

FINAL SPRING 2011 CURRICULUM REPORT

MAY 11, 2011

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed spring 2011, 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 2011, 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 November. 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 and are dropped from the curriculum are listed here.

LOOKING AHEAD

May 11, 2011: University Senate considers spring 2011 preliminary report of the University of Oregon Committee on Courses.

ACADEMIC YEAR 2011–12

Sept 13, 2011: Curricular proposals for consideration in the fall round must be submitted to Academic Affairs office.

November 26, 2011: UOCC posts preliminary report on UO Senate web

December 6, 2011: Curricular proposals for consideration in the winter round must be submitted to Academic Affairs office

December 7, 2011: UO Senate votes on proposed curricular changes

March 2, 2012: UOCC posts preliminary report on UO Senate web

March 14, 2012: UO Senate votes on proposed curricular changes

MOTION

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

Respectfully submitted,

Voting: Paul Engelking, Chair
Jack Boss
Paul Peppis
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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

REINSTATED COURSES

(UOCC Administrative Action)

ANTH 439/539 Feminism and Ethnography (4) Uses current literature to explore the relationship between feminism, postmodernism, and ethnography. Investigates reflexivity, subjectivity, multiple voicing, and the politics of fieldwork and the text. Junior standing required. Silverman.

EXISTING COURSE CHANGES

ANTH 329 Immigration and Farmworkers (4)

(Changed instruction types)

Instruction types: Discussion, lecture.

ANTH 369 Human Growth and Development (4)

(Change instruction types)

Instruction types: Laboratory, lecture.

(UOCC Administrative Action)

ANTH 434/534 Native South Americans (4) Prereq: 4 credits in cultural anthropology.

(Change prerequisite)

ANTH 434/534 Native South Americans (4) Prereq: ANTH 161. Effective spring 2011.

(UOCC Administrative Action)

(Approved fall 2010; change effective date.)

ANTH 446/546 Practical Archaeobotany (4) Effective spring 2011.

NEW COURSES

ANTH 114 Anthropology of Pirates and Piracy (4) Examines the political and economic origins and legacies of piracy through 500 years of history in the Americas, Europe, and Africa.

Approved to satisfy social science group requirement. Approved to satisfy category C: international cultures multicultural requirement.

(Course previously taught as 410/510 in 200903)

ANTH 415/515 Human Life History (4) Explores evolution of key life history traits in comparative primatological, paleo-anthropological, behavioral ecology, and evolutionary psychology perspectives. Prereq: ANTH 161.

ANTH 438/538 Race and Gender in Latin America (4) [Graded only for majors] Examines intersecting systems of race, gender, ethnicity, and nationalism through 600 years of Latin American history, focusing on five countries in three regions. Prereq: ANTH 161. Offered alternate years.

BIOLOGY

EXISTING COURSES

(UOCC Administrative Action)

BI 485/585 Techniques in Computational Neuroscience (4) Prereq: BI 360 or 461; MATH 241, 242, or higher.

(Change prerequisite)

BI 485/585 Techniques in Computational Neuroscience (4) Prereq: BI 360 or 461; MATH 247 or higher.

NEW COURSES

(Course previously taught as 410/510 in 201001)

BI 488/588 Evolutionary Processes (4) Critical discussion of the ecological and evolutionary genetic processes associated with adaptation in natural populations; draws from topics in population, quantitative, and molecular genetics, molecular evolution, and statistics. Prereq: BI 380. Offered alternate years.

(Course previously taught as BI 410/510 in 200803)

BI 498/598 Biology and Politics (4) Critical analysis of how science is deployed in politics and policy. How should decisions be made in the face of scientific uncertainty? What is the role of scientific expertise in a democracy? Prereq: BI 212; BI 213 or 253. Offered alternate years.

CHEMISTRY

NEW COURSES

CH 114 Green Product Design (4) Illustrates how green chemistry, product design, advertising, and sustainable business practices are used to design greener consumer products and accelerate their adoption in the market.

Prereq: MATH 95 or higher. *Approved to satisfy science group requirement.*

COMPUTER AND INFORMATION SCIENCE

EXISTING COURSE CHANGES

CIS 110 Digital Information Processing (4)
(Changed general-education requirements)
Approved to satisfy science group requirement.

CLASSICS

DROPPED COURSES

CLAS 321 Classic Myths (4)
To be replaced by new course CLAS 322. Effective fall 2012.
Previously satisfied arts and letters group requirement.

NEW COURSES

(Course previously taught as CLAS 321)
CLAS 110 Classical Mythology (4) Introduction to the world of Greek and Roman mythology with an emphasis on the issues of personal and social identity. Effective fall 2012.
Approved to satisfy arts and letters group requirement. Approved to satisfy category B: identity, pluralism, and tolerance multicultural requirement.

CLAS 322 Theory and Practice of Ancient Mythology (4) Studies the theory and practical use of mythology of the ancient Mediterranean in its own context and through the lens of modern theorists. Prereq: CLAS 110. Offered alternate years. Effective fall 2012.

ENGLISH

REINSTATED COURSE

(UOCC Administrative Action)
ENG 360 African American Writers (4) Examines the origins and development of African American writing in relevant cultural, social, and historical contexts.

(UOCC Administrative Action)
ENG 455/555 English Romantic Writers (4) Romantic thought and expression of the second generation, including Byron, Keats, Mary and Percy Bysshe Shelley.

(UOCC Administrative Action)
ENG 497/597 Feminist Literary Theory (4) Current and historical schools of literary theory that depend primarily on gender analysis.

NEW COURSES

ENG 280 Introduction to Comics Studies (4) [Graded only for majors] Introduction to the art of comics and the methodologies of comics studies.

(Course previously taught as ENG 399 in 200801)

ENG 385 Graphic Narratives and Cultural Theory (4) [Graded only for majors] Survey of 20th- and 21st-century graphic novels in the context of cultural theory. Sophomore standing required. Offered alternate years. *Approved to satisfy arts and letters group requirement.*

(Course previously taught as ENG 410/510 in 200901)

ENG 480/580 Modern American Superhero (4) [Graded only for majors] Examination of the path of the American comic book superhero and an exploration of the ways in which that journey reflects large processes of social change.

ENVIRONMENTAL STUDIES

EXISTING COURSE CHANGES

(UOCC Administrative Action)

ENVS 345 Environmental Ethics (4)

(Changed course description)

ENVS 345 Environmental Ethics (4) Key concepts and contemporary positions surveyed; includes anthropocentrism, individualism, ecocentrism, deep ecology, and ecofeminism. Exploration includes case studies and theory.

FOLKLORE

EXISTING COURSE CHANGES

FLR 484/584 American Folklore (4)

(Changed Course Title)

FLR 484/584 Folklore in the United States

NEW COURSES

(Course previously taught as FLR 607 in 201002)

FLR 684 Folklore Fieldwork Seminar (5) [Graded only] Students conceptualize and execute a fieldwork project while developing practical skills in proposal writing, observation, interviewing, analysis, documentation, and presentation.

GERMAN AND SCANDINAVIAN

REINSTATED COURSE

GER 666 Genres of German Literature: [Topic] (4R) Generally focuses on a single genre such as drama, poetry, or prose; further limited by a time frame of subgenre such as historical drama or *Novelle*. **R** when topic changes.

NEW COURSES

GER 314 Intensive Intermediate Language Training (6) Extensive practice in speaking and writing German; complex grammatical structures in writing. Sequence with GER 315. Prereq: GER 203, 205, or equivalent. *Approved to satisfy arts and letters group requirement. Approved to satisfy category C: international cultures multicultural requirement.*

GER 315 Intensive Intermediate Language Training (6) Extensive practice in speaking and writing German; complex grammatical structures in writing. Sequence with GER 314. Prereq: GER 312, 314, or equivalent. *Approved to satisfy arts and letters group requirement. Approved to satisfy category C: international cultures multicultural requirement.*

HUMAN PHYSIOLOGY

DROPPED COURSES

ANAT 311 Human Anatomy: Musculoskeletal (3)

ANAT 312 Human Anatomy: Internal Organ Systems (3)

ANAT 314 Human Anatomy Laboratory: Musculoskeletal (2)

ANAT 315 Human Anatomy Laboratory: Internal Organ Systems (2)

HPHY 313 Human Physiology I: Nerve, Muscle, Senses (3)

HPHY 314 Human Physiology II: Homeostatic Mechanisms (3)

HPHY 316 Human Physiology I: Laboratory (2)

HPHY 317 Human Physiology II: Laboratory (2)

NEW COURSES

HPHY 211 Medical Terminology (3) Explore and develop skills in language and terminology specific to the medical sciences with an emphasis on derivation, meaning, and pronunciation.

(Course previously taught as ANAT 312 in 201001)

HPHY 321 Human Anatomy I (5) Introduction to the human body and histology; nerves; central, autonomic, and peripheral nervous systems; cranial nerves; regional anatomy of the head; special senses. Includes cadaver laboratory. Sequence with HPHY 322, 323, 324, 325. Prereq: BI 212 or 252; HPHY 211.

(Course previously taught as HPHY 313 in 201001)

HPHY 322 Human Physiology I (5) Neuro- and muscular physiology: action potentials; synapses and receptors; skeletal muscle; central, peripheral, and autonomic nervous systems; special senses. Includes human-based laboratory. Sequence with HPHY 321, 323, 324, 325. Prereq: BI 212 or BI 252; HPHY 211; pre- or co-req: HPHY 321.

(Course previously taught as ANAT 311 in 201002)

HPHY 323 Human Anatomy II (5) Heart, lungs, and vasculature in addition to regional exploration of the musculoskeletal system. Includes cadaver laboratory. Sequence with HPHY 321, 322, 324, 325. Prereq: HPHY 321.

(Course previously taught as HPHY 314 in 201002)

HPHY 324 Human Physiology II (5) Cardiovascular system; respiratory system; immunology. Includes human-based laboratory. Sequence with HPHY 321, 322, 323, 325. Prereq: HPHY 322; Pre- or co-req: HPHY 323.

(Course previously taught as HPHY 325, HPHY 413/513)

HPHY 325 Human Anatomy and Physiology III (5) Anatomy and physiology of the digestive, reproductive, and renal systems; endocrinology. Includes combination of cadaver laboratory and human-based laboratory. Sequence with HPHY 321, 322, 323, 324. Prereq: HPHY 324.

HPHY 412/512 Sleep Physiology (4) Fundamental principles of sleep and how physiology is affected by sleep. Prereq: HPHY 325. Offered alternate years.

HPHY 413/513 Muscle Physiology (4) Human skeletal muscle cell biology and tissue physiology and metabolism with a focus on clinical implications, health, and disease. Prereq: HPHY 371. Offered alternate years.

HPHY 473/573 High Altitude Physiology and Medicine (4) Explores major physiologic responses to high altitude (hypoxia), both adaptive and maladaptive, from systems to molecular level, as well as pathophysiologic conditions at high altitude. Prereq: HPHY 371. Offered alternate years.

HPHY 611 Professional Skills I: Effective Teaching (1) [P/NP only] Development of professional skills for academic careers related to human physiology. Sequence with HPHY 612, 613.

HPHY 612 Professional Skills II: Responsible Research (1) [P/NP only] Development of professional skills for academic careers related to human physiology. Sequence with HPHY 611, 613. Prereq: HPHY 611.

HPHY 613 Professional Skills III: Career Development (1) [P/NP only] Development of professional skills for academic careers related to human physiology. Sequence with HPHY 611, 612. Prereq: HPHY 612.

INTERNATIONAL STUDIES

NEW COURSES

INTL 101 Introduction to International Issues (4) [Graded only for majors] Survey of major political, economic, and cultural themes in international studies through in-class debates on key contemporary issues. *Approved to satisfy social science group requirement. Approved to satisfy category C: international cultures multicultural requirement.*

LINGUISTICS

DROPPED COURSES

LING 202 Language Learning and Change (4)
Course content will be redistributed into LING 294 and 296.
Previously satisfied arts and letters group requirement.

LING 390 Introduction to Sociolinguistics (4)
Course will be replaced by LING 490/590.
Previously satisfied social science group requirement. Previously satisfied category B: identity, pluralism, and tolerance multicultural requirement multicultural requirement.

LT 445/545 Second Language Teaching Methods (4)
Replaced with LT 435/535

LT 446/546 Second Language Practice (4)
Replaced with LT 436/536

NEW COURSES

LING 294 Child Language (4) [Graded only for majors] Systematic survey of language structure and representation presented through the lens of language acquisition. Sound, words, phrases, discourse, and pragmatics in typically and atypically developing children.
Approved to satisfy social science group requirement.

LING 296 Language and Society in the United States (4) [Graded only for majors] English and non-English language diversity in the U.S., including regional varieties, African American English, Latino English. Explores language and social structure, policy, and educational issues.
Approved to satisfy social science group requirement. Approved to satisfy category A: American cultures multicultural requirement.

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(Course previously taught as LING 390 in 201001)

LING 491/591 Sociolinguistics (4) [Graded only for majors] Major approaches and frameworks to the study of sociolinguistics; social-cultural variation in language use and its relationship to change; attitudes about variations, multilingualism. Prereq: LING 301. Students may not receive credit for both LING 390 and 491/591.

Approved to satisfy category B: identity, pluralism, and tolerance multicultural requirement.

(Course previously taught as LT 445/545 in winter 2011)

LT 435/535 Second-Language Teaching Methods (4) Approaches and methods in teaching second languages. Theoretical principles of language teaching including overview of designing courses, lessons, materials, and assessments. Sequence with LT 436/536, 437/537. Prereq: LING 440/540.

(Course previously taught as LT 446/546 in fall 2010)

LT 436/536 Second-Language Teaching Planning (4) Language lesson planning and design. Practical methods for developing skills in listening, speaking, reading, and writing second languages. Sequence with LT 435/535, 437/537. Prereq: LT 435/535.

LT 437/537 Second-Language Teaching Practice (4) Intensive workshop and practice in language instruction. Team-teaching of weekly English as a spoken language course including designing activities and creating materials. Sequence with LT 435/535, 436/536. Pre- or coreq: LT 436/536.

MATHEMATICS

EXISTING COURSE

(UOCC Administrative Action)

MATH 315 Elementary Analysis (4) Prereq: MATH 253 or equivalent.

(Change prerequisite)

MATH 315 Elementary Analysis (4) Prereq: MATH 253 or equivalent; one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 346 Number Theory (4) Prereq: MATH 253.

(Change prerequisite)

MATH 346 Number Theory (4) Prereq: MATH 253; one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 351, 352 Elementary Numerical Analysis I, II (4,4) Prereq: MATH 253.

(Change prerequisite)

MATH 351, 352 Elementary Numerical Analysis I, II (4,4) Prereq: MATH 253; one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 391, 392, 393 Fundamentals of Abstract Algebra I, II, III (4,4,4) Prereq: MATH 341.

(Change prerequisite)

MATH 391, 392, 393 Fundamentals of Abstract Algebra I, II, III (4,4,4) Prereq: MATH 341; one from MATH 232, 262, 307.

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(UOCC Administrative Action)

MATH 394 Geometries from an Advanced Viewpoint I (4)

(Add prerequisite)

MATH 394 Geometries from an Advanced Viewpoint I (4) Prereq: one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 395 Geometries from an Advanced Viewpoint II (4)

(Add prerequisite)

MATH 395 Geometries from an Advanced Viewpoint II (4) Prereq: one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 411/511, 412/512 Functions of a Complex Variable (4,4) Prereq: MATH 281.

(Change prerequisite)

MATH 411/511, 412/512 Functions of a Complex Variable (4,4) Prereq: MATH 281; one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 433/533 Introduction to Differential Equations (4) Prereq: MATH 281, 341.

(Change prerequisite)

MATH 433/533 Introduction to Differential Equations (4) Prereq: MATH 282, 342; one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 441/541 Linear Algebra (4) Prereq: MATH 342.

(Change prerequisite)

MATH 441/541 Linear Algebra (4) Prereq: MATH 342; one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 444/544, 445/545, 446, 546 Introduction to Abstract Algebra (4,4,4)

(Changed prerequisite)

MATH 444/544, 445/545, 446, 546 Introduction to Abstract Algebra (4,4,4) Prereq: one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 456/556 Networks and Combinatorics (4) Prereq: MATH 231 or 346.

(Change prerequisite)

MATH 456/556 Networks and Combinatorics (4) Prereq: MATH 231 or 346; one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 457/557 Discrete Dynamical (4) Prereq: MATH 256.

(Change prerequisite)

MATH 457/557 Discrete Dynamical (4) Prereq: MATH 256; one from MATH 232, 262, 307.

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(UOCC Administrative Action)

MATH 461/561, MATH 42/562 Introduction to Mathematical Methods of Statistics I, II (4,4) Prereq: MATH 252.

(Change prerequisite)

MATH 461/561, 462/562 Introduction to Mathematical Methods of Statistics I, II (4,4) Prereq: MATH 253; one from MATH 232, 262, 307.

(UOCC Administrative Action)

MATH 464/564, 465/565, 466/566 Mathematical Statistics I, II, III (4,4,4) Pre- or coreq: MATH 282, 342

(Change prerequisites)

MATH 464/564, 465/565, 466/566 Mathematical Statistics I, II, III (4,4,4) Prereq: MATH 282, 342; one from MATH 232, 262, 307.

PHILOSOPHY

REINSTATED COURSE

(UOCC Administrative Course)

PHIL 331 Philosophy in Literature (4) Selective study of major philosophical ideas and attitudes expressed in the literature of Europe and America. Prereq: one philosophy course.

DROPPED COURSE

PHIL 644 Feminist Ethics. Last offered 200701.

POLITICAL SCIENCE

EXISTING COURSES

(UOCC Administrative Action)

PS 301 Art and the State (4)

(Add prerequisite)

PS 301 Art and the State (4) Prereq: PS 201 or 204.

(UOCC Administrative Action)

PS 324 European Politics (4)

(Add prerequisite)

PS 324 European Politics (4) Prereq: PS 204.

(UOCC Administrative Action)

PS 326 United States Foreign Policy I (4)

(Add prerequisite)

PS 326 United States Foreign Policy I (4) Prereq: PS 205.

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(UOCC Administrative Action)

PS 337 The Politics of Development (4)

(Add prerequisite)

PS 337 The Politics of Development (4) Prereq: PS 204.

(UOCC Administrative Action)

PS 340 International Political Economy (4) Prereq: EC 201, 202 recommended.

(Change prerequisite)

PS 340 International Political Economy (4) Prereq: PS 205.

(UOCC Administrative Action)

PS 342 Politics of China (4)

(Add prerequisite)

PS 342 Politics of China (4) Prereq: PS 204.

(UOCC Administrative Action)

PS 348 Women and Politics (4)

(Add prerequisite)

PS 348 Women and Politics (4) Prereq: PS 201.

(UOCC Administrative Action)

PS 349 Mass Media and American Politics (4)

(Add prerequisite)

PS 349 Mass Media and American Politics (4) Prereq: one from PS 201, 203, 260.

(UOCC Administrative Action)

PS 350 Politics and Film (4)

(Add prerequisite)

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

(UOCC Administrative Action)

PS 352 Political Parties and Interest Groups (4)

(Add prerequisite)

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

(UOCC Administrative Action)

PS 353 Campaigns and Elections (4)

(Add prerequisite)

PS 353 Campaigns and Elections (4) Prereq: one from PS 201, 203, 260.

(UOCC Administrative Action)

PS 355 Oregon Government and Politics (4)

(Add prerequisite)

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

(UOCC Administrative Action)

PS 420/520 International Organization (4)

(Add prerequisite)

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PS 420/520 International Organization (4) Prereq: PS 205.

(UOCC Administrative Action)

PS 440/540 Causes and Prevention of War (4)

(Add prerequisite)

PS 440/540 Causes and Prevention of War (4) Prereq: PS 205.

(UOCC Administrative Action)

PS 455/555 Theories of International Politics (4)

(Add prerequisite)

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

(UOCC Administrative Action)

PS 463/563 Government and Politics of Latin America (4)

(Add prerequisite)

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

(UOCC Administrative Action)

PS 467/567 The United States Presidency (4)

(Add prerequisite)

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

(UOCC Administrative Action)

PS 468/568 Congress (4)

(Add prerequisite)

PS 468/568 Congress (4) Prereq: PS 201 or 260.

(UOCC Administrative Action)

PS 470/570 Constitutional Law (4)

(Add prerequisite)

PS 470/570 Constitutional Law (4) Prereq: one from 201, 260, 275.

(UOCC Administrative Action)

PS 475/575 Politics of the European Union (4)

(Add prerequisite)

PS 475/575 Politics of the European Union (4) Prereq: PS 204.

(UOCC Administrative Action)

PS 484/584 United States Supreme Court (4)

(Add prerequisite)

PS 484/584 United States Supreme Court (4) Prereq: one from 201, 260, 275.

(UOCC Administrative Action)

PS 485/585 Civil Rights and Civil Liberties (4) Prereq: PS 275 or 470/570.

(Change prerequisite)

PS 485/585 Civil Rights and Civil Liberties (4) Prereq: one from 201, 260, 275.

PHYSICS

EXISTING COURSE

(UOCC Administrative Action)

PHY 153 Physics of Light and Color (4)

(Change title)

PHYS 153 Physics of Light, Color, and Vision (4) Effective fall 2011.

NEW COURSES

PHYS 362 Biological Physics (4) Physical principles governing biological systems. Topics include molecular machines, DNA and other macromolecules, signaling and information transfer, entropic forces, and physical mechanisms of self-organization. Prereq: PHYS 353.

PSYCHOLOGY

EXISTING COURSES

(UOCC Administrative Action)

PSY 445/545 Brain Mechanisms of Behavior (4) Prereq: PSY 303.

(Change prerequisite)

PSY 445/545 Brain Mechanisms of Behavior (4) Prereq: PSY 303, 304. Effective spring 2011.

(UOCC Administrative Action)

PSY 449/549 Human Neuropsychology (4) Prereq: PSY 303.

(Change prerequisite)

PSY 449/549 Human Neuropsychology (4) Prereq: PSY 303, 304. Effective spring 2011.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARCHITECTURE

REINSTATED COURSE

(UOCC Administrative Action)

ARCH 495/595 Daylighting (3) "Daylighting" (increasing the energy efficiency of a building by maximizing the amount of daylight versus electric light) as an element in architectural design. Models and photography used to study behavior of light. Prereq: ARCH 492. Effective spring 2011.

ART

DROPPED COURSES

ARTR 448/548 Screen Printing (4R)

ARTR 449/549 Lithography (3R)

EXISTING COURSE CHANGES

(UOCC Administration Action)

ART 333 Drawing II (4) Prereq: ART 233.

(Change prerequisite)

ART 333 Drawing II (4) Prereq: ART 115, 116, 233. Effective spring 2011.

(UOCC Administrative Action)

ARTP 390 Intermediate and Advanced Painting (4)

(Change conditions of repeatability)

ARTP 390 Intermediate and Advanced Painting (4) R twice for a total of 12 credits.

(UOCC Administrative Action)

ARTP 391 Intermediate and Advanced Drawing (4)

(Change conditions of repeatability)

ARTP 391 Intermediate and Advanced Drawing (4) R twice for a total of 12 credits.

ARTR 346 Introduction to Relief Printing (4R) [Optional grading] Woodcut, linoleum-cut methods, single- or multiple-color techniques of reduction cut, multiple blocks, stencils, and registration principles. Emphasizes personal imagery development.

(Changed Course Description, Course Title, Grading Options, Repeatability)

ARTR 346 Relief (4) [Graded only]

Creative exploration of graphic and conceptual possibilities through woodcut and related relief printing methods; techniques include block cutting, registration, single and multicolor printing. Prereq: ARTR 245.

ARTR 347 Introduction to Intaglio (4R)

(Changed Course Description, Course Title, Grading Options, Repeatability)

ARTR 347 Intaglio (4) [Graded only] Techniques of etching, drypoint, engraving, aquatint, soft ground, lift ground, white ground, embossment, relief plate printing. Emphasizes personal imagery development.

Prereq: ARTR 245.

ARTR 446/546 Intermediate and Advanced Printmaking (4-6R) [Optional grading] Further exploration of techniques and concepts with emphasis on discussion and creative work. Content varies by term and may include color methods, chine collé, monoprints.

(Changed Course Description, Credits/Workload, Grading Options)

ARTR 446/546 Intermediate and Advanced Printmaking (4R) [Graded only] Further exploration of printmaking techniques and concepts with an emphasis on creating a body of work; includes research, discussion, readings, and critiques. Prereq: two terms from ARTR 245, 346, 347, 348, 349.

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(UOCC Administrative Action)

ARTD 471/571 3-D Computer Imaging (5) Prereq: ARTD 361.

(Change prerequisite)

ARTD 471/571 3-D Computer Imaging (5) Prereq: ARTD 350 or 361. Effective spring 2011.

(UOCC Administrative Action)

ARTO 455/555 Conceptual Strategies in Photography (4) Pre- or coreq: ARTO 351 or 352

(Change prerequisite)

ARTO 455/555 Conceptual Strategies in Photography (4) Prereq: ARTO 354. Effective fall 2011.

NEW COURSES

ARTC 254 Mold-Making and Casting (4R) [Graded only for majors] Focuses primarily on the development of skills necessary to make models, molds, and castings for ceramic industry and art practice. Prereq: ART 115, 116, 233.

ARTR 245 Introduction to Printmaking (4) [Graded only for majors] Introduction to printmaking methodologies. Explores the unique print, multiples, and variable edition; techniques may include monotype, linocut, collagraph, etching, and screen print. Prereq: ART 115, 116, 233.

(Course previously taught as 448/548 in 200903)

ARTR 348 Screen Printing (4R) [Graded only for majors] Creative exploration of graphic and conceptual possibilities through screen printing; techniques include registration, color, edition printing, and stencil-making using hand-drawn, photographic, and digital methods. Prereq: ARTR 245.

(Course previously taught as 449/549 in 201001)

ARTR 349 Lithography (4R) [Graded only for majors] Creative exploration of pictorial and conceptual possibilities through stone and plate lithography; techniques include transfer, image making, registration, and color work. Prereq: ARTR 245.

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSE

(UOCC Administrative Action)

PPPM 480 Nonprofit Management I (4)

(Add prerequisite)

PPPM 480 Nonprofit Management I (4) Prereq: PPPM 280. Effective spring 2011.

(UOCC Administrative Action)

PPPM 613 Planning Analysis (5)

(Title change)

PPPM 613 Planning Analysis I (5)

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NEW COURSES

(Course previously taught as PPPM 199 in 201002)

PPPM 340 Climate-Change Policy (4) Overview of climate change policy, including physical bases of climate change, bases of climate-change economics, cap-and-trade programs, carbon taxation, fuel efficiency, and other topics. *Approved to satisfy social science group requirement.*

(Course previously taught as 407/507 in 201002)

PPPM 432/532 Urban Revitalization (4) *Request to satisfy category B: identity, pluralism, and tolerance multicultural requirement denied.*

(Course previously taught as 407/507 in 201002)

PPPM 444/544 Environmental Policy (4) Overview of policies related to the environment: examines the design and effectiveness of specific policies.

(Course previously taught as 407/507 in 201002)

PPPM 452/552 Public Participation in Diverse Communities (4)

(Course previously taught as 607 in 201002)

PPPM 614 Planning Analysis II (5) [Graded only for majors] Applications of Geographic Information System technology. Sequence with PPPM 613.

(Course previously taught as 607 in 201001)

PPPM 637 MPA 48-Hour Policy Analysis Project (1) [Graded only] Students team to produce a professionally oriented policy analysis memorandum and presentation on an assigned topic in a 48-hour period. Prereq: PPPM 636.

(Course previously taught as 609 in 201002)

PPPM 638 MPA Capstone Applied Research Project I (5) Team prepare applied research projects for client organizations using analytical and managerial skills to solve problems in public policy analysis or public management. Sequence with PPPM 639. Prereq: PPPM 618, 629, 633, 636, 657, 684.

(Course previously taught as 609 in 200903)

PPPM 639 MPA Capstone Applied Research Project II (5) [Graded only] Teams prepare applied research projects for client organizations using analytical and management skills to solve problems in public policy analysis or public management. Sequence with PPPM 638. Prereq: PPPM 638.

(Course previously taught as 607 in 201002)

PPPM 687 Nonprofit Board Governance (1R) [P/NP only] Students serve on governing boards of nonprofit organizations for one year: fall, winter, and spring terms.

(Course previously taught as 607 in 201003)

PPPM 688 Nonprofit Consultancy (4)

PRODUCT DESIGN

EXISTING COURSE CHANGES

PD 223 Design Drawing (4R)

(Changed Course Title)

PD 223 Beginning Design Drawing (4)

PD 323 Drawing (4)

(Changed Course Title, Repeatability.)

PD 323 Design Drawing (4R) once for a maximum of 8 credits. Effective spring 2011.

PD 484 Studio (4-6R) Varied studios combine practical problem-solving with a focus on schematic-to-design development and aspects of prototyping, manufacturing, and test marketing. R for three terms of student's senior year. Prereq: PD 323, 340, 350, 370 or senior standing in architecture, art, or interior architecture.

(Changed Course Description, Course Title, prerequisites)

PD 484 Global Studio (4-6R)

Design studio focuses on global questions explored through active development. Questions may relate to issues of user interface, sustainability, or societal problems. Only for seniors with declared major status in architecture, art, interior architecture, or product design. Pre- or coreq: PD 323, 350, 370.

PD 486 Studio: BFA (6R)

(Changed Course Title)

PD 486 BFA Studio I

NEW COURSES

PD 450 Footwear Drawing: Analog (4) Teaches specific drawing techniques used by and specified in the footwear industry to convey ideas, direct prototype production, and direct marketing.

PD 451 Footwear Drawing: Digital (4) Teaches specific digital drawing presentation standards that are used for marketing, prototyping, and preproduction phases of design. Prereq: PD 450.

PD 453 Footwear Materials and Process (4) Covers the processes used and preferred in various footwear sectors and the design rules for those processes.

LUNDQUIST COLLEGE OF BUSINESS

ACCOUNTING

EXISTING COURSE

(UOCC Administrative Action)

ACTG 450/550 Advanced Financial Accounting (4) Prereq: ACTG 352, C- or better.

(Change prerequisite)

ACTG 450/550 Advanced Financial Accounting (4) Prereq: C- or better in ACTG 351 or 352.

COLLEGE OF EDUCATION

EXISTING COURSE CHANGES

(UOCC Administrative Action)

EDUC 611 Survey Social Science Research Methods (3) Graded only

(Changed Course Title; effective date.)

EDUC 611 Survey of Educational Research Methods (3) [Graded only] Effective summer 2011.

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP

NEW COURSES

EDLD 612 Reading Interventions (4) Focuses on providing research-based reading interventions to school-age students identified as struggling readers, including English language learners.

EDLD 613 Reading Research (4) Focuses on the empirical research that serves as the scientific basis for advancing reading pedagogy and practice.

EDLD 618 Data-Based Decision-Making (4) Examines data-based decision-making in the context of reading development and instruction from kindergarten through twelfth grade.

EDLD 621 Equity and Achievement (3) Provides basics of data analysis and interpretations regarding achievement gaps, as well as applications of multiculturally competent practices in educational administrative settings.

EDLD 625 Survey and Questionnaire Design (4) [Graded only] Students gain practical experience in the collection and analysis of social science information through the design of surveys and questionnaires.

EDLD 628 Hierarchical Linear Models I (4) [Graded only] Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and two-level models. Sequence with EDLD 630. Prereq: EDUC 642.

EDLD 629 Hierarchical Linear Models II (4) [Graded only] Advanced topics in multilevel modeling and hierarchical data structures including three-level models with random and fixed effects, longitudinal models, and multilevel models. Sequence with EDLD 629. Prereq: EDLD 629. Offered alternate years.

EDLD 633 Structural Equation Modeling I (4) [Graded only] Theory, application, and interpretation of structural equation modeling techniques. Includes covariance structures, path diagrams, path analysis, model identification, estimation, and testing. Sequence with EDLD 634. Prereq: EDUC 642.

EDLD 634 Structural Equation Modeling II (4) [Graded only] Emphasis on structural and latent variable models, including cross-validation, mean structures, comparing groups and models, latent growth-curve analyses. Sequence with EDLD 633. Prereq: EDLD 633. Offered alternate years.

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EDLD 650 Advanced Seminar Educational Research Methods (4) [Graded only] Examines special issues in the use and application of educational statistics and research design in a discussion-seminar format. Prereq: EDUC 640.

EDLD 670 Analysis of Discrete and Categorical Data (4) [Graded only] Advanced methods for analysis of discrete data. Topics include log-linear, logit, probit, latent class, and mixture models, and other generalized linear models. Prereq: EDUC 642. Offered alternate years.

EDLD 672 Analysis of Large-Scale Databases (4) [Graded only] Introduction to secondary data analysis and the use of data from national and other databases. Offered alternate years. Prereq: EDUC 642.

EDLD 679 Advanced Program Evaluation (4) [Graded only] Focuses on the analysis of evaluation data. Topics include alternative research designs, matching, use of propensity scoring, and time series designs. Prereq: EDUC 621. Offered alternate years.

SCHOOL OF JOURNALISM AND COMMUNICATION

JOURNALISM

NEW COURSE

J 617 Strategic Communication Theory and Research: [Topic] (4) [Graded only for majors] Theory and research and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. **R** when topic changes.

SCHOOL OF MUSIC AND DANCE

SCHOOL OF MUSIC AND DANCE

EXISTING COURSE CHANGES

MUS 360 History of Hip-Hop Music (4)
(Changed Course Title)

MUS 360 Hip-Hop Music: History, Culture, Aesthetics

NEW COURSE

MUS 449/549 Creativity in Technology (3R) [Graded only] Explores the influences and applicants of technology in the musical, performing, and visual arts, assessing actualized works and considering their aesthetic and culture impact. **R** when course content changes.

PHYSICAL EDUCATION AND RECREATION

NEW COURSE

(Course previously taught as 399 in Spring 2011)

PEAQ 303 Swim and Run (2R) [P/NP only] Increasing cardio fitness on land and in the water; improving swim strokes, running form, and power; and learning principles of cross training. Sequence with PEAQ 301, 305. **R** once for a maximum of 4 credits.

(Course previously taught as 399 in Spring 2011)

PEAQ 320 Swim and Core (2R) [P/NP only] Swimmers use core conditioning work to improve their performance in the water. Two swim and two core sessions per week. **R** once for a maximum of 4 credits.

REINSTATED COURSE

PEAQ 111 Learn to Swim (1R)

PENDING PROPOSALS

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART AND ADMINISTRATION PROGRAM

NEW COURSES

AAD 471/571 Performing Arts Management (4)

AAD 472/572 Artistic Administration in the Performing Arts (4)

AAD 428/528 The Culture Museum (4)

EXISTING COURSES

AAD 462/562 Culture Policy in Arts (4)
(Change Title)

AAD 462/562 Cultural Policy (4)

AAD 612 Cultural Administration (4)

PRODUCT DESIGN

NEW COURSES

PD 455 Footwear Design History (4) Students will gain a knowledge of the concepts and principles of footwear history as an historic artifact and as a focus of fashion and industrial design.

PD 459 Footwear Studio, Terminal (6R) Focuses on finding a concept for a new piece of footwear, and developing that concept to a production-ready presentation format. **R** Repeatable

(Course previously taught as PD 484, fall Term in 201001)

PD 483 Personal Studio (4-6R) [P/NP only for majors] Design studio focuses on Personal question(s) that are explored through active design development. Questions are/may relate to issues of user interface, sustainability or societal problems. Sequence: PD 484, PD 485 Prereq: PD 323, PD 340, PD 350, PD 370 and senior standing in Architecture, Art, or Interior Architecture **R** Repeatable as elective credit

(Course previously taught as PD 484, Spring Term in 200903)

PD 485 Corporate Studio (4-6R) Design studio focuses on Corporate question(s) that are explored through active design development. Questions are/may relate to issues of user interface, sustainability or societal problems. Sequence: PD 483, PD 384 Prereq: PD 323, PD 340, PD 350, PD 370, PD 484, PD 485 and senior standing in Architecture, Art, Interior Architect or Product Design **R** repeatable as elective credit

(Course previously taught as PD 486 in 200902)

PD 487 BFA Studio II (6R) Second course in series of interactive studios in which students engage in independent project-based learning. Sequence: PD 485, PD 488 Prereq: PD 486, BFA standing **R** Repeatable for elective credit

(Course previously taught as PD 486 in 200903)

PD 488 BFA Studio III (6R) Third course in series of interactive studio in which students engage in independent project-based learning. Sequence: PD 486, PD 487, BFA Standing Prereq: PD 486, PD 487 **R** Repeatable for elective credit

COLLEGE OF EDUCATION

EDUCATIONAL STUDIES

EXISTING COURSE

EDST 411 Childhood Studies (3)

(Change credits/workload)

Minimum credits 4

Contact hours per week: 4

EDST 422/522 Technology Education: Teachers as Cyborgs (3)

(Changed Credits/Workload)

Minimum credits: 4

Contact hours per week: 4

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EDST 462/562 Interventions for the Struggling Reader (3)

(Changed Credits/Workload)

Minimum credits: 4

Contact hours per week: 4

NEW COURSES

EDST 619 Teaching for Literacy (4) Prepares middle/high teachers who are expected to teach specific content areas and literacy strategies as part of a reading endorsement. Offered As needed

EDST 629 Critical Literacy in Multilingual Society (4) Examines theory and practice in the teaching of critical literacy in a multicultural and multilingual society as part of a reading endorsement. Offered As needed

SPECIAL EDUCATION AND CLINICAL SERVICES

NEW COURSES

SPED 440/540 Early Literacy for Diverse Learners (4) [Graded only for majors] Focuses on designing and evaluating instruction in the areas of reading and writing for preschool to early elementary-aged students with disabilities. Sequence: SPED 441/541 Literacy for Learning, SPED 442/542 Adolescent Literacy, SPED 443/543 Supporting Students with LID Prereq: SPED Majors Only or Instructor Approval Required

SPED 441/541 Intermediate Literacy for Diverse Learners (4) [Graded only for majors] Focuses on designing and evaluating instruction in the areas of reading and writing for late elementary to middle school-aged students with disabilities. Sequence: SPED 440/540 Early Literacy, SPED 442/542 Adolescent Literacy, SPED 443/543 Supporting Students with LID Prereq: SPED 440/540 Early Literacy. SPED Majors only or instructor approval required.

SPED 442/542 Adolescent Literacy for Diverse Learners (4) [Graded only for majors] Focuses on designing and evaluating instruction in the areas of reading and writing for middle and high school-aged students with disabilities. Sequence: SPED 440/540 Early Literacy, SPED 441/541 Literacy for Learning, SPED 443/543 Supporting Students with LID Prereq: SPED 441/541 Literacy for Learning. SPED majors only or instructor approval required.

(Course previously taught as 610 in 201002)

SPED 443/543 Supporting Students with LID (4) [Graded only for majors] Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low incidence disabilities. Sequence: SPED 440/540 Early Literacy, SPED 441/541 Literacy for Learning, SPED 442/542 Adolescent Literacy Prereq: SPED 440/540 Early Literacy, SPED 441/541 Literacy for Learning, SPED 442/542 Adolescent Literacy and SPED Math, or instructor approval required.

EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP

NEW COURSE

(Course previously taught as EDLD 610 in fall 2010)

EDLD 611 Statistical Software in Educational Research (1) [Graded only] This course is specifically for graduate students learning how to use the Statistical Package for the Social Sciences (SPSS) version 17.0.

PHYSICAL EDUCATION AND RECREATION

NEW COURSE

(Course previously taught as 399 in Winter 2011)

PEAS 388 Scuba: Assistant Instructor (1-2R) P/NP only. Earn PADI certification as an Assistant Instructor. Seq: PEAS 368, PEAS 369, PEAS 370, PEAS 378, PEAS 381, PEAS 382 Prereq: PEAS 382 or equivalent experience R All PE activity course are repeatable once for credit.

WITHDRAWN PROPOSALS

DENIED PROPOSALS

DROPPED COURSES

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

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

Accounting

ACTG	665	Decis Support System	last offered: 200702
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Anthropology

ANTH	421	Anthropology of Gender	last offered: 200702
ANTH	452	Postcol/Global: Topic	last offered: 200703
ANTH	465	Gender Iss Nutrit Anth	last offered: 200702
ANTH	542	NW Coast Archaeology	last offered: 200701
ANTH	552	Postcol and Global: Top	last offered: 200703
ANTH	565	Gender Iss Nutrit Anth	last offered: 200702

Architecture

ARCH	458	Types and Typology	last offered: 200701
ARCH	463	Structural Systems	last offered: 200703
ARCH	474	Preserv and Restor Tech	last offered: 200702
ARCH	558	Types and Typology	last offered: 200701
ARCH	563	Structural Systems	last offered: 200703
ARCH	574	Preserv and Restor Tech	last offered: 200702
ARCH	690	Teach Tech Arch Design	last offered: 200703

Art History

ARH	324	Art/Polit Ancient Wrld	last offered: 200702
ARH	343	Northern Renaiss Art	last offered: 200702
ARH	382	Art of Silk Route	last offered: 200703
ARH	391	Art of Pacific Isl I	last offered: 200704
ARH	411	Museology	last offered: 200703
ARH	427	Greek Architecture	last offered: 200702
ARH	431	Byzantine Art	last offered: 200601
ARH	461	19C Architecture	last offered: 200701
ARH	469	Pritzker Prizewinners	last offered:

			200702
			last offered:
ARH	511	Museology	200703
			last offered:
ARH	527	Greek Architecture	200702
			last offered:
ARH	531	Byzantine Art	200601
			last offered:
ARH	561	19C Architecture	200701
			last offered:
ARH	569	Pritzker Prizewinners	200702
Art			
ART	308	Tech Workshop: Topic	last offered: NO BANNER RECORD FOUND!
			last offered:
ARTD	590	Iss and Prac Digital Art	200703
			last offered:
ARTF	358	Natural Dyeing	200704
Business Administration			
			last offered:
BA	721	Managing in the Future	200704
			last offered:
BA	724	Operations Strategy	200702
Biology			
			last offered:
BI	133	Sensat, Behav, and Biol	200703
Chemistry			
			last offered:
CH	470	Research Instruments	200702
			last offered:
CH	570	Research Instruments	200702
Chinese			
			last offered:
CHN	381	City in Chn Lit and Film	200703
Conflict and Dispute Resolution			
			last offered:
CRES	619	Reflective Practice	200703
Dance Professional			
			last offered:
DAN	342	Movement Theo and Notat	200701
			last offered:
DAN	485	Pointe and Variations	last offered:

			200703
			last offered:
DAN	585	Pointe and Variations	200703

Economics

			last offered:
EC	233	Microec Princ and Envir	200702

Educational Leadership

			last offered:
EDLD	617	Disserta Proposal Prep	200701
			last offered:
EDLD	639	Curr Design and Deliv	200702
			last offered:
EDLD	643	Iss Measur and Assess	200601
			last offered:
EDLD	660	Qualitative Res Meth	200704
			last offered:
EDLD	676	School Facilities	200702
			last offered:
EDLD	680	Soc Persp Ed Policy	200704

Education Studies

EDST	230	Integ Sci Elem Educ	last offered: NO BANNER RECORD FOUND!
EDST	412	Adolescent Studies	last offered: NO BANNER RECORD FOUND!
EDST	617	English Lang Learner	last offered: NO BANNER RECORD FOUND!
EDST	625	Diverse Lrn Math/Sci	last offered: NO BANNER RECORD FOUND!
EDST	637	Diverse Lrn Humanities	last offered: NO BANNER RECORD FOUND!

English

			last offered:
ENG	326	Western American Lit	200702
			last offered:
ENG	457	Victorian Lit: Topic	200702
			last offered:
ENG	476	Modern Fiction	200703
			last offered:
ENG	557	Victorian Lit: Topic	200702
			last offered:
ENG	576	Modern Fiction	200703

Environmental Studies

			last offered:
ENVS	420	Persp Nature and Society	200702
			last offered:
ENVS	520	Persp Nature and Society	200702

History

HIST	310	Early Modern Women	last offered: 200702
HIST	435	Revol and Napoleon Europ	last offered: 200701
HIST	440	Book in History: Topic	last offered: 200401
HIST	476	US in 20C: Topic	last offered: 200604
HIST	535	Revol and Napoleon Europ	last offered: 200701
HIST	540	Book in History: Topic	last offered: 200401
HIST	576	US in 20C: Topic	last offered: 200404

Interior Architecture

IARC	475	Working Draw for Furn	last offered: 200702
IARC	575	Working Draw for Furn	last offered: 200702

Journalism

J	419	Edit Theo/Production	last offered: 200703
J	450	Adv Copywriting	last offered: 200703
J	519	Edit Theo/Production	last offered: 200703
J	550	Adv Copywriting	last offered: 200703

Landscape Architecture

LA	477	Fire Ecology and Mgmt	last offered: NO BANNER RECORD FOUND! last offered:
LA	484	Landscape Perception	200701
LA	577	Fire Ecology and Mgmt	last offered: NO BANNER RECORD FOUND! last offered:
LA	584	Landscape Perception	200701

Library

LIB	323	Research Strat: Topic	last offered: 200702
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Linguistics

LING	160	Language, Power, Gend	last offered:
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200703

Mathematics

MATH	466	Math Statistics III	last offered: 200603
MATH	566	Math Statistics III	last offered: 200603

Marketing

MKTG	425	Strat Bus-to-Bus Relat	last offered: 200703
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Music Performance

MUP	109	Bas Perf Jazz Guitar	last offered: 200701
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Music

MUS	324	Analysis	last offered: 200701
MUS	325	Analysis	last offered: 200702
MUS	326	Analysis	last offered: 200703

Philosophy

PHIL	430	Chinese Phil: Topic	last offered: 200701
PHIL	630	Chinese Phil: Topic	last offered: 200701

Physics

PHYS	390	Intermed Physics Lab	last offered: 200703
PHYS	621	Electromagnetic Theory	last offered: 200701
PHYS	663	Elem Particle Phenom	last offered: 200503

Planning, Public Policy and Management

PPPM	622	Project Management	last offered: 200701
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Political Science

PS	495	US Political Econ	last offered: 200703
PS	595	US Political Econ	last offered: 200703

Psychology

PSY	530	Cognitive Science	last offered: 200702
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Religious Studies

REL	454	Read Confucianism: Top	last offered: 200703
REL	554	Read Confucianism: Top	last offered: 200703

Sociology

SOC	456	Feminist Theory	last offered: 200703
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Spanish

SPAN	417	Adv Oral Skills	last offered: 200704
SPAN	517	Adv Oral Skills	last offered: 200704

**Special
Education**

SPED	433	Schoolwide Discipline	last offered: 200704
SPED	533	Schoolwide Discipline	last offered: 200704
SPED	623	Ways of Knowing	last offered: 200703
SPED	665	Qualitat Res Ed I	last offered: 200701
SPED	666	Qualitat Res Ed II	last offered: 200702

Theater Arts

TA	611	Research Methods	last offered: 200701
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OTHER CURRICULAR MATTERS

College of Arts and Sciences

Philosophy is changing the major requirements to allow students to complete either a bachelor of arts or bachelor of science degree in accordance with university degree requirements without additional requirements within or outside the major. This change is effective in fall 2011. The following paragraph will be **deleted** from the Undergraduate Studies and Major Requirements section of the catalog:

Students whose first or only major is philosophy must satisfy the university's bachelor of arts (BA) degree requirements—including competence in a foreign language—to graduate with a bachelor's degree in philosophy. Students who complete another first major and the bachelor of science (BS) degree requirements may fulfill philosophy requirements as a second major without completing the requirements for a BA degree.

The master's program in folklore has revised its curriculum in response to the September 2010 transfer of degree granting authority from the Graduate School's IS:IP program to the Folklore Program. Requirements for the degree increase the total number of credits from 61 to 63 and include more folklore (FLR) courses. A public folklore track is added. Additional courses have been submitted for approval. The change is effective in fall 2011.

Mathematics has added a bridge requirement for all majors, and also for any upper-division courses in which proof is a substantial part of the content. This includes all 300- and 400-level courses except MATH 341–342, 425–426, and 421–422. The change is effective in fall 2011. Before taking any upper-division course other than those noted above, students must pass one of the following:

- (1) MATH 307 (Introduction to Proof)
- (2) MATH 232 (Elements of Discrete Mathematics)
- (3) MATH 262 (Calculus with Theory)

The Russian and East European Studies Center (REESC) is changing its name to the Russian, East European, and Eurasian Studies Program. This academic unit offers both an undergraduate degree (BA) and graduate degree (MA). The change will affect the entire unit. The unit proposes maintaining the subject and department code REES. Change effective in fall 2011.

College of Education

The University of Oregon is authorized by the Provosts' Council of the Oregon University System to offer distributed learning programs in educational methodology, policy, and leadership leading to reading endorsement, master of science (MS) with specializations, and a doctor of education (DEd). Effective fall 2011.

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School of Architecture and Allied Arts

The University of Oregon is authorized by the Provosts' Council of the Oregon University System to offer the Oregon leadership in sustainability (OLIS) graduate certificate. Effective fall 2011.

University Committee on Courses approved a new subject code, AA (Allied Arts), effective fall 2011. The new subject code will cover interdisciplinary content that falls under the umbrella of the allied arts.

The University of Oregon is authorized by the State Board's Academic Strategies Committee to establish an instructional program leading to a Master's degree in Nonprofit Management. Effective Fall 2011.

School of Journalism and Communication

The University of Oregon is authorized by the State Board's Academic Strategies Committee to establish an instructional program leading to a Master's degree in Multimedia Journalism. The program will be based at the George S. Turnbull Portland Center. Effective fall 2011.

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 CAS 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 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.

Minor edits of course description may be made without review by the full committee. Changes may be submitted in writing directly to the Office of the Registrar and to Design and Editing Services, in care of Mike Jefferis (jefferis@uoregon.edu) and Scott Skelton (sskelton@darkwing.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, ...) 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.

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

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.

Proposals for undergraduate **general-education group satisfying** courses 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 Inter-college 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.

Proposals for undergraduate group-satisfying and multicultural courses must include written justification, regardless of whether they are new or existing courses.

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)

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.

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“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.)

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 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.)

Extended Course Descriptions for Group Satisfying Courses: All proposals for courses that would satisfy a group requirement for general-education must include a suitable extended 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 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 status.” (US03/04-8, May 12, 2004)

Instructions for Explaining the 4xx/5xx Differential

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

Departments and instructors are responsible for providing a graduate-level learning experience for those students enrolled in 5xx sections. Course proposals and syllabi must clearly distinguish between the undergraduate assignments and learning outcomes and those intended for graduate students. Graduate students should undertake more complex, in-depth work. Graduate students and faculty members must be able to identify and understand how the mastery of course content at the graduate level differs from successful mastery at the undergraduate level.

For 4xx/5xx level courses, both proposal forms and syllabi must state explicitly the substantive and measurable differences in type and amount of work for the two levels.

The following “substantive differences” should be clearly stated in the course syllabus:

- 1) graduate-level work appropriate to the field (e.g., additional readings, papers, projects, problem sets); and/or
- 2) course-work significantly more rigorous in both depth of study and methodology.

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

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

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

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

CONTENTS OF COURSE SYLLABUS

As the primary, commonly available summary of a course, the syllabus serves several purposes. It outlines the course, it denotes what students may expect from the course, and it locates the course in the curriculum. The syllabus is the best, most concise description of a course by its teacher available to both prospective students and colleagues. The Committee on Courses uses syllabuses in its review of courses. To maximize the usefulness of a syllabus to students and faculty, it should contain the following contents:

1. Course Number
2. Title
3. Credits
4. Term, place, time, instructor
(For a new course proposal, indicate when it is likely to be offered, and how frequently)
(For a new course proposal, indicate who is likely to teach the course)
5. Position in the curriculum
 - Satisfies group requirement? Explain why
 - Satisfies multicultural requirement? Explain why
 - Satisfies other general-education requirement?
 - Satisfies other major or program requirement?
 - Preparatory for other courses?
 - List prerequisites or other suggested preparation
6. Format (lecture, discussion, laboratory)
7. Outline of subject and topics explored
8. Course materials (texts, books, readings)
9. Instructor expectations of students
 - Be explicit (by pages assigned, lengths of assignments)
 - Level of student engagement expected (see suggested Student Engagement Inventory on following page)
 - Readings
 - Problems
 - Attendance
 - Project
 - Writing
 - Laboratory
 - Field work
 - Work with electronic media, network, online
 - Performance
 - Presentation
 - Exams
 - Differential expected for graduate work for joint 4xx/5xx-level courses
10. Assessment
 - Methods (testing, homework)
 - Times or frequency
 - Grading policy
 - Incomplete policy

[See Faculty Handbook for other recommendations regarding university policies.]

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

The Committee on Courses has discussed the criteria for adding an “H” suffix to a course number and recommends the following:

The “H” suffix is intended to advise students that a course provides honors content of significant difficulty and requires honors effort from students. The Committee on Courses will be looking for evidence of the following in determining whether a course should hold an “H” suffix designation:

1. Students enrolling should have a cumulative GPA of at least 3.30 in their major.

The content of the class, and the level of analysis, should be significantly deeper than for nonhonors classes.

Class size should be small enough to promote intensive student participation.

The faculty member(s) teaching the course should be available for close advising outside of class.

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 bulletins 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 criterions 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 inter-college *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.

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.