



UNIVERSITY OF OREGON

**Fall 2012  
Final  
Curriculum Report**

**December 5, 2012**

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



FALL 2012
FINAL CURRICULUM REPORT
December 5, 2012

TABLE OF CONTENTS

Overview ..... 1
Motion ..... 1
Course Proposals
College of Arts and Sciences
Anthropology ..... 2
Biology ..... 3
Chemistry ..... 3
Cinema Studies ..... 4
Comparative Literature ..... 4
Computer and Information Science ..... 5
Creative Writing ..... 5
East Asian Languages and Literatures ..... 6
English ..... 6
Folklore ..... 6
Geography ..... 7
Geological Sciences ..... 7
History ..... 7
Human Physiology ..... 7
International Studies ..... 8
Judaic Studies ..... 8
Mathematics ..... 9
Political Science ..... 9
Religious Studies ..... 10
Romance Languages ..... 10
Sociology ..... 11
Women's and Gender Studies ..... 11
Robert Donald Clark Honors College ..... 11
School of Architecture and Allied Arts
Architecture ..... 12
Architecture and Allied Arts ..... 12



[Art](#) .....12

[History of Art and Architecture](#) .....13

[Landscape Architecture](#) .....13

[Planning, Public Policy and Management](#) .....13

**Charles H. Lundquist College of Business**

[Finance](#) .....14

**College of Education**

[Counseling Psychology and Human Services](#).....14

[Education Studies](#).....15

**School of Journalism and Communication (No Proposal Submitted)**

**[School of Law](#)** .....15

**School of Music and Dance**

[Dance](#) .....15

[Music](#).....16

**[Physical Education and Recreation](#)** .....16

**[Denied Proposals](#)**.....17

**[Dropped Courses](#)**.....17

**[Pending Proposal](#)** .....17

**[Withdrawn Proposals](#)**.....20

**[Other Curricular Matters](#)** .....20

**Reference Materials**

[Submitting Course Proposals](#).....21

[Instructions for Explaining the 4XX/5XX Differential](#) .....23

[Syllabus, Contents of Course](#).....24

[Student Engagement Inventory](#).....25

[Sustainable Course Descriptions](#).....26

[Criteria for Adding an “H” Suffix to a Course Number](#) .....27

[Multilisted courses](#) .....28

[Undergraduate General-Education Requirements, Group Requirement Policies](#).....29

[Multicultural Category Definitions](#).....31

[Suggestions for Revising Definitions of Undergraduate Majors, Minors, Certificates](#) .....32

# FALL 2012 FINAL CURRICULUM REPORT

## December 5, 2012

### OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed fall 2012 and **Other Curricular Matters**.

Course proposals approved by both the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2013, 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, is 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

#### Academic Year 2012–13

December 12, 2012: Schools-colleges make final report for winter curricular changes

March 13, 2013: University of Oregon Senate considers winter curricular changes

March 20, 2013: Schools-colleges make final report for spring curricular changes

May 8 or 24, 2013: University of Oregon Senate considers spring curricular changes

### 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:** Paul Engelking, Chair  
Jack Boss  
James Imamura  
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**Staff:** 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 ENG 199)

**ANTH 163 Origins of Storytelling (4)** Application of evolutionary thinking to the origins and function of literature. *Approved to satisfy Science group requirement. Approved to satisfy International Cultures multicultural requirement.*

(Course previously taught as 407/507)

**ANTH 426/526 Anthropology of Colonialism (4)** [Graded only for majors] Situates the study of anthropology within the complex historical process known as colonization and decolonization. Prereq: ANTH 161 and one 200- or 300-level anthropology course. Offered alternate years.

##### EXISTING COURSE(S)

**ANTH 150 World Archaeology (4)** Introduction to archaeology and cultural change from the earliest times to the advent of state-level societies.

(Changed Course Description, General Education Requirements)

**ANTH 150 World Archaeology (4)** Introduction to prehistoric societies and cultural change through the examination of archaeological case studies from around the world. Taught once or more per academic year. *Approved to satisfy Social Science group requirement. Approved to satisfy International Cultures multicultural requirement. Effective spring 2013.*

##### REINSTATED COURSE(S)

(UOCC administrative action)

**ANTH 429/529 Jewish Folklore and Ethnology (4)** Traditional expressive culture of East European Jews; includes narrative, proverbs, jokes, folk beliefs, rituals, holidays, food, customs, music, gender, and immigrant folklore in the United States. Silverman. *Effective winter 2013.*

(UOCC administrative action)

**ANTH 465/565 Gender Issues in Nutritional Anthropology (4)** Gender differences in nutritional status, dietary requirements, and diet-related diseases. Topics addressed include food, politics, economics, and policies. ANTH 365 recommended preparation. *Effective winter 2013.*

(UOCC administrative action)

**ANTH 571 Zooarchaeology (4)** *Effective fall 2012.*

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## **BIOLOGY**

### NEW COURSE(S)

(Request to multilist with CH 140M)

**BI 140M Science, Policy, and Biology (4)** Explores the biology behind important topical issues such as stem cells, cloning, and genetically modified organisms. How policy decisions affect research in these areas. Lecture, discussion. Multilisted with CH 140M. *Approved to satisfy Science group requirement. (Multilisting home department is biology).*

(Course previously taught as BI 399)

**BI 359 Plant Biology (4)** A detailed introduction of the unique features of the biology of land plants, including ecology, physiology, developmental genetics, and evolutionary biology. Prereq: BI 211; 212; 213 or 281H (formerly BI 252); 282H (formerly BI 253); 283H (formerly BI 251).

### EXISTING COURSE(S)

(UOCC administrative action)

**BI 428/528 Developmental Genetics (4)** Prereq: BI 320 or 328.  
(change prerequisite)

**BI 428/528 Developmental Genetics (4)** Prereq: BI 320, 328.

### DROP COURSE(S)

**BI 140 Science, Policy, and Biology (4)** Explores the biology behind important topical issues such as stem cells, cloning, and genetically modified organisms. How policy decisions affect research in these areas. Lecture, discussion. *Approved to satisfy Science group requirement.*

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## **CHEMISTRY**

### NEW COURSE(S)

(Request to multilist with BI 140M)

**CH 140M Science, Policy, and Biology (4)** Explores biology behind topical issues such as stem cells, cloning, genetically modified organisms, gene therapy, and how policy decisions affect related research. Multilisted with BI 140M. *(Multilisting home department is biology). Approved to satisfy Science group requirement.*

(UOCC administrative action)

**CH 616 Biochemistry: [Topic] (1–4R)** Topics include enzyme mechanisms, stability and conformation of macromolecules, nucleic acids and nucleic acid protein complexes, conformational analysis of macromolecules, protein and nucleic acid biosynthesis. *Effective spring 2013.*

#### EXISTING COURSE(S)

(UOCC administrative action)

CH 114 Green Product Design (4) Prereq: MATH 95 or higher.  
(remove prerequisite)

**CH 114 Green Product Design (4)** *Effective winter 2013.*

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### CINEMA STUDIES

#### NEW COURSE(S)

(Course previously taught as ENG 411)

**CINE 320 Beginning Screenwriting (4)** [Graded only for majors] Basics of writing for the screen. Prereq: ENG 260, J 201; two from ENG 265, 266, 267.

(Course previously taught as CINE 399)

**CINE 330 Film Festivals (4)** [Graded only for majors] Surveys histories of film festivals in relation to their forms, functions, operations, marketing, curatorial missions, and social impacts.

#### EXISTING COURSE(S)

(UOCC administrative action)

CINE 404 Internship: [Topic] (1–12R)  
(conditions of repeatability)

**CINE 404 Internship: [Topic] (1–12R)** Repeatable for a maximum of 12 credits; only 4 credits may count toward the cinema studies major. *Effective winter 2013*

(UOCC administrative action)

CINE 405 Reading and Conference: [Topic] (1–5R)  
(conditions of repeatability)

**CINE 405 Reading and Conference: [Topic] (1–5R)** Repeatable for a maximum of 12 credits; only 4 credits may count toward the cinema studies major. *Effective winter 2013*

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### COMPARATIVE LITERATURE

#### REINSTATED COURSE(S)

(UOCC administrative action)

**COLT 350 Comparative Literature: [Topic] (4)** Recent topics include Art of Translation, Madness and Creativity. *Effective fall 2012.*

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## COMPUTER AND INFORMATION SCIENCE

### EXISTING COURSE(S)

(UOCC administrative action)

**CIS 115 Multimedia Web Programming (4)** Principles and practices of digital imaging, audio, video, and multimedia authoring with Flash for website design. Labs cover multimedia software tools. CIS 110 recommended preparation.

(add prerequisite)

**CIS 115 Multimedia Web Programming (4)** Principles and practices of digital imaging, audio, video, and multimedia authoring with Flash for website design. Labs cover multimedia software tools. Prereq: CIS 111. *Effective winter 2013. CIS 115 will NOT satisfy the BS math requirement.*

(UOCC administrative action)

**CIS 330 C/C++ and Unix (4)** Prereq: CIS 313, 323.

(change prerequisite)

**CIS 330 C/C++ and Unix (4)** Prereq: CIS 313. *Effective winter 2013.*

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## CREATIVE WRITING

### NEW COURSE(S)

(UOCC administrative action)

**CRWR 507 Seminar: [Topic] (1–5R)** *Effective winter 2013*

### EXISTING COURSE(S)

(UOCC administrative action)

**CRWR 336 Intermediate Creative Writing: Literary Nonfiction (4R)** Prereq: CRWR 244 or equivalent with a grade of B or better.

(Change prerequisite)

**CRWR 336 Intermediate Creative Writing: Literary Nonfiction (4R)** Prereq: two from CRWR 230, 240, 244 with grade of mid-B or better.

(UOCC administrative action)

**CRWR 340 Intermediate Fiction Writing (4R)** Prereq: CRWR 240 or equivalent with a grade of B or better.

(Change prerequisite)

**CRWR 340 Intermediate Fiction Writing (4R)** Prereq: two from CRWR 230, 240, 244 with grade of mid-B or better.

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## EAST ASIAN LANGUAGES AND LITERATURES

### NEW COURSE(S)

**EALL 443/543 Chinese, Japanese, and Korean Pedagogy (4)** [Graded only] Advanced language pedagogy; includes investigation of issues pertinent to the teaching of East Asian languages. Prereq: CHN 303, JPN 303, or KRN 303.

(UOCC administrative action)

**JPN 610 Experimental Course: [Topic] (1–5R)** *Effective winter 2013.*

**KRN 411/511 Fourth-Year Korean (4)** [Graded only] Development of advanced language skills and cultural sensitivity. Sequence with KRN 412/512, 413/513. Prereq: KRN 303.

**KRN 412/512 Fourth-Year Korean (4)** [Graded only] Development of advanced language skills and cultural sensitivity. Sequence with KRN 411/511, 413/513. Prereq: KRN 411/511.

**KRN 413/513 Fourth-Year Korean (4)** [Graded only] Development of advanced language skills and cultural sensitivity. Sequence with KRN 411/511, 412/512. Prereq: KRN 412/512.

### REINSTATED COURSE(S)

(UOCC administrative action)

**CHN 536 Literary Chinese (4)** *Effective fall 2012.*

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## ENGLISH

### DROP COURSE(S)

**ENG 411/511 Dramatic Screenwriting (4)**

Content will be covered in CINE 320.

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## FOLKLORE

### EXISTING COURSE(S)

(UOCC administrative action)

**FLR 404 Internship: [Topic] (1–6R)**

(change variable credits)

**FLR 404 Internship: [Topic] (1–8R)** *Effective summer 2012.*

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## GEOGRAPHY

### NEW COURSE(S)

**GEOG 490/590 GIScience: [Topic] (4R)** Advanced topics on geographic information systems science including spatial analysis and modeling, data visualization, cartography, volunteered geographic information, GIS programming. Prereq: GEOG 481/581.

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## GEOLOGICAL SCIENCES

### NEW COURSE(S)

**GEOL 110 People, Rocks, and Fire (4)** [Graded only for majors] Investigation of topics in geology, ecology, and anthropology relevant to contemporary global energy debates; current energy policy issues investigated through term projects. *Approved to satisfy Science group requirement. Effective spring 2013.*

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## HISTORY

### REINSTATED COURSE(S)

(UOCC administrative action)

**HIST 690 Asian Research Materials (4)** Introduction to bibliographical and research sources combined with training in reading primary material. Country focus on China or Japan, as appropriate. *Effective fall 2012.*

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## HUMAN PHYSIOLOGY

### NEW COURSE(S)

(Course previously taught as 410/510)

**HPHY 417/517 Hypertension (4)** Investigates clinical and experimental observations underlying the mechanisms of chronic high blood pressure and clinical therapies used for treatment. Emphasizes integration of theory and practice. Prereq: HPHY 325. Offered alternate years.

(Course previously taught as 410)

**HPHY 441 Clinical Exercise Physiology (3)** Principles of exercise physiology integrated into the clinical setting, with emphasis on cardiovascular and pulmonary diseases. Prereq: HPHY 371.

(Course previously taught as 410)

**HPHY 442 Clinical Electrocardiography (4)** Exploration of heart conduction, arrhythmia, and clinical significance of electrocardiography with an emphasis on clinical application. Prereq: HPHY 324.

## EXISTING COURSE(S)

(UOCC administrative action)

HPHY 321 Human Anatomy I (5) Prereq: BI 212 or 252. Must be passed with grades of C– or better.

(change prerequisites and grade criteria)

**HPHY 321 Human Anatomy I (5)** Prereq HPHY 211; BI 212 or BI 282H. Must be passed with grades of mid-C or better.

(UOCC administrative action)

HPHY 322 Human Physiology I (5) Prereq: BI 212 or 252; HPHY 212. Must be passed with grades of C– or better.

(change prerequisites and grade criteria)

**HPHY 322 Human Physiology I (5)** Prereq: HPHY 212; BI 212 or 282H. Must be passed with grades of mid-C or better.

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## **INTERNATIONAL STUDIES**

### NEW COURSE(S)

(Course previously taught as 399)

**INTL 340 Global Health and Development (4)** [Graded only for majors] Introduction to major issues in global health, their causes and possible solutions, with a focus on the poor in developing countries. *Approved to satisfy Social Science group requirement. Approved to satisfy International Cultures multicultural requirement. Effective winter 2013.*

(Course previously taught as 399)

**INTL 370 International Human Rights (4)** Survey of human rights, examining diverse perspectives on the concept, practice, and implementation of human rights and human rights regimes. *Approved to satisfy Social Science group requirement. Approved to satisfy Identity, Pluralism, and Tolerance multicultural requirement. Effective winter 2013.*

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## **JUDAIC STUDIES**

### NEW COURSE(S)

(Course previously taught as 399)

**JDST 220 Introduction to Judaism (4)** [Graded only for majors] Covers the core elements of Judaism including key rituals, practices, beliefs, and historical events. *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Identity, Pluralism, and Tolerance multicultural requirement. Effective spring 2012.*

(Course previously taught as JDST 399)

**JDST 320M History of Jewish Art (4)** [Graded only for majors] Survey of Jewish art from antiquity to the present; concentrates on synagogues, ceremonial art, manuscripts, and modern artists and cities. Multilisted

with ARH 320M. (*Multilisting home department is Judaic Studies.*) *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Identity, Pluralism, and Tolerance multicultural requirement.*)

(Course previously taught as JDST 399)

**JDST 324 Jewish-Christian Relations through the Ages (4)** [Graded only for majors] Study of Jewish-Christian relations from antiquity to the present; concentrates on theological stances, social and political issues, and popular attitudes. *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Identity, Pluralism, and Tolerance multicultural requirement. Effective winter 2013.*

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## MATHEMATICS

### NEW COURSE(S)

(Course previously taught as 410)

**MATH 343 Statistical Models and Methods (4)** [Graded only for majors] Review of theory and applications of mathematical statistics including estimation and hypothesis testing. Prereq: MATH 252. *Approved to satisfy Science group requirement.*

(Course previously taught as 410)

**MATH 458 Introduction to Mathematical Cryptography (4)** [Graded only for majors] Mathematical theory of public key cryptography. Finite field arithmetic, RSA and Diffie-Hellman algorithms, elliptic curves, generation of primes, factorization techniques. Prereq: MATH 341. Offered alternate years.

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## POLITICAL SCIENCE

### EXISTING COURSE(S)

(UOCC administrative action)

PS 350 Politics and Film (4) Prereq: one from PS 201, 203, 260.

(remove prerequisite)

**PS 350 Politics and Film (4)** *Effective fall 2012.*

(UOCC administrative action)

PS 352 Political Parties and Interest Groups (4) Prereq: one from PS 201, 203, 260.

(remove prerequisite)

**PS 352 Political Parties and Interest Groups (4)** *Effective fall 2012.*

(UOCC administrative action)

PS 355 Oregon Government and Politics (4) Prereq: one from PS 201, 203, 260.

(remove prerequisite)

**PS 355 Oregon Government and Politics (4)** *Effective fall 2012.*

(UOCC administrative action)

PS 455/555 Theories of International Politics (4) Prereq: PS 205, 326.

(change prerequisites)

**PS 455/555 Theories of International Politics (4)** Prereq: PS 205. *Effective winter 2013.*

(UOCC administrative action)

PS 463/563 Government and Politics of Latin America (4) Prereq: PS 204.

(remove prerequisite)

**PS 463/563 Government and Politics of Latin America (4)** *Effective winter 2013.*

(UOCC administrative action)

PS 467/567 The United States Presidency (4) Prereq: PS 201 or 260.

(remove prerequisites)

**PS 467/567 The United States Presidency (4)** *Effective winter 2013.*

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## RELIGIOUS STUDIES

### EXISTING COURSE(S)

(UOCC administrative action)

REL 335 Introduction to the Qur'an (4) Prereq: REL 233.

(remove prerequisite)

**REL 335 Introduction to the Qur'an (4)**

(UOCC administrative action)

REL 414/514 Biblical Book: [Topic] (4R) Prereq: REL 223.

(remove prerequisite)

**REL 414/514 Biblical Book: [Topic] (4R)**

(UOCC administrative action)

REL 435/535 Advanced Study of the Qur'an: [Topic] (4R) Prereq: REL 335.

(remove prerequisite)

**REL 435/535 Advanced Study of the Qur'an: [Topic] (4R)**

### REINSTATED COURSE(S)

(UOCC administrative action)

**REL 418/518 Martyrdom (4)** *Effective winter 2013.*

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## ROMANCE LANGUAGES

### NEW COURSE(S)

(UOCC administrative action)

**PORT 199 Special Studies: [Topic] (1–4R)** *Effective winter 2013.*

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## **SOCIOLOGY**

### NEW COURSE(S)

(Course previously taught as 607)

**SOC 621 Teaching in the Social Sciences (4)** Prepares graduate students to teach their own classes. Covers pedagogy and develops practical skills. Offered alternate years.

### REINSTATED COURSE(S)

(UOCC Administrative Action)

**SOC 456/556 Feminist Theory (4)** Examines major sociological theories that elucidate the position of women and gender as part of the configuration of social relations of power in contemporary societies. Prereq: SOC 310; 311; 312; 355 or 455. *Previously approved to satisfy the Identity, Pluralism, and Tolerance multicultural requirement. Effective winter 2013.*

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## **WOMEN'S AND GENDER STUDIES**

### EXISTING COURSE(S)

**WGS 352 Women's Literature, Art, and Society (4)** Interdisciplinary examination of women's literary, artistic, and intellectual contributions to women's culture and to dominant cultures. Focuses primarily on 19th and 20th centuries.

(Changed Course Description, Course Title)

**WGS 352 Gender, Literature, and Culture** Examines literary and other cultural expressions of gendered experience through formal analysis. Genres include novels, short stories, poetry, plays, and visual cultural production.

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# **ROBERT DONALD CLARK HONORS COLLEGE**

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No courses submitted.

## PROFESSIONAL SCHOOLS AND COLLEGES

### SCHOOL OF ARCHITECTURE AND ALLIED ARTS

#### ARCHITECTURE

##### EXISTING COURSE(S)

(UOCC administrative action)

ARCH 608 Workshop: [Topic] (6R)

(change course title)

**ARCH 608 Colloquium: [Topic] (6R)** *Effective winter 2013.*

#### ARCHITECTURE AND ALLIED ARTS

##### DROP COURSE(S)

(UOCC administrative action)

**AAA 620 Urban Ecological Design (4)** *Effective fall 2012.*

#### ART

##### EXISTING COURSE(S)

(UOCC administrative action)

ARTD 350 Digital Drawing (4R) Prereq: ART 115, 116, 233, ARTD 250, 251, 252.

(change prerequisite)

**ARTD 350 Digital Drawing (4R)** Prereq: ART 115, 116, 233, ARTD 250. *Effective winter 2013.*

(UOCC administrative action)

ARTD 360 Digital Imaging (4R) Prereq: ART 115, 116, 233, ARTD 250, 251, 252.

(change prerequisite)

**ARTD 360 Digital Imaging (4R)** Prereq: ART 115, 116, 233, ARTD 250. *Effective winter 2013.*

(UOCC administrative action)

ARTD 361 Introduction to Animation (4) Prereq: ART 115, 116, 233, ARTD 250, 251, 252.

(change prerequisite)

**ARTD 361 Introduction to Animation (4)** Prereq: ART 115, 116, 233, ARTD 251. *Effective winter 2013.*

(UOCC administrative action)

ARTD 378 Multimedia Design I (5R) Prereq: ARTD 350.

(change prerequisite)

**ARTD 378 Multimedia Design I (5R)** Prereq: ART 115, 116, 233, ARTD 252. *Effective winter 2013.*

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## **HISTORY OF ART AND ARCHITECTURE**

### NEW COURSE(S)

**ARH 320M History of Jewish Art (4)** [Graded only for majors] Survey of Jewish art from antiquity to the present; concentrates on synagogues, ceremonial art, manuscripts, and modern artists and cities. Multilisted with JDST 320M. (*Multilisting home program is Judaic studies.*) *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Identity, Pluralism, and Tolerance multicultural requirement.*

### REINSTATED COURSE(S)

(UOCC administrative action)

**ARH 455/555 Contemporary Art (4)** Changing topics in art and critical theory in Europe and the United States from 1940 to the present. Mondloch, Simmons. ARH 354 recommended preparation. *Effective spring 2013.*

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## **LANDSCAPE ARCHITECTURE**

### NEW COURSE(S)

(Course previously taught as LA 4/510)

**LA 421/521 Landscape Photography and Environmental Perception (4)** The influence of changing photographic landscape representations upon the perception of places and communities in relation to ideas about natural, cultural, and environmental values.

**LA 448/548 Urban Landscape: [Topic] (1–4R)** Analysis of case studies, problems, challenges, technologies, and methods that landscape architects contribute to the design and planning of sustainable urban places, neighborhoods, cities, and regions.

### REINSTATED COURSE(S)

(UOCC administrative action)

**LA 375 Contemporary American Landscape (4)** Evolution of the contemporary American landscape as an expression of American culture. *Effective winter 2013.*

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## **PLANNING, PUBLIC POLICY AND MANAGEMENT**

### NEW COURSE(S)

(UOCC administrative action; previously taught as AAA 620)

**OLIS 620 Urban Ecological Design (4)** Strategies for enhancing the sustainable performance of urban environments. *Effective fall 2012.*

EXISTING COURSE(S)

(UOCC administrative action; reported incorrectly spring 2012 as 6 credits)

OLIS 612 Sustainability Leadership Practicum II (6)

(Changed Credits)

**OLIS 612 Sustainability Leadership Practicum II (4)** *Effective winter 2013.*

(UOCC administrative action; reported incorrectly spring 2012 as 8 credits)

OLIS 613 Sustainability Leadership Practicum III (8)

(Changed Credits)

**OLIS 613 Sustainability Leadership Practicum III (4)** *Effective winter 2013.*

**CHARLES H. LUNDQUIST COLLEGE OF BUSINESS**

**FINANCE**

REINSTATED COURSE(S)

(UOCC Administrative action)

**FIN 671 Corporate Finance and Valuation (3)** Application of financial principles to problems of valuation, capital budgeting, and financial policy. Prereq: FIN 612. *Effective fall 2012.*

**COLLEGE OF EDUCATION**

**COUNSELING PSYCHOLOGY AND HUMAN SERVICES**

NEW COURSE(S)

(UOCC administrative action)

**SAPP 508 Workshop: [Topic] (1–12R)** *Effective spring 2013.*

EXISTING COURSE(S)

CPSY 622 Psychological Assessment II (4R)

(Changed course title)

**CPSY 622 Psychological Assessment (4R)**

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## EDUCATION STUDIES

### EXISTING COURSE(S)

(UOCC administrative action; reported incorrectly in fall 2007 as 3 credits)

EDST 662 Curriculum Theory: Contesting Educational Content (3) [Graded only for majors] Survey of the history of curriculum theory, the subfield that asks the fundamental question, what is worth teaching? Offered alternate years.

(change credits)

**EDST 662 Curriculum Theory: Contesting Educational Content (4)** [Graded only for majors] Survey of the history of curriculum theory, the subfield that asks the fundamental question, what is worth teaching? Offered alternate years.

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## SCHOOL OF JOURNALISM AND COMMUNICATION

No course proposals submitted

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## SCHOOL OF LAW

### NEW COURSE(S)

(UOCC administrative action)

**CRES 399 Special Studies: [Topic] (1–5R)** *Effective winter 2013.*

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## SCHOOL OF MUSIC AND DANCE

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### DANCE

### EXISTING COURSE CHANGE(S)

(UOCC administrative action; course title reported incorrectly in spring 2012)

DAN 301 Dance and Folk Culture (4)

(Changed course title; repeatability)

**DAN 301 Dance in Traditional Cultures: [Topic](4R)** Repeatable once for a maximum of 8 credits when topic changes. *Arts and Letters group status removed. Topics courses are not permitted to have group-satisfying status. Effective fall 2012.*

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## MUSIC

### NEW COURSE(S)

**MUS 384 Introduction to Conducting (2)** [Graded only] Introduction to conducting with emphasis on the art and study of conducting, baton and left-hand technique, nonverbal communication, leadership, terminology, transpositions, and score reading.

### EXISTING COURSE(S)

(UOCC administrative action)

**MUS 240 Composition I (3)** Prereq: MUS 132, 135 or equivalent.  
(change prerequisite)

**MUS 240 Composition I (3)** Prereq: MUS 133, 136 or equivalent. *Effective winter 2013.*

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## PHYSICAL EDUCATION AND RECREATION

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### NEW COURSE(S)

**PEAQ 305 Triathlon (1R)** Repeatable once for maximum of 2 credits. *Effective spring 2013*

(Course previously taught as 399)

**PEOL 343 Sport Climbing (1R)** [P/NP only] Covers the basics of lead climbing in a gym setting. Emphasis on clipping bolts, managing rope, belaying a lead climber, containing falls, configuring anchors, and managing anchor transitions. Sequence with PEOL 251, 252, 331. Prereq: PEOL 331. All PE activity courses are repeatable once for credit.

(Course previously taught as 399)

**PEAS 375 Scuba: Deep Diver (1R)** [P/NP only] Learn techniques for diving in the deeper range of sixty to 130 feet with deep-diving equipment. Experience planning, organizing and making dives under PADI instructor supervision. Sequence with PEAS 368, 369. Prereq: PEAS 369. All PE activity courses are repeatable once for credit.

### COURSE(S) DROPPED

**PEF 341 Fitness Instructor Training (3R)**

**PEI 251 Ice Skating I (1R)**

**PEI 252 Ice Skating II (1R)**

**PEI 305 Triathlon (1R)**

## PEOW 261 Kayaking I (1R)

# DENIED PROPOSALS

# DROPPED COURSES

# PENDING PROPOSALS

## NEW COURSES(S) PENDING

**CH 420/520 Physical Organic Chemistry I (4)** [Graded only for majors] Modern physical organic chemistry including chemical bonding, acid-base chemistry, thermochemistry, noncovalent interactions, and introduction to computational chemistry. Sequence: Prereq: CH 336

(Course previously taught as CLAS 399)

**CLAS 311 Death and Rebirth in Greece and India (4)** [Graded only for majors] This course explores Greco-Roman and Indian conceptions of the soul and beliefs concerning the afterlife, particularly those of reincarnation and soul transmigration. Offered alternate years. *Requesting that this course satisfy Arts and Letters group requirement. Requesting that this course satisfy International Cultures multicultural requirement.*

(Course previously taught as 399)

**INTL 360 International Cooperation and Conflict (4)** Utilizes case studies and selected themes to examine the root causes, stakeholder perspectives, and attempts to resolve international conflicts. Prereq: INTL 101 Introduction to International Studies. *Requesting that this course satisfy Social Science group requirement. Requesting that this course satisfy Identity, Pluralism and Tolerance multicultural requirement.*

(Course previously taught as PS 410/510)

**PS 458/558 Feminist Political Theories (4)** Examines the relationship between feminism, gender, and the state. Offered alternate years.

(Course previously taught as PS 410/510)

**PS 460/560 Political Economy of East Asia (4)** [Graded only for majors] Examines the political economy of East Asia, with a focus on states, markets, and social classes during economic transformation. Offered alternate years.

(Course previously taught as 410/510)

**AAAP 415/515 Transportation and Preservation (3)** Addresses compliance issues with preservation laws relating to transportation development. Includes understanding processes and negotiating needs of the resource

with the needs of transportation authorities.

(Course previously taught as 225)

**LA 227 Introduction to Landscape Architecture (2-4)** Exploring the background and scope of the profession: its history, ethics, goals, skills, topics, achievements and evolving challenges in making healthy, functional, and beautiful places

(Course previously taught as 410)

**LA 337 Landscape Field Work: [Topic] (1-4R)** Direct examination and appraisal of the function, form, content and composition of example landscapes in relation to ecological, cultural, legal, technical, aesthetic and economic objectives.

(Course previously taught as 199)

**CPSY 110 Career Planning for Social Sciences/Services (2R)** Explore academic/career options in social sciences and services. Identify educational and career interests, skills, goals, work opportunities in these disciplines. Receive individualized feedback on career skills, values, interests. Focus on identifying resources and career goal planning. R Upon instructor approval and if the student wishes to explore further their academic and career development at different points during their time at the UO, or student may repeat the course if they received a non-passing grade when they took the course the first time.

(Course previously taught as 407)

**CPSY 311 Life Skills, Wellness, and Justice (3R)** Gain knowledge and skills to foster your well-being and that of individuals, families, and communities with whom you work. Understand connection between well-being and justice. Learn to manage stress, cultivate self-awareness, promote healthy communication and relationships. R Upon instructor approval and if the student wishes to explore further their academic development at different points during their time at the UO, or student may repeat the course if they received a non-passing grade when they took the course the first time.

(Course previously taught as 408)

**CPSY 412 Crisis Prevention (1R)** P/NP only. Experienced professionals foster awareness of and competency in crisis work. Focus on prevention, intervention, and assessment approaches to individual, community, and global crises. Crisis topics include suicide prevention, crises across the life span, and multicultural competence. R Upon instructor approval and if the student wishes to explore further their academic development at different points during their time at the UO, or student may repeat the course if they received a non passing grade when they took the course the first time.

(Course previously taught as 410)

**CPSY 413 Crisis Intervention (3R)** Didactic and experiential training in basic crisis intervention. Increase self- and multicultural- awareness and optimize your helping skills and professional functioning. Foundational knowledge and skills in prevention, ecological assessment, and intervention related to crisis situations. R Upon instructor approval and if the student wishes to explore further their academic development at different points during their time at the UO, or student may repeat the course if they received a non-passing grade when they took the course the first time.

(Course previously taught as CDS 411)

**CDS 431 Beginning Clinical Methods (3R)** [Graded only for majors] Focus on basic clinic methods relating to assessment and evidence based intervention. Clinical observation of assessment and intervention sessions. Sequence: CDS 430 Prereq: CDS 430 R Per instructor approval.

(Course previously taught as CDS 410)

**CDS 455 Child and Adolescent Development (4R)** [Graded only for majors] Covers theories, norms, and concepts related to child and adolescent development. Geared towards allied health professionals and educators working in a variety of settings. **R** Per instructor approval.

**CDS 470/570 Neuroscience of Speech and Language (4R)** [Graded only for majors] Foundation in normal neuroanatomy and neurophysiology and the clinical signs observed with nervous system damage. Prereq: CDS 442/542 **R** Per instructor approval.

(Course previously taught as CDS 610)

**CDS 630 Scientific Clinical Decision Making (3R)** Graded only. Critically analyze research in communication disorders through evaluation of research articles and standardized tests enabling clinicians to make clinical decisions based on scientific evidence. **R** Per instructor approval.

#### EXISTING COURSE(S) PENDING

ARCH 462/562 Wood and Steel Building Systems (4)

(Change Course Title)

**ARCH 462/562 Wood, Steel, and Concrete Structures (4)**

CDS 444/544 Clinical Phonetics (4R)

(Changed Course Title)

**CDS 444/544 Clinical Phonetics and Phonology**

CDS 457/557 Fundamentals of Audiology (4R)

(Changed Course Title)

**CDS 457/557 Anatomy and Physiology of Hearing Mechanism**

CDS 459/559 Audiological Rehabilitation (4R)

(Changed Course Title)

**CDS 459/559 Aural Rehabilitation**

CDS 462/562 Neurogenic Disorders of Communication (4R)

(Changed Course Title)

**CDS 462/562 Acquired Disorders of Communication**

CDS 652 Phonological Disorders (3R)

(Changed Course Title, Credits/Workload)

**CDS 652 Speech Sound Disorders**

Minimum credits: 4

Contact hours per week: 4

Required out-of-class workload: 120 hours (readings, assignments, quizzes, final projects, group presentations)

CDS 654 Theory and Remediation of Language Disorders (4R)

(Changed Course Title)

**CDS 654 Management of Adult Language Disorders**

COURSE(S) DROPPED PENDING

**CDS 411 Clinical Observation (3R)**

New name, title, part of sequence, grade

**CDS 461/561 Structural Disorders in Communication (4R)**

Content will be assimilated into CDS 460/560 and 462/562

**CDS 662 Introduction to Neuroanatomy and Neurophysiology (4R)**

Dropped from graduate curriculum, content will be covered in a 400/500 class

**WITHDRAWN PROPOSALS**

**OTHER CURRICULAR MATTERS**

With the approval of the dean, responsibility for Swahili language instruction is moved to the Department of Linguistics from the World Language Academy, beginning FY2013 and effective for three years; a review will be conducted in spring 2015.

## 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 courses. 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		
<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

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 were 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.*

### **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. 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.
- 2.5. 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.
- 2.6. 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 twentieth-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.