Instructions for Submitting Proposals for New Courses via CIM
(Course Inventory Management)

Before proposing a new course, read these instructions to understand the information that curriculum committees will use to review your proposal. There are typically two such committees, operating at the levels of your school/college and the university as a whole, that consider your proposal after it has been approved by your department. The reviews have five principal aims:

1. To verify the department’s sponsorship of the course as fitting into its curriculum.
2. To ensure that courses don’t overlap or compete unnecessarily with one another.
3. To evaluate the syllabus for clarity and completeness, mainly by adopting a student’s perspective.
4. To ensure that the number of credits a course carries reflects its workload. This assurance is required by our accreditors and, ultimately, by federal policy.
5. To determine whether an undergraduate course can count for a special curricular status:
   a. General Education group-satisfying
   b. General Education multicultural
   c. Honors (“H” after course number on transcript—not Honors College)
   d. Second language for B.A. degree
   e. Math/computer science for B.S. degree

In combination with your syllabus, the CIM New Course Proposal on-line form has been designed to elicit all of the information needed for review by both the school/college and university committees. Because it will be helpful to assemble the required information in advance, we ask that you take the following steps before filling out the form.

1. Prepare your syllabus: Consult the CAS Syllabus Checklist on pages 3-7 below and follow its instructions carefully as you write a new syllabus or update an existing one. Provide the information required in the order indicated, and with the expected level of detail. Pay close attention to the instructions on matching workload expectations to the number of credits requested. All of this will make life easier for your colleagues on the curriculum committees. It is understood that instructors revise and rearrange their syllabi when they actually teach a course, but the version you submit needs to be authentic and complete. Preparing a comprehensive syllabus in advance is critical to your completion of a New Course Proposal form through CIM. At the bottom of the on-line form you will upload a pdf of your syllabus as an attachment and then submit the proposal for review by your departmental curriculum coordinator.

2. Check criteria for special curricular status, if applicable: If you want your course to count for a special curricular status, familiarize yourself with the applicable rules and policies, and submit a justification in the “Special Curricular Status” section of the CIM form. Make sure that the course descriptions given here and on your syllabus provide students as well as reviewers with a clear explanation of precisely how the course addresses the relevant criteria, which are given in the Appendix (pages 8-14). Please use these criteria, rather than others you may find on various UO websites. There are omissions in some of the posted information that we haven’t yet corrected.

3. Check for course overlap: Search the course catalog to see if your course might overlap or compete with others. If it does, you’ll need to produce emails showing that your department—and not just you, the instructor—has conferred with its counterpart(s). These communications will be uploaded into the “Departmental Sponsorship” section of the on-line CIM form. The curriculum committees expect instructors and departments to work through any disagreements collegially. The committees don’t relish acting as arbitrators, but neither do they defer automatically to either side in case of conflict.

4. Secure departmental approval: Each department has its own local process to develop and screen new course proposals. This is important because, while instructors write syllabi, departments own courses and both schedule and assign instructors to them. College and university committees mainly want to understand the rationale and context for a new course—how it fits into a department’s or program’s curriculum—and verify that the sponsoring department is committed to offering the course sustainably.
**QUICK STEPS for CIM**

**TO START A NEW COURSE PROPOSAL FORM:**
1. Go to [https://nextcatalog.uoregon.edu/courseadmin/](https://nextcatalog.uoregon.edu/courseadmin/)
2. Log on with your **UO ID** [e-mail address prior to @uoregon.edu] and your standard password.
3. Click the green **Propose New Course** button.
4. **Enlarge the form** to full screen and begin entering the details of your new course.
5. **To upload your syllabus,** and any other support documentation: press the green **Attach Documents** button at the bottom of the form. A Browse file box opens, allowing you to select the file(s) to be uploaded.
6. **To leave the form**, preserving changes you have entered **without** submitting, scroll to the bottom and press the **Save Changes** button.
7. Once your proposal is complete, press the green **Submit** button. It is now in the workflow and your departmental curriculum coordinator will either roll it back to you for revision or grant departmental approval to send it on for review by the college curriculum committee.

**TO SAVE CHANGES ENTERED WITHOUT SUBMITTING:**
1. Scroll to the bottom of the proposal form and press the **Save Changes** button.

**TO RETURN TO A NEW COURSE PROPOSAL FORM, SAVED BUT NOT YET SUBMITTED:**
1. Go to [https://nextcatalog.uoregon.edu/courseadmin/](https://nextcatalog.uoregon.edu/courseadmin/)
2. Log on using your **UO ID** [e-mail address prior to @uoregon.edu] and your standard password.
1. In the field to the left for the Search button, enter the subject code and number of the course proposal you wish to continue and press the green **Search** button.
2. **Click on the green** **Edit Course** button at the top right to continue.
3. **Enlarge the form** to full screen and continue entering the details of your new course.
4. **Save changes** before leaving the form or **submit** to put the proposal into workflow.

**TO PROPOSE A CHANGE TO AN EXITING COURSE:**
3. Go to [https://nextcatalog.uoregon.edu/courseadmin/](https://nextcatalog.uoregon.edu/courseadmin/)
4. Log on using your **UO ID** [e-mail address prior to @uoregon.edu] and your standard password.
5. In the field to the left for the Search button, enter the subject code and number of the course to be changed and press the green **Search** button. If the course already exists, it will be displayed below the course listing box. **NOTE:** The field immediately below the course’s title will list all other courses that will be impacted by the changes you are about to make. Consider these carefully before proceeding.
6. Click on the green **Edit Course** button at the top right.
7. **Enlarge the form** to full screen and edit or add only the details of the course that you wish to change. They will be preserved in red/green tracking.
8. **To leave the form** but preserve the data you have entered, scroll to the bottom and **Press the Save Changes button. To return** to your proposal to continue data entry, log into CIM, enter the course code into the field at the top left and press the green **Search** button.
8. **Once your proposal is complete**, press the green **Submit** button. It is now in the workflow and your departmental curriculum coordinator will either roll it back to you for revision or grant departmental approval to send it on for review by the college curriculum committee.
Additional Instructions for Completing Some CIM Form Sections

Special Curricular Status (Undergraduate Courses)

Proposals requesting that a course count for a special undergraduate curriculum status (General Education group-satisfying or multicultural, second language, or mathematics/computer science) are given special scrutiny, as are those that bear an “H” (for Honors) on the transcript. Proposers should study the criteria and restrictions for any applicable special status (see pp 8-14 at the end of this document) and pay careful attention to them, and to the following points, when completing this section.

- **The description of your course:** The course description given on your syllabus is given special scrutiny in the case of General Education courses. This description is made available to students (through DuckWeb) at the time they register for classes and is widely used by academic advisors when they are helping students choose courses. Like descriptions for all courses, it should present the questions or ideas addressed by the course in language that is accessible to undergraduates who may have no prior knowledge of the field. In addition, it should explain how the course meets the criteria for a particular General Education requirement, or more than one. If a course is intended to count toward both the group-satisfying and multicultural requirements, a single description is sufficient.

- **The frequency with which your course will be offered:** It’s important to be aware from the outset that lower-division General Education courses must be offered every year, and upper-division courses at least every other year.

- **Other restrictions.** Note that repeatable topics courses cannot be group-satisfying, nor can courses that are open only to majors. Note also that additional requirements apply to 300-level group-satisfying courses.

Departmental Sponsorship

Once a course is approved, control of its scheduling, staffing, and instructional format resides with the department that governs its subject code. It is important that the proposal in general—and this section in particular—carry the formal endorsement of the department head or designated faculty curriculum coordinator.

Potential for overlap with other courses

It is the responsibility of faculty who propose a new course to review carefully the catalog descriptions for course offerings of other departments to identify courses which, by their descriptions, might appear to an outside observer to have considerable overlap with the newly proposed course (http://uocatalog.uoregon.edu/).

If course content overlap is possible, the proposing department will need to provide formal confirmation that the other department/college has been consulted and does not object to the new or changed course. The syllabus for the new course, along with an explanation of how it provides a perspective significantly different from that of the existing course, should be sent by the head (or faculty curriculum coordinator) of the proposing department to the head (or faculty curriculum coordinator) of the established offering department as a courtesy. This communication is intended to foster cooperation and collegiality between departments and with other colleges.
CAS Syllabus Checklist

Overview

In order to communicate effectively with reviewers, and ultimately with students, please include the following elements, in this order, on your syllabus:

I. Course identity, teaching staff, and logistics
II. Course description
III. Expected learning outcomes
IV. Estimated student workload
V. How grades will be determined
VI. Course schedule and assignments
VII. Course policies: e.g. etiquette/inclusiveness, academic integrity, late or missed work
VIII. Supporting material

Further instructions, including the desired level of detail, are given below for each of the elements.

You are free to construct a syllabus that is appropriate for your field and that suits your pedagogical style, but keep in mind that your syllabus will be evaluated by reviewers who are non-specialists. Moreover, reviewers try to consider syllabi from the perspective of other non-specialists – namely, students. They want to ensure that important information is included in a clear form. This will allow students to understand the content of a course, its place in the curriculum, and its workload and grading expectations—both in a general sense and on a weekly basis.

I. Course Identity, Teaching Staff, and Logistics

- Subject code, course number, and course title
- Instructor and GTF names
  - Contact information
  - Office hour information (time and place)
- Classroom and section/lab information (meeting times and locations)
- Required course materials (e.g. books, course packets) and where to obtain them (Duckstore, Blackboard, Library reserves)
- Course website (if applicable)

Detail on GTFs, sections/labs, and required course materials may be placed in a later section if this is needed to keep the course description on the first page of the syllabus.

II. Course Description

Provide a description that is long enough (typically 100-250 words) and sufficiently specific to make your course appealing and accessible to its target student audience. Please take care to use language that is meaningful to non-specialists. If your course is intended to count toward the General Education Group requirement and/or the Multicultural requirement, indicate how the course addresses the specific criteria for those categories. If the course is part of a sequence or series, indicate how it fits conceptually with the other course(s).
III. Expected Learning Outcomes

Please devote a section of your syllabus to a list of expected learning outcomes – that is, the major skills, abilities, and concepts a student is expected to acquire from your course. The point is to make your expectations more transparent by articulating academic objectives that may be only implicit in the course description and workload design. Three to six short sentences or bullet points will suffice.

Active verbs (“evaluate,” “analyze,” “demonstrate,” etc.) are preferable to vague ones (“appreciate,” “learn,” “study,” etc.). The test of an appropriate learning outcome is that it is possible, through standard means (e.g. exam questions, papers, talks or creative projects), to determine whether a student has grasped the concept or mastered the skill in question. More guidance is available at cas.uoregon.edu/learning-outcomes.

If multiple instructors will teach the course at different times, focus on the learning outcomes that are likely to be expected by all of them.

IV. Estimated Student Workload

In a paragraph or so, succinctly describe the kinds of work students will do in your course (e.g. reading, writing papers, working problem sets, doing field work). Give an estimate of the amount of time required to complete the work in a typical week—as well as in crunch weeks, such as when papers or exams are due. If appropriate, you may also want to indicate what students will do in discussion sections or laboratories and the relationship of that work to the learning outcomes of the course as a whole.

The narrative description you provide here for students should jibe with the quantitative tally required by the curriculum committees on what is called the Student Engagement Inventory (SEI). The SEI is part of the New Course Proposal form and is used by the curriculum committees to ensure that the proper amount of credit is being assigned to the course. You probably won’t want to put an SEI on your syllabus, but you will still need to tally up how many hours you think a typical student would spend on different course tasks. Be honest! Per federal policy, one undergraduate credit hour equals 30 real hours of student work, typically 10 hours in class and 20 hours outside of class. For graduate students, it’s 40 hours per credit. This means that graduate students in 4xx/5xx courses are expected to perform roughly a third more work than their undergraduate counterparts. Be specific about what additional work graduate students will be required to do in 5xx courses; grading them more stringently is not enough.

V. How Grades Will Be Determined

List the required assignments (e.g. papers, exams, projects) and how much weight each will carry in the final grade. Describe each in enough detail (e.g. provide page length for written assignments) that a student (and reviewer) can understand what will be required. Expanded descriptions of individual assignments may be placed at the end under “Supporting Material” if desired. It’s probably obvious, but perhaps still worth noting, that your assessments of student achievement should be clearly related to the learning outcomes you’ve articulated.

Also please indicate what distinguishes A, B, C, D, and F level work for the major types of assignments—and include your policy on A+. Here, the idea is to go beyond the point ranges corresponding to particular grades, and explain qualitatively the type of achievement each grade represents. You may simply refer students to your department guidelines, posted at gradeculture.uoregon.edu if available, or provide your own.

(For 4xx/5xx courses) Describe what additional work will be expected of graduate students and how it will be graded. Again, graduate students are expected to put in a third more work than undergraduates.
VI. **Course Schedule and Assignments**

The format for the course schedule is flexible. Some instructors use grids while others use lists or even short paragraphs to describe the content that will be covered in the course. Grids and minimalist lists often omit key detail, however, while paragraphs can be hard to assimilate quickly. So strike a balance between clarity and detail.

Whatever format you choose, please include all of the elements below:

- Topics/titles for all individual lectures, sections, labs, and other class meetings
- Titles of conceptual units within the course (if applicable)
- Readings assigned – with indications of when they are to be completed. *Include page numbers in all instances – even in cases where you also give chapter numbers*
- Due dates for all major assignments, including papers, problem sets, presentations, performances, midterms, etc.
- Final exam date, time, and location (if known)

*Page numbers (not merely chapter numbers, or book and article titles) are needed so that both reviewers and students can evaluate workload expectations. Reviewers understand that different types of material require differing amounts of time to read. However, they cannot evaluate these differences in the absence of the relevant specific information. Special circumstances that govern exceptionally high or low numbers of pages should be explained—to both the students and the committees—in the “Estimated Student Workload” section above.

VI. **Course Policies**

You may want to spell out your expectations with respect to behavior and individual responsibility for students in your course. Policies on the kinds of things listed below are recommended but not required for curriculum committee review.

- Classroom etiquette, inclusiveness, and prohibited discrimination
- Accessibility and disability accommodation
- Academic integrity, including citation of sources and use of external aids (e.g. Wikipedia)
- Make-up of late or missed work
- Opportunities for extra credit work
- Need for examination booklets or other materials, and where to buy them
- Formatting of papers (single or double spacing, point size, etc.)
- Technology needed for the course and related policies
- Attendance
- Recording of lectures and sharing of notes among students

VII. **Supporting Material**

Expanded descriptions of course assignments may be placed here. These will help reviewers understand how students will be spending their time in your course and will also provide assurance that students will be given appropriate guidance in approaching their work.

Other material that supplements your syllabus in some way (e.g. a full bibliography of course readings) may also be placed here, if desired.
APPENDIX

Criteria for General Education Group-satisfying Courses

Courses approved for General Education provide perspectives that encourage students to integrate knowledge and develop skills that will enable them to pursue further knowledge effectively. A large proportion of General Education coursework is intended to introduce students to the wide range of human inquiry and accomplishment, divided into three Groups: Arts and Letters, Social Science, and Science. The criteria that courses in each of these Groups should meet are given below.

1. Required features of all Group-satisfying courses
   1.1 Group-satisfying courses must be numbered at the 100, 200, and 300 levels.
   1.2 Approved courses must be at least 4 credits each.
   1.3 Approved courses cannot be repeatable for credit.
   1.4 Lower division courses must be offered annually, and upper division courses at least every other year. All Group-satisfying courses should be offered in time periods that are standard for regular academic terms, and in no case may be offered for a period shorter than three weeks.
   1.5 Courses that are offered for majors only are excluded from Group-satisfying status, but courses that are designed for both majors and other students may qualify.
   1.6 Descriptions for Group-satisfying courses should be posted electronically in the Schedule of Classes. The posted course information should be substantially expanded over those provided in the catalog, 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.

2. Group-specific criteria
   2.1 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 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.

   2.2 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.

   2.3 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. Although laboratory courses are not automatically excluded from Group-satisfying status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.
3. Additional criteria for upper division Group-satisfying courses: 

Upper division Group-satisfying courses must serve as broad introductions to fields with which students are unfamiliar and provide depth and rigor beyond that of typical lower division General Education courses. To achieve this dual purpose, such courses should do the following:

3.1 Introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas. Courses may be focused on a single text or period, but should use the examples provided by that focus to illuminate the larger discipline; and,

3.2 Educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered. For instance, a course might analyze the design of particular experiments, show how modeling is done and when it is informative, or introduce specific kinds of data analysis. The use of primary sources is encouraged where appropriate, that is, in fields where this information is accessible to a non-specialist; and,

3.3 Encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses. These courses should also employ evaluation methods that measure this high level of understanding; and,

3.4 Assume that students are capable of advanced university-level intellectual engagement as a result of having completed substantial lower division work, although not necessarily in the subject of the course. Some upper division Group-satisfying courses may also have specific prerequisites in the form of other courses whose content provides an essential foundation in the subject.

Examples of hypothetical course designs that could achieve these ends are below:

3.1. Introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas:

   a. In a Humanities course, the political, economic and religious influences on particular artists might be used to examine the kinds of forces that shape personal taste and distinctive artistic style in all periods and places.

   b. In a Literature course, texts from a specific period, genre, or individual might serve to represent larger cultural trends and developments.

   c. A course on Environmental Economics would further develop the tools and analytical techniques introduced in “principles courses,” and would show how analytical tools applicable to economics, generally, can be applied to environmental issues.

   d. A History course might deal with a short time period, but use it to illustrate patterns of social interaction that can be generalized.

   e. A Biology course might use a specific disease (Mad Cow, for example) to explore the fundamental molecular and genetic principles that explain both the disease and normal cellular function
3.2 Educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered:

a. In the Humanities course on style, students would use a text book, but would also study paintings, sculptures, buildings and musical compositions directly, in an effort to identify common elements of style.

b. Students in a Literature course might be called upon not only to exercise interpretive and analytical skills, but also to explore the material and ideological circumstances that contribute to the production of literary texts in a given time and place.

c. In the Economics course, students would take the fundamental microeconomic concepts and tools used by economists and policy-makers and apply them to a specific problem. Texts, homework assignments, and lectures would all be used to demonstrate how to apply these tools. As an example, students might use models of consumer and producer behavior to predict the economic effects of regulating the price of oil.

d. A History course would use primary documents for at least part of the course material. For instance, a course on the US involvement in Vietnam might ask students to read a major US newspaper covering a crucial period and try to reconstruct the relationships among: the news reports, public opinion, and events as they are now understood.

e. The Mad Cow course might examine the experimental logic that led to the heretical idea that proteins, not viruses, cause the disease. Textbooks would be used to present fundamental cellular mechanisms, but students would also read popular science articles (e.g. Scientific American articles by the investigators who had key insights) and a few primary research papers to get a sense of the evidence and reasoning behind scientific conclusions.

3.3 Encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses:

a. The Humanities course might ask students to summarize the key ideas in Leonard Meyer’s essay, “A Theory of Style” and then apply these to a particular art form or an individual piece of creative work.

b. Students in a Literature course might be expected to apply various analytical paradigms, such as a Marxist, Post-Structuralist, or Feminist framework, in their critical writing about literary texts.

c. The Economics course might ask students to apply the tools they’ve been working with to a problem they haven’t analyzed before. For example, having looked at the effects of oil price regulation, a student might be asked to analyze another instance of price regulation, or to put two types of regulation or price distortion together in a way that wasn’t covered in class -- e.g. what would happen if a price ceiling and a per unit tax were imposed simultaneously?

d. A History course might ask students to use their understanding of particular philosophical ideas to defend or refute the statement, “Enlightenment philosophy was responsible for the outbreak of the French Revolution.”

e. The Mad Cow course might ask students to examine other phenomena that appear related (e.g. Alzheimer’s Disease and long term memory) and propose specific molecular mechanisms for them.
Criteria for General Education Multicultural Courses

**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 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.

**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
  - 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.
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.

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.
Class time devoted to viewing films should be framed within active pedagogical strategies including pre-viewing exercises and follow-up evaluation and critique. Ideally, screenings during class should be limited to excerpts of films that the students have already seen outside of class. If viewings are required almost every week, supplemental meeting times for film screenings outside of regular class times should be arranged and clearly indicated in the course description.

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1 The criteria for Group-satisfying courses were compiled from proposals by the CAS Curriculum Committee, the UO Committee on Courses and the UO Undergraduate Council that were approved by the University Senate during the period from Fall 1999 through Winter 2015. The relevant Senate motions and Curriculum Reports are footnoted below and indicated at the appropriate places in the compilation.

a October 1999: Motion US99/00-2 Amend Criteria for Satisfying Group Requirements

b May 2001: Motion US00/01-3 Replacement Motion governing the approval of courses meeting general education requirements and the distribution of courses students must complete in each group

c May 2004: Motion US03/04-8 Amend Criteria for Group-Satisfying Courses

d May 11, 2011 Curriculum Report: General Education credit for courses awaiting permanent numbers

e May 22, 2013 Curriculum Report: Repeatable courses cannot have Group status

f March 12, 2015 Curriculum Report: Remove Inter-College General Education Review (ICGER) Committee from the review and approval process.