(S)

**TA 490 Theater Capstone: [Topic] (4R)** Required for the major and may be fulfilled by successful completion of any one of four topics: Play Direction, Playwriting, Dramaturgy, Devising. Prereq: TA 210, TA 211, TA 212, TA 250, TA 271, and at least one from the Theater History series: TA 367, TA 368, TA 369. Repeatable three times for a maximum of 16 credits when topic changes. *Effective fall 2015.*



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## WOMEN'S AND GENDER STUDIES

### EXISTING COURSE(S)

(UOCC administrative action)

WGS 101 Women, Difference, and Power (4) Interdisciplinary examination of the diverse experiences, status, and contributions of women in the United States. Topics include social construction of gender, race, sexualities, work, class, violence, and health.

(Change course title)

**WGS 101 Introduction to Women's and Gender Studies (4)** Interdisciplinary examination of the diverse experiences, status, and contributions of women in the United States. Topics include social construction of gender, race, sexualities, work, class, violence, and health. *Effective spring 2016.*

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## ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

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## PROFESSIONAL SCHOOLS AND COLLEGES

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## SCHOOL OF ARCHITECTURE AND ALLIED ARTS

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### ARCHITECTURE

#### EXISTING COURSE(S)

(UOCC administrative action)

ARCH 437/537 Theory of Urban Design II (3) 437: Prereq: ARCH 430. 537: Prereq: ARCH 436/536.

(Remove prerequisites)

ARCH 437/537 Theory of Urban Design II (3) *Effective fall 2015.*

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### LANDSCAPE ARCHITECTURE

#### EXISTING COURSE(S)

(UOCC administrative action)

LA 417/517 Computer-Aided Landscape Design (2–4) Prereq: LA 289 or 389.

(Change prerequisite)

LA 417/517 Computer-Aided Landscape Design (2–4) Prereq: LA 439/539. *Effective fall 2015.*

## CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

No courses submitted.

## COLLEGE OF EDUCATION

### COUNSELING PSYCHOLOGY AND HUMAN SERVICES

#### NEW COURSE(S)

**CPSY 633 Epidemiology (3)** Introduces approaches, concepts, methods, and perspectives of epidemiology as applied to current public health issues and prevention science research and practice.

**CPSY 635 Social Aspects of Behavior (4–5)** Introduces research and concepts related to social influences on human behavior, including prejudice, conformity, aggression, prosocial behavior, internalized social norms, and social cognition.

**CPSY 645 Health Psychology (3)** Introduces theoretical and empirical work in prevention-focused health psychology, integrating cultural, developmental, and community psychology concepts as they pertain to health related behaviors.

#### EXISTING COURSE(S)

(UOCC administrative action; course approved spring 2015 with the wrong course title)

**CPSY 417 Counseling Psychology Profession (2)** An examination of counseling psychology as a specialty that emphasizes multicultural approaches to serving individuals, families, and groups through clinical practice and research.

(Change course title)

**CPSY 417 Introduction to Counseling Psychology Profession (2)** Examines counseling psychology as a specialty that emphasizes multicultural approaches to serving individuals, families, and groups through clinical practice and research. *Effective fall 2015.*

### EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP

#### REINSTATED COURSE(S)

(UOCC administrative action)

**EDLD 630 Comparative Education (4)** Survey of higher education in selected developing countries; comparison with American higher education; relation to economic development; major problems. *Effective winter 2016.*

(UOCC administrative action)

**EDLD 661 Item Response Theory I (3)** Theory and application of item response measurement models. Participation outcomes include knowledge of item response theory models, terminology, and resources. Emphasis on popular models and underlying assumptions. *Effective fall 2015.*

(UOCC administrative action)

**EDLD 662 Item Response Theory II (3)** Application of item response measurement models to current research. Applying theoretical knowledge to practical problems associated with measurement, data structure, and software operation. *Effective fall 2015.*

## SCHOOL OF JOURNALISM AND COMMUNICATION

See Pending Proposals.

## SCHOOL OF LAW

The Law School requested the use of expanded course numbers below. UOCC approved the request.

- 196 Field Studies (1–6)
- 401 Research (1–6)
- 403 Thesis (1–12)
- 404 Internship (1–12)
- 405 Reading and Conference (1–6)
- 407 Seminar (1–5)
- 408 Workshop (1–12)

## SCHOOL OF MUSIC AND DANCE

No courses submitted.

## PHYSICAL EDUCATION AND RECREATION

No courses submitted.

## DENIED PROPOSALS

### NEW COURSE(S)

**REL 357 War, Terrorism, and Religion (4)** Course approved. Request for general education arts and letters denied.

## PENDING PROPOSALS

### NEW COURSE(S)

**CINE 415 Cinema Careers (4)** Explores the values and strengths of cinema-oriented jobs in the humanities, industry, and otherwise. Resume, cover letter, portfolio, and interview assignments hone oral and written communication skills.

**CLAS 330 Greek and Roman Archaeology: [Topic] (4)** A course of variable content focusing on issues and methods of Mediterranean Archaeology from the Bronze Age to Late Antiquity.

**GEOG 413 The Professional Geographer (2)** Explores potential career pathways for Geography majors, including strategies for success and critical reflection of how various factors might influence individual career trajectories.

**HIST 248 Latinos in the Americas (4)** Explores historical experiences of Latino/a groups, emphasizing Mexican and Caribbean migrations. Lectures in English; readings and discussions in English, Spanish, and Spanglish. Prereq: 2 yrs of high school or one year of university Spanish earning C grade or above, or grew up in bilingual household. *Request to satisfy Social Science general-education group requirement. Request to satisfy American Cultures multicultural requirement.*

**J 612 Media Theory I (5)** The first in a three-part sequence introducing students to media theory, focusing on the social scientific tradition.

**J 613 Media Theory II (5)** The second in a three-part sequence introducing students to media theory, focusing on critical approaches. Prereq: J612.

**J 614 Media Theory III (5)** The Third in a three-part sequence introducing students to media theory, focusing on contemporary theoretical perspectives. Prereq: J612 and J613.

### EXISTING COURSE(S)

**HIST 201 Inventing America (4)** Creation and development of the United States socially, economically, politically, culturally. Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic. *Previously approved to satisfy Social Science general-education group requirement. Request to satisfy American Cultures multicultural requirement.*

**HIST 202 Building America (4)** Creation and development of the United States socially, economically, politically, culturally. Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction. *Previously approved to satisfy Social Science general-education group requirement. Approved to satisfy American Cultures multicultural requirement.*

**HIST 203 American Century (4)** Creation and development of the United States socially, economically, politically, culturally. Imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and Cold War, 1960s, and recent developments. *Previously approved to satisfy Social Science general-education group requirement. Request to satisfy American Cultures multicultural requirement.*

## WITHDRAWN PROPOSALS

There were no withdrawn proposal requests.

## DROPPED COURSES

The University Senate agreed in 1998 that the report of the Committee on Courses should include those permanently numbered courses that are being dropped because (1) they have not been taught for three or more years, and (2) the department can provide no reasonable explanation why they have not been taught or whether they will be in the future. The faculty requires that general education–satisfying courses be offered each year. Other courses should be offered at least every other year to avoid misrepresentation of course offerings to prospective students, and to ensure that required courses are readily available to current students.

Courses may be reinstated within a period of three years, conditional upon the following: (1) there has been no change made to the course, (2) the department provides the term the course will be taught, (3) the department provides the name of the faculty member who will be responsible for teaching, and (4) the department provides a course syllabus with information regarding undergraduate graduate differential for demonstrating mastery if the course is numbered 4XX/5XX.

*Dropped courses will be listed in the spring curriculum report.*

## OTHER CURRICULAR MATTERS

### College of Arts and Science

- A new minor in food studies offered by the Environmental Studies Program, upon recommendation by the Undergraduate Council, has been approved by the provost. *Effective fall 2016.*
- The dean of the College of Arts and Sciences (CAS), upon recommendation of the associate dean for undergraduate education in CAS, and with endorsement of the vice provost for undergraduate studies, has approved **changes to the degree requirements for the general social sciences major in the applied economics and teaching tracks**. Both tracks will now include a methods requirement, which can be satisfied by SOC 311, Introduction to Social Research. Given that two GSS tracks already have a methods requirement, this reform brings more symmetry to the tracks within the GSS major. This change increases the total credits in the applied economics track from 48 to 52, and does not change the total credits in the teaching track. *Effective winter 2016.*
- The dean of CAS, upon recommendation of the associate dean for undergraduate education in CAS, and with endorsement of the vice provost for undergraduate studies, has approved **changes to the degree requirements for the bachelor of arts, bachelor of science, and minor in geography**. *Effective fall 2016.*

The following changes are approved:

Changes to the degree requirements for the bachelor of arts and bachelor of science in geography:

1. A **category of advanced core courses** takes the place of the previous regional-synthetic requirement. In this category, students are required to take a 300-level course in geographic methods and one additional course of their choosing.
2. **Reduce the upper-division breadth requirement** from two courses to one course each from the categories of geographic information system science, human geography, and physical geography.
3. **Reorganize courses in the tracks** and add a new specialization in water science and policy.
4. Add **“the launchpad,”** requiring students to take one course out of several options, all designed to equip students with marketable skills in research, professional development, and career readiness after they have completed the majority of the courses in geography.
5. Provide clarification on the Department of Geography’s **policy on double-dipping** courses that are used for a major.

Changes to the requirements for the minor in geography:

1. Replace the **one-course requirement** for a regional-synthesis or techniques course with one course from the new geographic information system science category.
2. Rename the **three required categories** that students must complete as follows:
  - a. physical geography will become biophysical geography
  - b. regional geography or techniques will become geographic information system science
3. Provide clarification on the Department of Geography’s **policy on double-dipping** with courses that are used for a minor.

- The dean of CAS, upon recommendation of the associate dean for undergraduate education in CAS, and with endorsement of the vice provost for undergraduate studies, has approved minor **changes to the women's and gender studies (WGS) major and minor elective requirements**. The approved changes stipulate that of the 20 undergraduate credits of electives required for both the WGS major and minor (*effective fall 2015*):
  1. Eight credits *must* be in upper-division WGS courses
  2. Eight of the 12 WGS or other subject coded credits *may* be fulfilled with approved lower-division courses
- The dean of CAS, upon recommendation of the associate dean for undergraduate education in CAS, and with endorsement of the vice provost for undergraduate studies, has approved a minor **change to the major requirements for the bachelor of arts and the bachelor of science in theater arts**. Degree requirements for both degrees will now require a new course, TA 490, Theater Capstone: [Topic], instead of TA 364, Play Direction. *Effective fall 2015*.
- Minor change to undergraduate degree requirements for **psychology major**. A grade of C or higher must be earned in PSY 201 and PSY 202 to be counted toward completion of the Psychology major requirements. *Effective fall 2016*.
- Minor change to undergraduate degree requirements for **computer and information science major**. Require 12 credits of upper division elective classes to be taken for a grade and update criteria for satisfactory progress in the upper division of the major to "A student who receives two grades below C- in the upper-division core, or 3 grades below C- in any upper division classes, may be removed from the major."

## School of Architecture and Allied Arts

- Degree requirements for the **master of arts in arts management** and the **master of science in arts management** have been changed with the approval of the dean of the School of Architecture and Allied Arts (A&AA) and endorsement of the dean of the Graduate School. Both degrees are approved to require a minimum of 64 graduate credits for completion, which replaces the former requirement of 72 graduate credits for completion. *Effective fall 2015*.
- The provost, with the endorsement of the vice provost for undergraduate studies and the dean of A&AA, approves changing the name of the **Digital Arts Program** to the **Art and Technology Program**. This change will affect three existing degrees: the BA, BS, and BFA in digital arts will change to the BA, BS, and BFA in art and technology. *Effective fall 2016*.
- The provost, with the endorsement of the vice provost for undergraduate studies, dean of the Graduate School, and dean of A&AA, approves changing the **Product Design Program** to the **Department of Product Design**. This change will affect one existing degree: the BFA in product design will be offered under the new Department of Product Design. *Effective fall 2016*.

- The University Senate, provost, UO Board of Trustees, and the Higher Education Coordinating Commission have approved the relocation of the **Historic Preservation Program** from Eugene, Oregon, to Portland, Oregon. *Effective fall 2016.*
- The registrar's office has confirmed and the UOCC has approved the availability of a **new subject code, SPD**, for use by A&AA. This was mistakenly approved for use in the Charles H. Lundquist College of Business (LCB) in the spring 2015 curriculum report. Approval of the SPD code here for use in A&AA supersedes that previous approval for use of SPD in LCB. *Effective fall 2015.*

## School of Law

- The assistant vice provost for academic affairs, in consultation with the Graduate School and the university registrar, has approved designation of **the conflict and dispute resolution concentration** offered under the master of laws (LLM) program as a **major**. The degree is to be designated a master of laws (LLM) with a major in conflict and dispute resolution. This was the intended designation when the concentration was originally approved. *Effective fall 2015*
- The dean of the School of Law, with the approval of the Graduate Council and endorsement of the dean of the Graduate School, has approved the following **policy on repeating courses** for students taking law courses (*effective fall 2016*):

*“A student who receives a grade of “D” or “D+” in a course may repeat the course with the approval of the faculty member who will be teaching the repeated course. If a student repeats a course, the repeated course and the grade received will appear on the student’s transcript; the repeated course will not count toward the total number of credits the student needs to graduate; and the grade received in the repeated course will not be included in any computation of GPA, in any calculation of class rank, or in any calculation related to academic standing.”*

## Charles H. Lundquist College of Business

- The dean of LCB, with the endorsement of the dean of the Graduate School, has approved changes to the Oregon Executive Master of Business Administration Program delivery model from an every-week schedule (alternating Fridays and Saturdays) to alternating weekends, with classes starting Friday afternoon and continuing through all day on Saturday.

The proposal has two identifiable components: 1) a change to alternating weekends, which is of internal interest within LCB but does not require any more approval than changing a Monday-Wednesday class to Friday; 2) reducing the number of contact hours on Friday from eight to six (a 12.5 percent reduction in classes, excepting residency, the capstone project, and the international trip). Class on Friday would begin after lunch and extend into early evening (e.g., 12:45–3:45 and 4:00–7:00 p.m.). *Effective fall 2016.*

## College of Education



- The University Senate, provost, UO Board of Trustees, and the Higher Education Coordinating Commission have approved the following new degree programs: **master of science in prevention science; master of education in prevention science; doctor of philosophy in prevention science.** *Effective fall 2016.*

## SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

Proposals to the Committee on Courses must be submitted on **electronic forms**, available on the College of Arts and Sciences website, <http://uocurriculum.uoregon.edu>. Arrangements for access may be made by contacting the appropriate college curriculum coordinator for each individual professional school or college. Proposals submitted on old forms will be returned, without review, to academic departments, schools, or colleges. Proposals must be submitted to the University of Oregon Committee on Courses **prior to the beginning of the term in which they are to be considered**. Proposals received after the beginning of the term will be deferred to the following term. All departments should consult **their college curriculum coordinator** for deadline dates or go to <http://uocurriculum.uoregon.edu/> and click the “Important Dates” link.

*Proposals for new courses, changes in existing general education courses, all 4XX/5XX courses, and extensively modified courses must be accompanied by full syllabi.*

**Minor edits of course description** may be made without review by the full committee. Changes may be submitted in writing directly to the Office of the Registrar and to Design and Editing Services, in care of Mike Jefferis ([jefferis@uoregon.edu](mailto:jefferis@uoregon.edu)) and Scott Skelton ([sskelton@uoregon.edu](mailto:sskelton@uoregon.edu)), respectively. The memorandum should indicate the effective term for the change(s). Note: extensive changes may be referred to the UOCC for review.

**Other minor changes** (conditions of repeatability, prerequisites, etc.) will be routed through the UOCC for administrative action and documentation in the report to the senate.

**Generic courses with standard numbers** (see catalog for list) may be added under a subject code without full committee review by administrative action if no conflicts or confusion could potentially result.

If there is any question that a proposed new or changed course might **duplicate coverage** in an existing course from another department or school, the proposing department must gain written confirmation that the other department has been consulted and does not object to the new or changed course.

**General-education group-satisfying** course proposals must include written justification, regardless of whether they are new or Existing Course(s). The minimal requirements for a general-education group-satisfying course are regarded as necessary, but not always sufficient, for inclusion of a course as part of a comprehensive general-education program at the university.

“**Group-satisfying courses** are intended to provide students with a cohesive general-education program. Proposals for group-satisfying status of a course should explain how the course enhances general-education at the university, explicitly stating how the course would complement other group-satisfying courses, and which other courses would be especially suitable for students to take in accompaniment.” (Approved March 10, 2004.)

**Temporary general-education group-satisfying courses** will be numbered “100” for lower division credit and “300” for upper division credit. A course may be taught for general-education group-satisfying credit once using a “100” or “300” number if (a) a course proposal to obtain a permanent course number has been submitted for review, and (b) an initial

review of this proposal by determines its suitability for group-satisfying status. (Approved on May 11, 2011.) This review is by UOCC.

**Expanded Course Descriptions for Group-Satisfying Courses:** All proposals for courses that would satisfy a group requirement for general education must include a suitable expanded course description, for use with the course, as specified in senate legislation:

“For all group-satisfying courses to be offered during a particular term, faculty members or departments are asked to post electronically, in the Schedule of Classes, course descriptions that are substantially expanded over those provided in the catalog. The posted 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.” (US03/04-8, May 12, 2004)

### **Multicultural Courses Policy:**

The minimal requirements for **multicultural status** of a course are regarded as sufficient for inclusion of a course as part of the multicultural course requirements.

“Any course that might appear to satisfy the university **multicultural requirements**, either by title, description, or content, is carefully examined to see if it should be listed as a multicultural course. If a course might appear on its face eligible for multicultural status, the committee needs clear explanation of why the course does—or does not—satisfy multicultural course guidelines. Arbitrary exclusion of courses from the list of multicultural satisfying courses can engender student confusion or cynicism.” (Approved on March 10, 2004.)

The phrase “or **instructor’s consent**” will not be stated along with any other course prerequisites. The prerequisites of any course may be overridden by instructor’s consent, and need not be stated explicitly for individual courses. Academic departments are able to override any prerequisite requirements in Banner should a student qualify to enroll. “**Instructor’s consent**” is reserved for use alone as a sole prerequisite to allow departments to monitor suitability of enrollment in courses for individual students, preventing enrollment without prior approval. Academic departments should be aware they must code the courses correctly and assume enrollment management responsibilities, preauthorizing each student individually, with this option. (Approved March 10, 2004.)

For **4XX/5XX level courses**, both proposal forms and syllabi must state explicitly the substantive and measurable differences in type and amount of work for the two levels. Students enrolled in a 5XX course may not provide instruction in the corresponding 4XX course.

### **Contact Hours**

- Classes at the 1xx and 2xx level have one classroom contact hour and two hours of out-of-class work per week for each credit hour earned. For example, a four-credit class will meet for a minimum of fifty minutes per day, for a total of 200 minutes per week.
- Classes at the 3xx and 4xx level must have a minimum of three contact hours per week for a four credit class, with sufficient demonstrated lab or activities outside of class to warrant the additional credit hour beyond contact.

## NEW SUBJECT CODES

January 12, 2015

### **Subject Code Definition (UO)**

An abbreviation used with a course number to indicate an academic subject area.

Source: 2014-15 University of Oregon Catalog (<http://uocatalog.uoregon.edu/readersguide/>)

### **Existing UO Policies and Procedures**

Source: University of Oregon Committee on Courses: *Procedures for Curricular Changes, Revised August 2009* ([http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures%20for%20Curricular%20Changes-%28August\\_2009%29.pdf](http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures%20for%20Curricular%20Changes-%28August_2009%29.pdf))

### **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.

### **Emergency Approval Policies**

There are limited situations in which an emergency request for a curricular change ... may be submitted and do[es] not require approval of the full Committee on Courses.... **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.**

### **Background**

Most commonly, new subject codes are proposed in conjunction with a new academic program and are assigned to the appropriate academic unit. On occasion, new subject codes are requested when a program name is significantly revised and the correlation to the subject code is lost. When associated with new programs, new subject codes are suggested in the proposal reviewed by the Undergraduate or Graduate Council, though rarely discussed. Historically, new subject codes have been submitted to the UO Committee on Courses for approval and inclusion in the quarterly curriculum report before they are entered into Banner.

Recent requests for subject codes not affiliated with an academic subject area or assigned to an academic unit prompt a consideration of pertinent guidelines. There is some precedent. Among the 208 active subject codes (Appendix A) are "LERC," used primarily for a union-related supervised field study, and "TLC," used for credit-bearing skills training courses offered through the University's Teaching and Learning Center. There are also subject codes for Military Science and a host of Physical Education and Overseas Studies options.

At this time, the Museum of Natural and Cultural History has expressed an interest in a subject code for interdisciplinary courses taught by research faculty or staff associated with the museum. Additionally, The Division of Undergraduate Studies has requested a subject code (UGS) which might cover various credit-bearing, often skills-based, courses.

Proposed here are a series of recommendations for evaluating and approving new subject codes.

### **Subject Code Guidelines**

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

### **Procedures for Requesting New Subject Codes**

- Prepare a written request from the director/department head and obtain endorsement from the dean's office. (The Vice Provost for Undergraduate Studies serves as dean for units outside academic schools and colleges.) The proposal should address the following questions.
  - Purpose for the subject code, emphasizing its academic connections
  - Explanation as to why an existing subject code cannot be used (or what existing subject code(s) will be discontinued)
  - Home department/unit which will assume the responsibilities described above
  - Budgetary implications (which unit or units will get credit for SCH generated by the subject code)
  - Expected impact on students (if any)
  - Limitations to credit that can be applied toward a degree (if applicable)
- Submit the request to the Office of the Registrar. The Registrar's Office will review the proposal and recommend a subject code.
- The request will be forwarded to UO Committee on Courses for approval as an administrative action and recorded in the "Other Curricular Matters" section of the quarterly curriculum report, ratified by a vote of the Senate.
- Where a new or revised subject code is part of a course or program proposal, please contact the Office of the Registrar in advance for recommendations and to reserve a subject code for use in the proposal.

## Appendix A

### UO Subject Codes (n = 208)

Source: Registrar's Office ([http://registrar.uoregon.edu/current\\_students/subject\\_codes](http://registrar.uoregon.edu/current_students/subject_codes))

Code	Subject
AA	Allied Arts
AAA	Architecture and Allied Arts
AAAP	Architecture and Allied Arts: Historic Preservation
AAD	Arts and Administration
ACTG	Accounting
AEIS	Academic English for International Students
AFR	African Studies
AIM	Applied Information Management
ANTH	Anthropology
ARB	Arabic
ARCH	Architecture
ARH	Art History
ART	General Art
ARTC	Art: Ceramics
ARTD	Art: Digital Arts
ARTF	Art: Fibers
ARTM	Art: Metalsmithing and Jewelry
ARTO	Art: Photography
ARTP	Art: Painting
ARTR	Art: Printmaking
ARTS	Art: Sculpture
ASIA	Asian Studies
ASL	American Sign Language
ASTR	Astronomy
BA	Business Administration
BE	Business Environment
BI	Biology
CAS	Freshman Honors Colloquium
CDS	Communication Disorders and Sciences
CFT	Couples and Family Therapy
CH	Chemistry
CHN	Chinese
CINE	Cinema Studies
CIS	Computer and Information Science
CIT	Computer Information Technology
CLAS	Classics
COLT	Comparative Literature
CPSY	Counseling Psychology
CRES	Conflict Resolution
CRWR	Creative Writing
DAN	Professional Dance
DANC	Introductory Dance
DANE	Danish
DSC	Decision Sciences
EALL	East Asian Languages and Literatures
EC	Economics
EDLD	Educational Leadership
EDST	Education Studies

<b>Code</b>	<b>Subject</b>
EDUC	Education
ENG	English
ENVS	Environmental Studies
ES	Ethnic Studies
EURO	European Studies
FHS	Family and Human Services
FIN	Finance
FINN	Finnish
FLR	Folklore
FR	French
GEOG	Geography
GEOL	Geological Sciences
GER	German
GRK	Greek
GSS	General Social Science
HBRW	Hebrew
HC	Honors College
HIST	History
HPHY	Human Physiology
HUM	Humanities
IARC	Interior Architecture
INTL	International Studies
IST	Interdisciplinary Studies
ITAL	Italian
J	Journalism
JDST	Judaic Studies
JPN	Japanese
KRN	Korean
LA	Landscape Architecture
LAS	Latin American Studies
LAT	Latin
LAW	Law
LERC	Labor Education and Research Center
LIB	Library
LING	Linguistics
LT	Language Teaching
MATH	Mathematics
MDVL	Medieval Studies
MGMT	Management
MIL	Military Science
MKTG	Marketing
MUE	Music Education
MUJ	Music Jazz Studies
MUP	Music Performance
MUS	Music
NORW	Norwegian
OACT	Overseas Studies: American Council of Teachers of Russian [Russia]
OADE	Overseas Studies: Adelaide, University of Adelaide [Australia]
OAKI	Overseas Studies: Akita International University, Japan
OANG	Overseas Studies: Angers, NCSA Program [France]
OATH	Overseas Studies: Athens, Greece - AHA

<b>Code</b>	<b>Subject</b>
OBEI	Overseas Studies: Beijing, Central Institute for Nationalities [China]
OBER	Overseas Studies: Bergen, University of Bergen [Norway]
OBRI	Overseas Studies: Bristol, Bristol University [England]
OBRT	Overseas Studies: London [England]
OBUD	Overseas Studies: Budapest, Budapest University of Economic Sciences [Hungary]
OBWU	Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]
OCAM	Overseas Studies: Cambridge International Summer School, England
OCBS	Overseas Studies: Copenhagen Business School, Denmark
OCFP	Overseas Studies: Chinese Flagship Program
OCHA	Overseas Studies: Prague, Charles University [Czech Republic]
OCIE	Overseas Studies: Council for International Educational Exchange
OCUR	Overseas Studies: Curtin University [Australia]
ODIS	Overseas Studies: Copenhagen, Denmark's International Study Program
ODUB	Overseas Studies: Dublin, Ireland - AHA
OEWH	Overseas Studies: Seoul, Ewha Womans University [Korea]
OGAL	Overseas Studies: Galway, Ireland - USAC
OGHA	Overseas Studies: Journalism Program, Accra, Ghana
OHAN	Overseas Studies: Hanoi, Hanoi University [Vietnam]
OHAU	Overseas Studies: Hanyang University, Seoul, South Korea
OHKU	Overseas Studies: University of Hong Kong
OHOU	Overseas Studies: Hokkaido University, Sapporo, Japan
OHUJ	Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel]
OINT	Overseas Studies: Internship program
OKKU	Overseas Studies: Khon Kaen, Khon Kaen University [Thailand]
OLAT	Overseas Studies: La Trobe University [Australia]
OLEG	Overseas Studies: Legon, University of Ghana
OLIS	Oregon Leadership in Sustainability
OLON	Overseas Studies: London, NICSA Program [England]
OLYO	Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]
OMAL	Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan [Indonesia]
OMCT	Overseas Studies: Macerata, Italy - AHA
OMEI	Overseas Studies: Tokyo, Meiji University [Japan]
OMOR	Overseas Studies: Morelia, Mexico - AHA
OMSE	Oregon Master of Software Engineering
ONTU	Overseas Studies: National Taiwan University
ONUS	Overseas Studies: National University of Singapore
OIVI	Overseas Studies: Oviedo, Spain - AHA
OPAV	Overseas Studies: Pavia, University of Pavia [Italy]
OPDG	Overseas Studies: Paderno del Grappa, Italy - CIMBA
OPOI	Overseas Studies: Poitiers, University of Poitiers [France]
OQUE	Overseas Studies: Querétaro, Summer Study in Mexico
OQUI	Overseas Studies: Quito, Catholic University of Ecuador
OROM	Overseas Studies: Rome, Summer Architecture Studio [Italy]
OROS	Overseas Studies: Rosario, Argentina - AHA
OSAS	Overseas Studies: Semester at Sea
OSEG	Overseas Studies: Segovia, Spain - AHA
OSEN	Overseas Studies: Tokyo, Senshu University [Japan]
OSEV	Overseas Studies: Seville, Study in Spain
OSIE	Overseas Studies: NICSA Program [Italy]
OSIP	Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]
OSIT	Overseas Studies: School for International Training

Code	Subject
OSLO	Overseas Studies: University of Oslo, Norway
OSSP	Overseas Studies: Senegal Summer Program, Dakar, Senegal
OSTP	Overseas Studies: Russia
OSVL	Overseas Studies: Seville, University of Seville [Spain]
OTAM	Overseas Studies: Tampere, University of Tampere [Finland]
OUAB	Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
OUEA	Overseas Studies: Norwich, University of East Anglia [England]
OUOT	Overseas Studies: University of Otago, Dunedin, New Zealand
OUPP	Overseas Studies: Uppsala, University of Uppsala [Sweden]
OVAL	Overseas Studies: Valdivia, Chile - CWU
OVIE	Overseas Studies: Vienna, NCSA Program [Austria]
OWAR	Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]
OWAS	Overseas Studies: Tokyo, Waseda University [Japan]
OXAF	Overseas Experimental Program: Africa
OXAO	Overseas Experimental Program: Asia and Oceania
OXEU	Overseas Experimental Program: Europe
OXLA	Overseas Experimental Program: Latin American
OXME	Overseas Experimental Program: Middle East
OYON	Overseas Studies: Seoul, Yonsei University [Korea]
PD	Product Design
PEAE	Physical Education Aerobics
PEAQ	Physical Education Aquatics
PEAS	Physical Education Aquatics SCUBA
PEC	Physical Education Certification
PEF	Physical Education Fitness
PEI	Physical Education: Individual Activities
PEIA	Physical Education Intercollegiate Athletics
PEL	Physical Education Leadership
PEMA	Physical Education Martial Arts
PEMB	Physical Education Mind-Body
PEO	Physical Education: Outdoor Pursuits
PERS	Physical Education Racquet Sports
PERU	Physical Education Running
PETS	Physical Education Team Sports
PEW	Physical Education Weight Training
PHIL	Philosophy
PHYS	Physics
PORT	Portuguese
PPPM	Planning, Public Policy and Management
PS	Political Science
PSY	Psychology
REES	Russian and East European Studies
REL	Religious Studies
RL	Romance Languages
RUSS	Russian
SAPP	Substance Abuse Prevention Program
SBUS	Sports Business
SCAN	Scandinavian
SOC	Sociology
SPAN	Spanish
SPED	Special Education



Code	Subject
SPSY	School Psychology
SWAH	Swahili
SWED	Swedish
TA	Theater Arts
TLC	University Teaching and Learning Center
WGS	Women's and Gender Studies
WR	Expository Writing

## Appendix B

### Bachelor's Degree Requirements, General Limitations (excerpt)

Source: 2014-15 University of Oregon Catalog  
(<http://uocatalog.uoregon.edu/admissionto Graduation/bachelorrequirements/>)

1. A maximum of 124 credits may be transferred from an accredited junior or community college; of this, only 90 credits may be transferred from an international junior college
2. A maximum of 60 credits may be earned in correspondence study
3. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree
4. A maximum of 24 credits may be earned in the following areas (a, b, and c) with not more than 12 in any one area:
  - a. Lower-division professional-technical courses
  - b. Physical education and dance activity courses
  - c. Studio instruction in music (MUP), except for majors in music
5. For music majors, a maximum of 24 credits in music performance (MUP), of which not more than 12 may be taken in the student's freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree
6. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the B.A. or B.S. degree
7. **A maximum of 12 credits in TLC (University Teaching and Learning Center) courses and a maximum of 12 credits in FE (field experience) courses may be counted toward the 180, 220, 225, or 231 credits required for a bachelor's degree**  
(bold added for emphasis)

## INSTRUCTIONS FOR EXPLAINING THE 4XX/5XX DIFFERENTIAL

Dual-listed courses are numbered 4XX/5XX and are offered at both the upper-division (undergraduate) and graduate-student level. Credits and prerequisites are the same, yet students at the graduate level are expected to complete a substantive and measurable difference in the type and amount of work required for credit.

Departments and instructors are responsible for providing a graduate-level learning experience for those students enrolled in 5xx sections. Course proposals and syllabi 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. 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 4XX/5XX level courses, both proposal forms and syllabi must state explicitly the substantive and measurable differences in type and amount of work for the two levels. 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); and/or
- 2) course work significantly more rigorous in both depth of study and methodology.

These requirements are in addition to the already specified time commitment for the credits. Requiring graduate students enrolled in 5xx sections to lead discussion sections, lecture for the instructor, lead group projects, or in any other way take responsibility for undergraduate students’ learning experiences is not acceptable as a “substantive difference” (unless the course itself is a pedagogy course) and is in violation of the Collective Bargaining Agreement.

Graduate students are expected to perform work of higher quantity and more in-depth than undergraduate students, typically with forty hours of student engagement for each student credit hour (compared to thirty hours of undergraduate student engagement for each student credit hour). Therefore, a 3-credit graduate course would typically engage students for approximately 120 hours; a 4-credit graduate course may be expected to entail approximately 160 hours for the average graduate student for whom the course is designed.

An engagement and assessment inventory (sample shown below) is especially helpful for specifying the grading and expectation differential between undergraduate and graduate students.

Educational Activity	Hours Undergraduates Engaged	Hours Graduate Students Engaged	Undergraduate Assessment	Graduate Student Assessment
Attendance	40	40		
Readings	40	40		
Writing Assignments	35	48		
Lab		7		
Review Preparation		20		
Class Activities	5	5		
<b>Total Hours</b>	<b>120</b>	<b>160</b>		
Attendance and participation			15%	15%
2 quizzes			20% (10% each)	10% (5% each)
Critical review			5%	10%
Analytical report			20%	20%
Presentation			15%	10%
Proposal for field sampling				10%
Essay			25%	25%
<b>Total</b>			<b>100%</b>	<b>100%</b>

## 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 syllabuses 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 (by pages assigned, lengths of assignments)
  - Level of student engagement expected (see suggested Student Engagement Inventory on following page)
  - 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

Include additional information on university or personal policies regarding disabilities, inclement weather and emergencies, notification of class cancellations, academic conduct, and others, as appropriate. (To save space on the syllabus, this policy information may be conveyed by reference to the appropriate material on the course Blackboard site or official university websites; please check to make sure that all links are current and active!)

## STUDENT ENGAGEMENT INVENTORY (SEI)

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.*

<p><b>Undergraduate Courses</b> 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.</p>	<p><b>Graduate Courses</b> 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.</p>
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**Please identify the number of hours a typical or average student would expect to spend in each of the following activities:**

Educational activity	Hours student engaged	Explanatory comments (if any):
Course attendance		
Assigned readings		
Project		
Writing assignments		
Lab or workshop		
Field work, experience		
Online interaction		
Performances, creative activities		
Total hours:		

**Definition of terms:**

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

## SUSTAINABLE COURSE DESCRIPTIONS

The 2000–2001 academic year was the first year that the Committee on Courses systematically deleted from the university catalog courses that have not been taught for three years or more.

In several cases, departments had not offered a specialized course under a course number and title specified in the catalog. Yet similar courses had been taught regularly in the department in various formats, under experimental numbers (410, 510, 610), or under the general designations for special topics seminars, workshops, or practicums (the 406/407/408/409, 506/507/508/509, 606/607/608/609 series). With time, departments had discovered that a course description in the catalog was too specialized to apply to any of their courses as actually being taught.

Unfortunately, removal of an overly specialized course, although untaught, still might have consequences for departments. Often that course had been the sole representative in the catalog of subjects that are taught by a department and are part of the regular curriculum. Dropping that course could make it appear that a department offered no courses in that course's subject area.

The committee has noted another, companion problem. Over the years, the committee has observed that new courses tailored to the particular research interests and instructional style of an individual faculty member are likely to fall into disuse within a few years as the person's teaching assignments and interests change, or if the instructor becomes unavailable for teaching that particular course.

The Committee on Courses recommends that departments and programs develop more sustainable course descriptions. A sustainable course description would identify a subject area and general approach, but would not be so restrictive as to exclude different perspectives or specializations also representative of that subject area.

The committee also recommends that departments and programs be selective when proposing permanent course status for specialized courses that can only be taught by one particular instructor.

For example, a department with several experts qualified to teach ceramics, but having only one instructor who specializes in Ming porcelain *per se*, might currently have a specialized course titled Ming Dynasty Porcelains in the catalog. A more sustainable course title could be Chinese Porcelains or even Porcelains, depending upon the range of expertise available to teach the course. Another approach would use the topics course Ceramics, possibly repeatable as the exact subject material—and transcript title—changes.

Departments following these recommendations could then represent the full range of their curricular offerings and could maintain a sustainable list of courses in the catalog.

## CRITERIA FOR INCLUDING AN “H” SUFFIX IN A COURSE NUMBER

The “H” suffix is intended to advise students that a course provides honors content of significant difficulty and requires honors effort from students. An “H” suffix appearing on student transcripts is also meant to convey these facts. While the term “honors course” does not have a single, strict definition, the term is used with this common understanding within U.S. undergraduate education (and specifically among the UO’s fellow member institutions in the National Collegiate Honors Council and the Western Regional Honors Council).

Honors classes are expected to be distinctly and substantively different from corollaries in the regular curriculum. The Committee on Courses will look for a student experience that is deeper and more intense than what is provided in conventional classes. Considerations will include suitability for students, class size, structure of the class, faculty-to-student ratio, location in the curriculum, and increased availability of faculty members for feedback, counseling, and mentoring.

The Committee on Courses has discussed the criteria for including an “H” suffix in a course number and applies the following:

**Preparedness.** The academic skills needed to successfully participate are expected to be different for honors courses. Prerequisites should spell out specialized background skills (e.g., mathematics abilities, language fluency), or necessary experience or achievement (e.g., participation in an honors program, a cumulative GPA of at least 3.30 in their major). Include justification for the exclusion of nonhonors students.

**Content.** Content of the class, and the level of analysis, should be significantly deeper than for nonhonors classes (e.g., use of primary sources rather than texts, participation in modeling or simulation exercises, elaborating the subject in broader context or within more comprehensive theory). Please manifest this contrast in the proposal by explicit comparisons and examples.

**Class size.** Classes should be small enough to promote intensive student participation. The committee expects that lectures or colloquia will be smaller than twenty students; larger lectures may be suitable if smaller discussion or lab sections of twelve or fewer students facilitate direct interaction with the faculty and other students. Other class sizes will be considered only if it is demonstrated that other factors (e.g., a cohesive student cohort, multiple instructors present in the classroom) insure the continued, active participation of all students.

**Mentoring.** The faculty member(s) teaching the course should be available for close advising outside of class. Instruction tailored to individual students or groups is encouraged.

**Faculty.** Honors classes are taught by faculty members with doctorates or other terminal degrees in their fields. Other instructors, assistants, or course visitors may only be used to accompany these principal faculty instructors in class. Proposals should identify faculty members available to teach, and explain why the course and the faculty members are a good match.

**Monitoring.** Honors courses are resource intensive. They can evolve as student and faculty interests change. Proposals should identify how colleges, departments, or units will monitor the continuing suitability of the course for meeting student needs and its place in the curriculum.

**Articulation.** Proposals should explain how the course connects to the rest of the curriculum and why the course is not suitable as a more advanced course (e.g., upper division vs. lower division) instead. Proposals should include the typical curricular paths of students eligible for this class. Proposals should include what course equivalencies are appropriate and what articulation agreements are needed.

**Implementation.** An honors course will be given a unique three digit course number and an “H” suffix. Because of limitations, a multilisted course designated by an “M” may not carry an “H.” Generic course numbers, designating courses that are not reviewed, will not carry “H” suffixes. Student credit hours will be assigned as is done with regular courses.

## MULTILISTED COURSES

### REPORT OF THE UNIVERSITY OF OREGON COMMITTEE ON COURSES TO THE UNIVERSITY SENATE MAY 13, 1998

Revised May 11, 2011

Most courses have unique subject codes. Some are “cross-listed” in the catalog under one or more different subject codes, too, while still retaining their own subject codes. Often this is enough to facilitate multidisciplinary and interdisciplinary instruction.

The following policies apply whenever the same course is to be offered under more than one subject code. “Multilisting” of the same course under more than one subject code can be approved only when the participating departments share in the development and teaching of the course.

1. Multilisted courses can be established, changed, or dropped only with the concurrence of all departments involved. The departments must select a home department for the course and prepare a single Multilisted Course form, submitted to the Committee on Courses through the home department’s college or school.
2. A set of multilisted courses must have identical course numbers, titles, credits, grading options, descriptions, and pre- or corequisites. Only the subject codes differ.
3. Courses that are repeatable for credit (identified in University of Oregon Catalog by an R after the credits) are ineligible for multilisting. This includes generic courses (numbered 196, 198, 199, 399, 401-410, 503, 601-610, 704-710).
4. Student credits remain with the employing department. For any term that a course will be taught by more than one instructor, the percentage of each faculty member’s responsibility for the course must be specified in advance of registration.
5. All subject codes in a multilisted set are printed in the UO Schedule of Classes whenever one course in the set is listed.
6. Under the home department in the UO Undergraduate and Graduate Catalog, a descriptive statement at the end of the course description specifies all other subject codes for the same course and indicates that it may be taken only once for credit.
7. In the UO catalog, each multilisted course in another department provides a cross-reference to the complete entry in the home department.
8. The Office of the Registrar prepares separate class lists and grade rosters for each department offering multilisted courses.
9. Each multilisted course is denoted by an “M” suffix to the course number. A course may have only one suffix letter.
10. Temporary multilisted courses may be offered without formal course approval only once, under the numbers 200M (lower division), 400M (upper division), 500M, or 600M (graduate).

## **UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES**

*The following criteria was proposed by the Undergraduate Council and the College of Arts and Sciences Curriculum Committee. The University Senate approved them in May 2001 by Motion US0001-3 Replacement Motion governing the approval of courses meeting general-education requirements and the distribution of courses student must complete within each group. Revised May 11, 2011 to authorize general education credit for courses waiting for permanent numbers. Revised May 22, 2013 to make clear that repeatable courses are not assigned groups satisfying status. Revised May XX, 2015 to remove the Inter-College General Education Review Committee (ICGER) from the review and approval process.*

### **1. Group-satisfying courses in Arts and Letters, Social Science, and Science must meet the following general criteria:**

- 1.1. **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.
- 1.2. **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.
- 1.3. **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.

### **2. Specific Criteria:**

- 2.1. Group-satisfying courses must be numbered at the 100, 200, and 300 levels.
- 2.2. Lower division courses must be offered annually, and upper division courses at least every other year.
- 2.3. Approved courses must be at least 4 credits each.
- 2.4. Approved courses cannot be repeatable for credit.
- 2.5. 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.
- 2.6. 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.
- 2.7. 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.

### **3. Procedures governing the approval of all courses designed to meet general-education group requirements.**



- 3.1. Before submission to the Senate, such courses proposed by departments must be reviewed:
  - 3.1.1. By the curricular committees (or equivalent) of the various colleges and schools and
  - 3.1.2. By the University Committee on Courses. There must be two committee faculty members present during the vote who are not representatives of the College of Arts and Sciences.
- 3.2. The University Committee on Courses is authorized to establish procedures governing the review process.
- 3.3 At the discretion of the University Committee on Courses, a course that has been submitted for review may be taught for group-satisfying general education credit once under a temporary course number while it is being reviewed, if the committee initially reviews it and determines the course would meet the criteria of group-satisfying courses as initially proposed.

#### **4. Completion of group requirements (student progress):**

- 4.1. Within the full set of courses that fulfills all of the requirements, students may not count
  - 4.1.1. more than one course that has the subject code of the major, or
  - 4.1.2. more than three courses that have the same subject code.
- 4.2. Within the smaller set of courses that fulfills the requirements of each group, students must complete at least two courses that have the same subject code.

## 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 twenty-first century United States.

### MULTICULTURAL REQUIREMENTS FOR STUDY ABROAD

Students who participate in University of Oregon sponsored study abroad programs can fulfill one Category C International Cultures-satisfying course through this participation in order to meet Multicultural Requirements.

The UO Foreign Study Programs Committee in collaboration with Study Abroad staff will identify which UO-sponsored programs will meet the *International Cultures* requirement, based on the following criteria:

- Students must be enrolled full-time and maintain satisfactory academic progress throughout their academic programs abroad.
- Approved study abroad programs must be a minimum of five weeks in length. If the program is between five and nine weeks in duration, it must have substantial cultural immersion, and meet at least two of the following three criteria:
  - Include a home stay or immersion living experience
  - Offer a language-intensive and/or culturally immersive curriculum
  - Provide an internship, service learning, or integrated work or volunteer program
  - Programs of ten weeks or longer will automatically satisfy the *International Cultures* requirement

A student who participates in a program that does not fit any of the criteria above has the option to petition the Academic Requirements Committee under their usual guidelines.

## **SUGGESTIONS FOR REVISING DEFINITIONS OF UNDERGRADUATE MAJORS, MINORS, CERTIFICATES**

### **MAJOR**

#### **Definition**

Courses in designated primary subject areas or disciplines in which a student commits to gaining in-depth knowledge, skills, competence, and attitudes through a coherent pattern of courses. A footnote accompanies the major definition: Divisional major programs emphasize a general and integrated approach to learning, with the student's major program broadly inclusive of work in several of the discipline or subject areas within the specific division within which the student's degree program lies (i.e., humanities, social science, science). For instance, a divisional major program in the social sciences would call for the student to include within his or her major work from several of the disciplines or subject areas in the social sciences (such as sociology, political science, or economics). Because of the breadth of disciplines or subjects included in the major, the student has less opportunity to delve in depth into a single subject area such as sociology, political science, or economics, than they would be able to do were they in a "departmental major" program in a single one of these disciplines or subject areas.

#### **Minimal Requirements**

36 credits, of which a minimum of 24 must be upper division. Departments should consider setting minimum residency requirements.

### **MINOR**

#### **Definition**

Courses in a designated secondary subject area or discipline distinct from and usually outside the student's degree major in which knowledge is gained in a coherent pattern of courses.

#### **Minimal Requirements**

24 credits, of which a minimum of 12 must be upper division. Should be within a discipline that already has a preexisting major or is sponsored by a department. Departments should consider setting minimum residency requirements.

### **CERTIFICATE**

#### **Definition**

An approved academic award given in conjunction with the satisfactory completion of a program of instruction requiring one year or more, but less than four years, of full-time equivalent, postsecondary-level work. The conditions and conferral of the award are governed by the faculty and ratified by the governing board of the institution granting the certificate.

#### **Minimal Requirements**

36 credits—24 upper division with 12 minimum at 400 level. The sponsoring department must provide guidance—a template or check list and the name of an adviser, with notice that the student must consult an adviser to apply for the certificate at least two terms prior to graduation.