



UNIVERSITY OF OREGON

**Fall 2014
Preliminary
Curriculum Report**

Amended 12/2/14
(amended information noted on page iv)

November 19, 2014

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



FALL 2014
PRELIMINARY CURRICULUM REPORT
November 19, 2014

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Amendments made to preliminary report on 12/2/14

- 1. Withdraw PS 474/574**
- 2. Change course number ASIA 488/588 to ASIA 480/580**
- 3. Administrative actions added:**

Existing Course Change(s)

(UOCC administrative action)

CRWR 244 Introduction to Creative Writing: Literary Nonfiction (4) Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing.

(change course title)

CRWR 244 Introduction to Creative Nonfiction (4) Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing. *Effective fall 2014.*

(UOCC administrative action)

CRWR 336 Intermediate Creative Writing: Literary Nonfiction (4) Intermediate-level study of literary nonfiction writing. Repeatable twice for a maximum of 12 credits.

(change course title)

CRWR 336 Intermediate Creative Nonfiction (4) Intermediate-level study of literary nonfiction writing. Repeatable twice for a maximum of 12 credits. *Effective fall 2014.*

FALL 2014 PRELIMINARY CURRICULUM REPORT

November 19, 2014

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed Fall 2014 and **Other Curricular Matters**.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2015, 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 fall term and will submit a quarterly report to the University Senate in December. 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 10, 2014—Second round winter submissions due to UOCC

February 25, 2015—Preliminary report due to Senate

March 11, 2015—Senate votes on preliminary report

Spring 2015

March 18, 2015—Third round spring submissions due to UOCC

May 13, 2015—Preliminary report due to Senate

May 27, 2015—Senate votes on preliminary 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
Amalia Gladhart
Chuck Kalnbach
Roberta Mann
Boyana Norris
Frances White

Ex officio: Sue Eveland
Mike Jefferis
Scott Skelton
Andy Berglund
Andrew Wahlstrom

Convener: Ruth Keele
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)

(Course previously taught as Anth 199)

ANTH 349 Origins of Art (4) [Graded only for majors] Examines prehistoric and recent hunter-gatherer art to understand the role that art behavior played in ancestral human life. *Approved to satisfy science group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as 310)

ANTH 373 Psychoactive Substances in Ancient Societies (4) [Graded only for majors] Global review of psychoactive substances in past human societies, including the paraphernalia, iconography, and residues of drugs found in the archaeological record. Prereq: ANTH 145 or ANTH 150. *Approved to satisfy social science group requirement. Effective winter 2015.*

(Course previously taught as 410)

ANTH 456 Peopling of the Americas (4) Reviews anthropological methods of the Americas including biological, genetic, archaeological, and paleoenvironmental evidence. Prereq: ANTH 145 or ANTH 150. Offered alternate years.

EXISTING COURSE(S)

(UOCC administrative action)

ANTH 161 World Cultures (4) A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world.

(Change course title)

ANTH 161 Introduction to Cultural Anthropology (4) A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world. *Effective winter 2015.*

ASIAN STUDIES PROGRAM

NEW COURSE(S)

(Course previously taught as GEOG 475/575)

ASIA 480/580 Chinese Economy: Transition, Development, Globalization (4) [Graded only for majors]
Comprehensive introduction to the Chinese economy: market transition; macroeconomic conditions and policies; key sectors such as industry, banking, finance, energy, export, technology, agriculture; globalization. Offered alternate years.

BIOLOGY

NEW COURSE(S)

(Course previously taught as BI 410 and BI 510)

BI 427/527 Molecular Genetics of Human Disease (4) Advanced discussions of heritable diseases from single-gene mutations such as cystic fibrosis to complex multigenetic diseases such as autism and schizophrenia. Prereq: BI 320.

EXISTING COURSE(S)

(UOCC administrative action)

BI 322 Cell Biology (4) Prereq: BI 214 and CH 331 or BI 282H.

(Change prerequisite)

BI 322 Cell Biology (4) Prereq: BI 214 or BI 282H; CH 331 recommended. *Effective winter 2015.*

(UOCC administrative action)

BI 420 Cellular Basis of Learning and Memory (4) Prereq: BI 212 or BI 282H.

(Change prerequisite)

BI 420 Cellular Basis of Learning and Memory (4) Prereq: BI 320 or BI 322; BI 360. *Effective winter 2015.*

CHEMISTRY

EXISTING COURSE(S)

(UOCC administrative action)

CH 360 Physiological Biochemistry (4) Prereq: CH 336 or 343; BI 214 or 282H.

(Change prerequisite)

CH 360 Physiological Biochemistry (4) Prereq: CH 336 or 343; BI 214 or 282H recommended. *Effective fall 2014.*

(UOCC administrative action)

CH 432/532 Inorganic Chemistry (4) Prereq: CH 431/531.

(Change prerequisite)

CH 432/532 Inorganic Chemistry (4) Prereq: CH 431/531 recommended. *Effective winter 2015.*

(UOCC administrative action)

CH 433/533 Inorganic Chemistry (4) Prereq: CH 432/532.

(Change prerequisite)

CH 433/533 Inorganic Chemistry (4) Prereq: CH 431/531 recommended. *Effective winter 2015.*

(UOCC administrative action)

CH 465/565 Physical Biochemistry (4) Prereq: MATH 253, CH 461.

(Change prerequisite)

CH 465/565 Physical Biochemistry (4) Prereq: CH 461.

COMPUTER AND INFORMATION SCIENCE

DROP COURSE(S)

(UOCC administrative action)

CIS 323 Data Structures Laboratory (2) Programming laboratory. Data structures and object-oriented implementation. Prereq: CIS 212, MATH 232; coreq for CIS majors: CIS 313. *Effective fall 2014.*

CREATIVE WRITING

Existing Course Change(s)

(UOCC administrative action)

CRWR 244 Introduction to Creative Writing: Literary Nonfiction (4) Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing.

(change course title)

CRWR 244 Introduction to Creative Nonfiction (4) Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing. *Effective fall 2014.*

(UOCC administrative action)

CRWR 336 Intermediate Creative Writing: Literary Nonfiction (4) Intermediate-level study of literary nonfiction writing. Repeatable twice for a maximum of 12 credits.

(change course title)

CRWR 336 Intermediate Creative Nonfiction (4) Intermediate-level study of literary nonfiction writing. Repeatable twice for a maximum of 12 credits. *Effective fall 2014.*

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

(Course previously taught as 410/510)

JPN 480/580 Early Modern Comics (4) [Graded only] Focuses on comic books in 18th and 19th century Japan and their place in the “floating world” of popular culture.

ECONOMICS

EXISTING COURSE(S)

(UOCC administrative action)

EC 427/527 Games and Decisions (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 427/527 Games and Decisions (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 428/528 Behavioral and Experimental Economics (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 428/528 Behavioral and Experimental Economics (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 430/530 Urban and Regional Economics (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 430/530 Urban and Regional Economics (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 432/532 Economy of Pacific Northwest (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 432/532 Economy of Pacific Northwest (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 433/533 Resource and Environmental Economics (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 433/533 Resource and Environmental Economics (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 440/540 Public Economics (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 440/540 Public Economics (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 443/543 Health Economics (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 443/543 Health Economics (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 450/550 Labor Economics (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 450/550 Labor Economics (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 451/551 Issue in Labor Economics (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 451/551 Issue in Labor Economics (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 460/560 Theories of Industrial Organization (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 460/560 Theories of Industrial Organization (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 461/561 Industrial Organization and Public (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 461/561 Industrial Organization and Public (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 470/570 Monetary Policy (4) Prereq: EC 311, 313, 320.

(Change prerequisite)

EC 470/570 Monetary Policy (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 471/571 Monetary Theory (4) Prereq: EC 313, 320.

(Change prerequisite)

EC 471/571 Monetary Theory (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 480/580 International Finance (4) Prereq: EC 311, 313, 320.

(Change prerequisite)

EC 480/580 International Finance (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 481/581 International Trade (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 481/581 International Trade (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 484/584 Multinational Corporations (4) Prereq: EC 311, 320.

(Change prerequisite)

EC 484/584 Multinational Corporations (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 490/590 Economic Growth and Development (4) Prereq: EC 311, 313, 320.

(Change prerequisite)

EC 490/590 Economic Growth and Development (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 491/591 Issues in Economic Growth and Development (4) Prereq: EC 311, 313, 320.

(Change prerequisite)

EC 491/591 Issues in Economic Growth and Development (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

EC 493/593 The Evolution of Economic Ideas (4) Prereq: EC 311, 313, 320.

(Change prerequisite)

EC 493/593 The Evolution of Economic Ideas (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

ENVIRONMENTAL STUDIES

EXISTING COURSE(S)

(UOCC administrative action)

ENVS 350 Ecological Footprint of Energy Generation (4) Prereq: ENVS 201.

(Change prerequisite)

ENVS 350 Ecological Footprint of Energy Generation (4) Prereq: ENVS 201, MATH 112. *Effective winter 2015.*

GEOGRAPHY

NEW COURSE(S)

GEOG 468/568 Contemporary Food Systems (4) [Graded only for majors] Explores contemporary food systems at local, national, and global scales. Emphasis on the political economy and sociocultural dynamics linking agriculture, food industries, and consumption.

HISTORY

NEW COURSE(S)

(Course previously taught as 410/510)

HIST 373 Shi'ism and Revolution (4) [Graded only for majors] A historical introduction to Shi'ism exploring its connection with revolutionary movements throughout Islamic history and the relationship between ideology and historical change. *Approved to satisfy social science group requirement. Approved to satisfy identity, pluralism, and tolerance multicultural requirement. Effective winter 2015.*

(Course previously taught as 410)

HIST 450/550 The Iraq War, 2003–11 (4) [Graded only for majors] A history of the Iraq War from the Bush administration's decision to invade Iraq to the departure of US forces in 2011.

EXISTING COURSE(S)

(UOCC administrative action)

HIST 388 Vietnam and the United States (4) Vietnamese society and history: the First Indochina War, origins and escalation of United States involvement in Vietnam; de-escalation and defeat.

(Change course title)

HIST 388 Vietnam War and the United States (4) Vietnamese society and history: the First Indochina War; origins and escalation of United States involvement in Vietnam; deescalation and defeat. *Effective fall 2014.*

INTERNATIONAL STUDIES

NEW COURSE(S)

INTL 323 Islam and Global Forces (4) [Graded only for majors] Addresses interactions between global forces and processes in historical and modern Muslim societies and the salience of Islam in contemporary global arenas. Sequence with INTL 423. Offered alternate years. *Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as 410/510)

INTL 463/563 Population Displacement and Global Health (4) [Graded only for majors] Explores health and mental health problems affecting displaced (migrant and refugee) communities and considers underdevelopment as a fundamental cause of displacement and health problems. Offered once per academic year. *Effective winter 2015.*

INTL 465/565 Global Reproductive Health (4) [Graded only for majors] Overview of issues in global reproductive health, including politics, economics, historical and cultural factors. Implications for international health and development programs reviewed. Offered alternate years.

MATHEMATICS

EXISTING COURSE(S)

(UOCC administrative action)

MATH 463/563 Mathematical Methods of Regression Analysis and Analysis of Variance (4) Prereq: MATH 462. (Change prerequisite)

MATH 463/563 Mathematical Methods of Regression Analysis and Analysis of Variance (4) Prereq: MATH 342, MATH 462. *Effective winter 2015.*

(UOCC administrative action)

MATH 467/567 Stochastic Processes (4) Prereq: MATH 461.

(Change prerequisite)

MATH 467/567 Stochastic Processes (4) Prereq: MATH 341, MATH 461. *Effective winter 2015.*

POLITICAL SCIENCE

NEW COURSE(S)

(Course previously taught as HC431H and PS399)

PS 367 Science and Politics of Climate Change (4) [Graded only for majors] Understanding the causes, impacts, policies, and politics of global climate change from natural and social science perspectives. *Approved to satisfy social science group requirement.*

(Course previously taught as 399)

PS 369 Southern Politics (4) [Graded only for majors] Explores the economic, social, and political aspects of life in the 20th-century US South. *Approved to satisfy social science group requirement. Approved to satisfy American Cultures multicultural requirement.*

(Course previously taught as 607)

PS 630 States and Regimes (5) [Graded only for majors] Introduction to the major issues, theories, concepts, and arguments about states and regimes in comparative politics. Offered alternate years.

REINSTATED COURSE(S)

(UOCC administrative action; course dropped fall 2014, last taught winter 2012)

PS 491 Politics of Everyday Life (4) Examines how we try to influence each other's behaviors in the course of everyday life. Readings from several disciplines. *Effective spring 2015.*

ROMANCE LANGUAGES

NEW COURSE(S)

ITAL 152 Desire and Resistance: Italian Cinema (2) The theories and works of the major Italian filmmakers; topics in Italian history and culture; introduction to film analysis. *Approved to satisfy arts and letters group requirement. Approved to satisfy international cultures multicultural requirement. Effective winter 2015.*

FR 361 French Cinema for Nonmajors (4) An introduction to the major movements of French cinema for nonmajors. No prior knowledge of film studies or French culture required. Taught in English. *Approved to satisfy arts and letters group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as 407/507)

SPAN 431/531 Medieval Iberian Literature and Culture: [Topic] (4R) [Graded only for majors] Selected topics on the literature and culture of the Iberian Peninsula from the 12th through the 16th centuries. Prereq: two from SPAN 341, 342, 343, 344. Repeatable when topic changes. Offered alternate years. *Prerequisites may be taken concurrently with departmental permission only.*

(Course previously taught as 407)

SPAN 432/532 Spanish Islamic Literature and Culture: [Topic] (4R) [Graded only for majors] Selected topics on the Islamic literature and culture of the Iberian Peninsula from the 12th through the 17th centuries. Prereq: two from SPAN 341, 342, 343, 344. Repeatable when topic changes. *Prerequisites may be taken concurrently with departmental permission only.*

SPAN 433/533 Sephardic Literature and Culture: [Topic] (4R) [Graded only for majors] Selected topics on the literature and culture of the Sephardic Jews from the 12th through the 20th centuries. Prereq: two from SPAN 341, 342, 343, 344. Repeatable when topic changes. Offered alternate years. *Prerequisites may be taken concurrently with departmental permission only.*

EXISTING COURSE(S)

(UOCC administrative action)

SPAN 322 Introduction to Hispanic Linguistics (4) Prereq: two from SPAN 301, 303, 305, 308, 311.

(UOCC administrative action)

SPAN 322 Introduction to Hispanic Linguistics (4) Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308, SPAN 311 or SPAN 312. *Effective winter 2015.*

(UOCC administrative action)

SPAN 407 Seminar: [Topic] (1-6R) Prereq: Two survey courses from SPAN 316, 317, 318, or 319.

(Change prerequisite)

SPAN 407 Seminar: [Topic] (1-6R) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

(UOCC administrative action)

SPAN 420 Spanish Linguistics: [Topic] (4R) Prereq: two from SPAN 316, 317, 318, 319.

(Change prerequisite)

SPAN 420 Spanish Linguistics: [Topic] (4R) Prereq: two from SPAN 320, 322, 324. *Effective winter 2015.*

(UOCC administrative action)

SPAN 424 History of the Spanish Language (4) Prereq: two from SPAN 315, 320, 322.

(Change prerequisite)

SPAN 424 History of the Spanish Language (4) Prereq: two from SPAN 320, 322, 324. *Effective winter 2015.*

(UOCC administrative action)

SPAN 436 Contemporary Mexican Literature: [Topic] (4R) Prereq: two from SPAN 316, 317, 318, 319.

(Change prerequisite)

SPAN 436 Contemporary Mexican Literature: [Topic] (4R) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

(UOCC administrative action)

SPAN 437 Contemporary Latin American Verse: [Topic] (4R) Prereq: two from SPAN 316, 317, 318, 319.

(Change prerequisite)

SPAN 437 Contemporary Latin American Verse: [Topic] (4R) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

(UOCC administrative action)

SPAN 448 National Identities and Border Cultures in the Americas (4) Prereq: SPAN 311; two from SPAN 318, 319, 328.

(Change prerequisite)

SPAN 448 National Identities and Border Cultures in the Americas (4) Prereq: SPAN 311 or 312; two from SPAN 343, SPAN 344, SPAN 348. *Effective winter 2015.*

(UOCC administrative action)

SPAN 450 Colonial Latin American Literature: [Topic] (4R) Prereq: two from SPAN 316, 317, 318, 319.

(Change prerequisite)

SPAN 450 Colonial Latin American Literature: [Topic] (4R) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

(UOCC administrative action)

SPAN 451 Sor Juana and Her Context (4) Prereq: two from SPAN 316, 317, 318, 319.

(Change prerequisite)

SPAN 451 Sor Juana and Her Context (4) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

(UOCC administrative action)

SPAN 452 Renaissance and Baroque Poetry (4) Prereq: two from SPAN 316, 317, 318, 319, 330 (at least one from 316, 318, 330).

(Change prerequisite)

SPAN 452 Renaissance and Baroque Poetry (4) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

(UOCC administrative action)

SPAN 460 Don Quixote (4) Prereq for majors: three from SPAN 316, 317, 318, 319; prereq for nonmajors: equivalent background in literature.

(Change prerequisite)

SPAN 460 Don Quixote (4) Prereq: three from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

(UOCC administrative action)

SPAN 466 Introduction to Spanish Golden Age (4) Prereq: two from SPAN 316, 317, 318, 319.

(Change prerequisite)

SPAN 466 Introduction to Spanish Golden Age (4) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

(UOCC administrative action)

SPAN 480 19th-Century Spanish American Literature: [Topic] (4R) Prereq: two from SPAN 316, 317, 318, 319.

(Change prerequisite)

SPAN 480 19th-Century Spanish American Literature: [Topic] (4R) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

(UOCC administrative action)

SPAN 490 20th-Century Latin American Literature: [Topic] (4R) Prereq: two from SPAN 316, 317, 318, 319.

(Change prerequisite)

SPAN 490 20th-Century Latin American Literature: [Topic] (4R) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. *Effective winter 2015.*

DROPPED COURSE(S)

(To be replaced by ITAL 152)

ITAL 151 Italian Cinema (2) Emphasizes basic oral communication and listening comprehension through weekly viewings of films in Italian. Discussion in English. Repeatable once for a maximum of 4 credits. *Effective winter 2015.*

RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES

NEW COURSE(S)

(Course previously taught as RUSS 440/540)

RUSS 440/540 Russian Phonology and Morphology (4) [Graded only for majors] Russian phonology and morphology (sound system and word formation) Offered alternate years.

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

EXISTING COURSE(S)

(UOCC administrative action)

ARTD 378 Multimedia Design I (5R) Repeatable. Introduces multimedia design and authoring; use of motion, duration, and time-based interaction as a means of artistic expression. Students build navigational structures and explore stochastic principles in developing an individual approach to interactivity. Sequence with ARTD 478/578.

(Remove course sequence)

ARTD 378 Multimedia Design I (5R) Repeatable. Introduces multimedia design and authoring; use of motion, duration, and time-based interaction as a means of artistic expression. Students build navigational structures and explore stochastic principles in developing an individual approach to interactivity. *Effective winter 2015.*

(UOCC administrative action)

ARTO 455/555 Conceptual Strategies in Photography (4R) Prereq: ARTO 354.

(Change prerequisite)

ARTO 455/555 Conceptual Strategies in Photography (4R) Prereq: ARTO 250; one additional course with ARTO subject code. *Effective fall 2014.*

(UOCC administrative action)

ARTO 476/576 Alternative Photographic Processes (4R) Prereq: ARTO 351 or 352.

(Change prerequisite)

ARTO 476/576 Alternative Photographic Processes (4R) Prereq: ARTO 350; one course from ARTO 351, ARTO 352. *Effective fall 2014.*

REINSTATE COURSE(S)

(UOCC administrative action; course last taught spring 2009; dropped fall 2013)

ARTD 478/578 Multimedia Design II (5R) Repeatable. Intermediate and advanced multimedia design and authoring. Emphasizes creation of larger, student-directed multimedia projects. Repeatable once for maximum of 10 credits. Prereq: ARTD 378.

(Reinstate, change prerequisite)

ARTD 478/578 Multimedia Design II (5R) Prereq: ART 116, ART 233, ARTD 252. *Effective winter 2015.*

ARTS AND ADMINISTRATION

NEW COURSE(S)

AAD 434 Entrepreneurship and the Arts (4) [Graded only] Provides exploration into the evolution of entrepreneurship in the arts; instructs emerging artists to assess their entrepreneurial potential and develop strategic planning skills in finance, legal issues, and cultural leadership.

AAD 435 Arts Business Development (4) [Graded only] Students research the strategies of effective startup business planning and apply their investigations in organizational, financial, and legal practices by creating a business or strategic plan. Sequence with AAD 434.

HISTORY OF ART AND ARCHITECTURE

REINSTATED COURSE(S)

(UOCC administrative action)

ARH 342 Southern Baroque Art (4) Italian and Spanish art of the late 16th and 17th centuries. Focus on Caravaggio, Carracci, Bernini, Velazquez, other leading artists. *Effective winter 2015.*

PLANNING, PUBLIC POLICY AND MANAGEMENT

NEW COURSE(S)

PPPM 645 Sustainable Cities (4) Examines the nexus of sustainability and planning in theory and practice. Explores how cities incorporate principles of sustainability in various systems and policies.

EXISTING COURSE(S)

(UOCC administrative action)

PPPM 441 Growth Management (4)

(Add prerequisite)

PPPM 441 Growth Management (4) Prereq: PPPM 205. *Effective winter 2015.*

DROP COURSE(S)

PPPM 545 Green Cities (4) Keeping 445 Green Cities, but proposing new graduate level course 645 Sustainable Cities.

PRODUCT DESIGN

EXISTING COURSE(S)

(UOCC administrative action)

PD 430 Computer-Assisted Design and Production (4) Prereq: ART 115, 116, PD 223 or ART 233.

(Change prerequisite)

PD 430 Computer-Assisted Design and Production (4) Prereq: ART 115, ART 116, PD 223. *Effective fall 2014.*

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

FINANCE

NEW COURSE(S)

(Course previously taught as FIN 410/510)

FIN 464/564 Commercial Banking (4) [Graded only] Operation and pricing policies of a commercial bank, concentrating on management of institutions that take deposits and make loans and investments through the use of computer-simulated banking operations. Prereq: FIN 316.

MANAGEMENT

NEW COURSE(S)

MGMT 635 Opportunity Recognition (3) [Graded only] Introduces the fundamentals of entrepreneurship, providing the tools necessary to successfully identify a true opportunity and to start and develop a new organization. Open only to MBA and MActg majors.

(Course previously taught as MGMT 610)

MGMT 640 Sustainable Business Development (3) [Graded only] Focuses on corporate environmental

management, drawing on economic and policy models, strategic analysis, and use of business cases. Issues facing small and mid-sized companies stressed.

(Course previously taught as MGMT 610)

MGMT 641 Industrial Ecology (3) [Graded only] Takes a systems approach to the design and manufacture of products and delivery of services with minimized ecological impact.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

EXISTING COURSE(S)

(UOCC administrative action)

CPSY 606 Special Problems: [Topic] (1-16R)

(Change title)

CPSY 606 Field Studies: [Topic] (1–16R) *Effective fall 2014*

SPECIAL EDUCATION AND CLINICAL SCIENCES

EXISTING COURSE(S)

(UOCC administrative action to correct credits and grading option; course incorrectly reported spring 2014)

CDS 431 Beginning Clinical Methods (2) [Graded only] Focuses on basic methods for assessment and intervention within an evidence-based framework. Includes 15 hours of guided observation. Sequence with CDS 430. Prereq: CDS 430.

(Change credits, change grading option)

CDS 431 Beginning Clinical Methods (3) [Pass/no pass only] Focuses on basic methods for assessment and intervention within an evidence-based framework. Includes 15 hours of guided observation. Sequence with CDS 430. Prereq: CDS 430.

SCHOOL OF JOURNALISM AND COMMUNICATION

No courses approved.

SCHOOL OF LAW

NEW COURSE(S)

CRES 620 Facilitation (2) Fundamentals of facilitating group discussions and decision-making.

SCHOOL OF MUSIC AND DANCE

DANCE

EXISTING COURSE(S)

DAN 260 Anatomy of Human Movement (4)
(Changed Course Description, General-Education Requirements)

DAN 260 Anatomy of Human Movement (4) An introduction to scientific reasoning focusing on methodology and current research in dance anatomy and kinesiology. *Approved to satisfy science group requirement.*

MUSIC

NEW COURSE(S)

MUS 365 Regional Ethnomusicology (4R) [Graded only for majors] Students analyze the music and dance of a specified geographic region in relation to its culture. Covers local performance and genres, social constructions. Repeatable when geographic region changes. *Approved to satisfy international cultures multicultural requirement.*

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

PEIA 346 Sand Volleyball (1R) [P/NP only] Prereq: varsity athletes only. All PE activity classes are repeatable once for credit.

DENIED PROPOSALS

NEW COURSE(S)

HIST 450/550 The Iraq War, 2003–11 (4) *Course approved. Request for this course to satisfy international cultures multicultural requirement denied.*

(Course previously taught as 410/510)

INTL 463/563 Population Displacement and Global Health (4) *Course approved. Request for this course to satisfy international cultures multicultural requirement denied.*

PENDING PROPOSALS

NEW COURSE(S)

(Course previously taught as 410/510)

HPHY 480/580 Technology Development in Human Physiology (4) Provides a foundation in principles of intellectual property, technology development and transfer, critical to technology development in clinical and sport industries. Prereq: HPHY 371 and HPHY 381.

WITHDRAWN PROPOSALS

NEW COURSE(S)

(Course previously taught as 410/510)

PS 474/574 International Political Economy of Developing Countries (4) [Graded only for majors] Explores the relationship between politics and economic globalization in developing countries.

EXISTING COURSE(S)

J 464/564 Newspaper Design (4)

(Changed Course Title)

J 464/564 News Design (4)

(UOCC administrative action)

MUS 480/580 Audio Recording Techniques I (3)

(Add repeatability)

MUS 480/580 Audio Recording Techniques I (3R) Repeatable once for a total of 6 credits. *Effective fall 2014.*

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 Sciences

With the approval of the dean, the **bachelor's program in history** has revised the list of distribution fields that count toward the major. A sixth field, **global history**, has been added, and the existing African history field has been retitled "African and Middle Eastern history." *Effective winter 2015.*

Requirements for the **political science bachelor of arts** and **bachelor of science** programs are amended with the approval of the dean. Options for fulfilling subfield requirements in comparative politics, international relations, and United States politics are expanded to include 100-level as well as 200-level courses. Students are encouraged to take these courses before taking upper-division political science courses. *Effective retroactively to fall 2014.*

A new **premajor in international studies** is established with the approval of the dean and the Office of Academic Affairs, acting on behalf of the provost. *Effective retroactively to fall 2014.*

A new **graduate specialization in translation studies**, upon recommendation of the Graduate Council, has been approved by the provost. The specialization will be housed in the Romance languages department. *Effective fall 2015.*

School of Architecture and Allied Arts

Degree requirements for the **master's degree in community and regional planning** have been changed with the approval of the dean and endorsement of the Graduate School. The land-use and design requirement is replaced with a land-use requirement, removing two of the four course options to better align with accreditation criteria. The single GIS course is replaced with two options. *Effective fall 2015.*

School of Journalism and Communication

Correction: The Winter 2003 Curriculum Report erroneously reported the removal of the **MA/MS program in journalism**.

School of Law

With the approval of the provost and notification to the State Board of Higher Education, the **master of laws (LLM) program** has been expanded to a general LLM with majors in environmental and natural resources law, business law, and American law. *Effective retroactively to fall 2014.*

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) and Scott Skelton (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.)

According to University Senate legislation, courses submitted for group-satisfying status are also reviewed by the Intercollege General-Education Review Committee (**ICGER**).

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 the ICGER committee determines its suitability for group-satisfying status. (Approved on May 11, 2011.)

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: As part of general education, offerings of multicultural courses at the 100, 200, and 300 levels need to be available to a wide spectrum of students from all across the university. Departments wishing to offer courses to satisfy the multicultural requirement should make these courses available at the more general 100, 200, or 300 levels whenever possible, rather than at the more specialized 400 level.

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.

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 | | |
| Total Hours | 120 | 160 | | |
| 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% |
| Total | | | 100% | 100% |

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>Undergraduate Courses Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 3-credit course would engage students for approximately 90 hours total among the activities listed below, whereas a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.</p> | <p>Graduate Courses Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. Therefore, a 3-credit graduate course would typically engage students approximately 120 hours; a 4-credit graduate course may be expected to entail approximately 160 hours for the average student for whom the course is designed.</p> |
|---|---|

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.

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 at several levels:

3.1.1. By the curricular committees of the various colleges and schools

3.1.2. By an intercollege *general-education requirements* committee (*ICGER*) including the members of the CAS Curricular Committee and two representatives appointed by the deans of the others schools and colleges. This second committee is also charged to review such courses as do not meet the standards set in paragraph 2 and to negotiate a solution with the sponsoring department.

3.1.3. By the University Committee on Courses.

3.2. The inter-college committee is authorized to establish procedures governing the review process.

3.3 At the discretion of the inter-college committee, a course that has been submitted for review specified under 3.1 may be taught for general education credit once under a temporary course number while it is being reviewed, if the inter-college committee initially reviews it and determines the course would meet the criteria of paragraphs 1 and 2 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.