



UNIVERSITY OF OREGON

**Fall 2013
Final
Curriculum Report**

December 5, 2013

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



FALL 2013
FINAL CURRICULUM REPORT
December 5, 2013

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FALL 2013 FINAL CURRICULUM REPORT

December 5, 2013

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed fall 2013 and **Other Curricular Matters**.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2014, unless a specific term is requested by an academic department and stated otherwise in this report.

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

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

LOOKING AHEAD

Fall 2013–14

- December 11, 2013: Schools and colleges first-round winter submissions due to UOCC
- March 12, 2014: University of Oregon Senate reviews winter curricular changes
- March 19, 2014: Schools and colleges first-round spring submissions due to UOCC
- May 14 or 28, 2014: University of Oregon Senate reviews spring curricular changes

MOTION

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

Respectfully submitted,

Voting: Christian Cherry
Amalia Gladhart
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Mike Jefferis
Scott Skelton
Andy Berglund
Andrew Wahlstrom

Staff: Ruth Keele
Kathy Warden

Students: TBD
TBD

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 COURSE(S)

(UOCC administrative action)

ANTH 519 Performance, Politics, and Folklore (4) Aesthetic, political, economic, and social dimensions of cultural performances examined in museums, heritage displays, folklore festivals, community celebrations, and tourist destinations. Silverman. *Effective winter 2014.*

BIOLOGY

NEW COURSE(S)

BI 150 The Ocean Planet (4) The diversity of marine life is introduced in the context of appreciating nature and using science in the solution of environmental problems. *Approved to satisfy Science group requirement. Effective spring 2014.*

EXISTING COURSE(S)

(UOCC administrative action)

BI 426/526 Developmental Genetics of Cancer (4) Genetic regulation of cancer. Topics include oncogenes and tumor suppressor genes, signal transduction pathways, genetic animal models, and rationale treatment design. Prereq: Two from BI 320, BI 322, BI 328.

(Changed course title, course description and prerequisite)

BI 426/526 Genetics of Cancer (4) Genetic regulation of cancer. Topics include oncogenes and tumor suppressor genes, signal transduction pathways, genetic animal models, and rationale treatment design. BI 322 recommended preparation. Prereq: BI 320. *Effective winter 2014.*

CHEMISTRY

EXISTING COURSE(S)

(UOCC administrative action)

CH 348 Organic Chemistry Lab for Majors (4) Prereq: CH 337; coreq CH 342.

(change prerequisite)

CH 348 Organic Chemistry Lab for Majors (4) Prereq: CH 337; CH 331 or 341; coreq: CH 342. *Effective winter 2014.*

(UOCC administrative action)

CH 360 Physiological Biochemistry (4) Prereq: CH 336; BI 214 or 252.

(change prerequisite)

CH 360 Physiological Biochemistry (4) Prereq: CH 336 or 343; BI 214 or 282H. *Effective fall 2013.*

(UOCC administrative action)

CH 461 Biochemistry (4) Prereq: CH 336. Exposure to calculus and physical chemistry recommended.

(change prerequisite)

CH 461 Biochemistry (4) Prereq: CH 336 or 343 or 332. Exposure to calculus and physical chemistry recommended. *Effective fall 2013.*

COMPUTER AND INFORMATION SCIENCE

EXISTING COURSE(S)

CIS 115 Multimedia Web Programming (4)

(Changed general education requirements) *Approved to satisfy Science group requirement. Effective winter 2014.*

(UOCC administrative action)

CIS 415 Operating Systems (4) Prereq: CIS 313, 314; 323 or 330.

(change prerequisite)

CIS 415 Operating Systems (4) Prereq: CIS 330. *Effective spring 2014.*

(UOCC administrative action)

CIS 432 Introduction to Networks (4) Prereq: CIS 313, 314; 323 or 330. CIS 415 recommended.

(change prerequisite)

CIS 432 Introduction to Networks (4) Prereq: CIS 330. CIS 415 recommended. *Effective spring 2014.*

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

(Course previously taught as EALL 607)

EALL 611 Critical Approaches (2) P/NP only. Introduces recent research and methodologies in the fields of

Chinese, Japanese and Korean traditional and modern literary, cultural, film, and linguistic studies.

KRN 309 Languages and Cultural Formation in Korea (4) [Graded only for majors] This course examines the roles that languages and literacies played in the formation of Korean culture from a socio-historical linguistic perspective. *Approved to satisfy Arts and Letters group requirement. Approved to satisfy International Cultures multicultural requirement. Effective winter 2014.*

ENGLISH

EXISTING COURSE(S)

(UOCC administrative action)

ENG 270 Introduction to Narrative Cinema Production (4)

(add prerequisites)

ENG 270 Introduction to Narrative Cinema Production (4) Prereq: ENG 260, J 201; two from ENG 265, 266, 267. *Effective fall 2013.*

FOLKLORE

REINSTATED COURSE(S)

(UOCC administrative action)

FLR 413/513 Folk Art and Material Culture (4) Survey of the research by folklorists on contemporary folk art, material culture, and the aesthetic impulse in everyday life. Wojcik. *Effective winter 2014.*

GEOGRAPHY

EXISTING COURSE(S)

(UOCC administrative action)

GEOG 142 The Human World (4)

(change course title; rescind course title change approved spring 2013)

GEOG 142 Human Geography (4) *Effective fall 2013*

REINSTATED COURSE(S)

(UOCC administrative action)

GEOG 444/544 Cultural Geography (4) Patterns of culture as a force in human affairs. Dynamics of identity, place, and power. The creation of culture at different scales. *Course previously approved to satisfy Identity, pluralism, and tolerance multicultural requirement. Effective fall 2013.*

HISTORY

NEW COURSE(S)

HIST 186 Cultures of India (4) [Graded only for majors] This course introduces students to the historical study of culture in the Indian subcontinent. *Approved to satisfy Social Science group requirement. Approved to satisfy International Cultures multicultural requirement. Effective spring 2014.*

HUMAN PHYSIOLOGY

EXISTING COURSE(S)

(UOCC administrative action)

HPHY 324 Human Physiology II (5) Prereq: HPHY 321, 322.

(change prerequisite)

HPHY 324 Human Physiology II (5) Prereq: HPHY 212, 321, 322.

(UOCC administrative action)

HPHY 333 Motor Control (4) Prereq: HPHY 321 and 322.

(change prerequisite)

HPHY 333 Motor Control (4) Prereq: HPHY 321 and 322, or PSY 304. *Effective fall 2013.*

PHYSICS

NEW COURSE(S)

(UOCC administrative action)

ASTR 199 Special Studies: [Topic] (1-5R) *Effective fall 2013.*

POLITICAL SCIENCE

DROPPED COURSE(S)

PS 491 Politics of Everyday Life (4) No faculty available to teach course.

RELIGIOUS STUDIES

REINSTATED COURSE(S)

(UOCC administrative action)

REL 420/520 Jewish and Christian Spiritual Autobiographies (4) Explores autobiographies written by Christians and Jews from late antiquity to the present. Emphasis on history of western spirituality and focus on Jewish and Christian religious commonalities and differences. Baskin. *Effective spring 2014.*

ROMANCE LANGUAGES

NEW COURSE(S)

FR 373 French-Speaking Communities of the Americas (4) [Graded only for majors] Introduction to the history, language and culture of French-speaking communities located in Americas, in particular the United States. Offered alternate years. Prereq: FR 301 and FR 303 *Approved to satisfy Arts and Letters group requirement. Approved to satisfy American Cultures multicultural requirement.*

(Course previously taught as PORT 199)

PORT 111 Intensive Beginning Portuguese (5) PORT 111 is the first part of a two-quarter sequence (PORT 111, PORT 112) and is an accelerated introductory course, appropriate for students with a high aptitude for language learners and/or for learners who already have some proficiency in another Romance language. Cannot be combined with PORT 101, 102, 103 for more than 15 credits of first-year Portuguese.

(Course previously taught as 199)

PORT 112 Intensive Beginning Portuguese (5) PORT 112 is the second part of a two-quarter sequence (PORT 111, PORT 112) and is an accelerated introductory course, appropriate for students with a high aptitude for language learners and/or for learners who already have some proficiency in another Romance language. Cannot be combined with PORT 101, 102, 103 for more than 15 credits of first-year Portuguese. Prereq: PORT 111.

(Course previously taught as SPAN 315)

SPAN 324 Spanish Pronunciation and Phonetics (4) [Graded only for majors] Study of Spanish sounds, rhythms, and intonation; supervised pronunciation practice. Prereq: one from SPAN 301, 303, 305, 308. Offered alternate years.

(Course previously taught as 407/507)

SPAN 448/548 National Identities and Border Cultures in the Americas (4) [Graded only for majors] Examines 19th and 21st century national formation and alternative forms of collective identity in the Americas through literary texts, historical documents and film. Prereq: SPAN 311; and at least two of SPAN 318, 319, 328 Offered alternate years.

EXISTING COURSE(S)

(UOCC administrative action)

PORT 199 Special Studies: [Topic] (1-4R)

(change variable credit)

PORT 199 Special Studies: [Topic] (1-5R) *Effective winter 2014.*

UOCC Administrative Action

PORT 201 Second-Year Portuguese (5)

(Change credit hours)

PORT 201 Second-Year Portuguese (4) *Effective winter 2013.*

UOCC Administrative Action

PORT 202 Second-Year Portuguese (5)

(Change credit hours)

PORT 202 Second-Year Portuguese (4) Effective winter 2013.

UOCC Administrative Action
PORT 203 Second-Year Portuguese (5)
(Change credit hours)

PORT 203 Second-Year Portuguese (4) Effective winter 2013.

(UOCC administrative action)
SPAN 424/524 History of the Spanish Language (4) Prereq: SPAN 315, 320, 322.
(change prerequisite)

SPAN 424/524 History of the Spanish Language (4) Prereq: Two from SPAN 315, 320, 322. *Effective winter 2014.*

(UOCC administrative action)
SPAN 452/552 Renaissance and Baroque Poetry (4) Prereq: two from SPAN 316, 317, 318, 319.
(change prerequisite)

SPAN 452/552 Renaissance and Baroque Poetry (4) Prereq: two from SPAN 316, 317, 318, 319, 330 (at least one from 316, 318, 330). *Effective fall 2013.*

REINSTATED COURSE(S)

(UOCC administrative action)
FR 342 French Literature in Translation: [Topic] (4R) In-depth examination of French aesthetic and intellectual movements through the reading in translation and discussion of theoretical texts and creative fiction. Conducted in English. No major or minor credit. R thrice for a maximum of 16 credits. *Effective spring 2014.*

(UOCC administrative action)
FR 597 Francophone Women's Writing (4) Developments in literature by women from areas such as Maghreb, the Caribbean, Sub-Saharan Africa, Quebec, the Indian Ocean, and Europe. *Effective winter 2014.*

(UOCC administrative action)
ITAL 341 Dante in Translation (4) The entire Divine Comedy read in English. Focuses on specific medieval components, relevance for modern readers, effects and process of translation. Conducted in English. No major or minor credit. Psaki. *Course approved to satisfy arts and letters group requirement. Effective winter 2014.*

(UOCC administrative action)
SPAN 525 Literary Translation (4) Variable topics include con textos, first issues, and cultural translation-transculturation in practice. Powell. Prereq: SPAN 4/520 recommended. *Effective winter 2014.*

(UOCC administrative action)
SPAN 680 Advanced 19th-Century Spanish American Literature: [Topic] (4R) Selected Latin American topics from literary periods, authors, genres, and aesthetic trends. R twice when topic changes for maximum of 12 credits. *Effective spring 2014.*

DROPPED COURSE(S)

SPAN 315 Spanish Pronunciation and Phonetics (4) Department is in the process of changing the course number for this title. Drop contingent upon approval of SPAN 324.

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARCHITECTURE

EXISTING COURSE(S)

(UOCC administrative action)

ARCH 683 Graduate Architectural Design: Option II (6R)

(change course title)

ARCH 683 Graduate Architectural Design: Track II (6R) *Effective fall 2013.*

ART

EXISTING COURSE(S)

(UOCC administrative action)

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

(change prerequisite)

ARTD 361 Introduction to Animation (4) Prereq: *ART 115, 116, 233, ARTD 251; or* ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, ENG 270, J 208. *Effective fall 2013.*

(UOCC administrative action)

ARTD 379 Introduction to Video Art (4) Prereq: ART 115, 116, 233, ARTD 251.

(change prerequisite)

ARTD 379 Introduction to Video Art (4) Prereq: *ART 115, 116, 233, ARTD 251; or* ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, ENG 270, J 208. *Effective fall 2013*

HISTORY OF ART AND ARCHITECTURE

REINSTATED COURSE(S)

(UOCC administrative action)

ARH 324 Art and Politics in the Ancient World (4) Use of art and architecture by leading figures and states to shape and express the political environment and ideologies of the ancient world. Propagandistic art from Egypt to Rome. *Effective winter 2014.*

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSE(S)

(UOCC administrative actions)

PPPM 455/555 Social Planning and Policy: [Topic] (4R) 455 Prereq: PPPM 415, 555 Prereq: PPPM 636.
(remove prerequisites)

PPPM 455/555 Social Planning and Policy: [Topic] (4R) *Effective fall 2013.*

(UOCC administrative actions)

PPPM 629 Public Budget Administration (5) Prereq: PPPM 628.
(remove prerequisite)

PPPM 629 Public Budget Administration (5) *Effective fall 2013.*

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

BUSINESS

NEW COURSE(S)

(UOCC administrative action)

BA 608 Special Topics: [Topic] (1-12R)

SPORTS BUSINESS

EXISTING COURSE(S)

(UOCC administrative action)

SBUS 452 Sports Sponsorship (4) Prereq: SBUS 450 or equivalent
(change prerequisite)

SBUS 452 Sports Sponsorship (4) Prereq: MKTG 311 or 311H. *Effective fall 2013.*

(UOCC administrative action)

SBUS 453 Law and Sports Marketing (4) Prereq: SBUS 450 or equivalent
(change prerequisite)

SBUS 453 Law and Sports Marketing (4) Prereq: MKTG 311 or 311H. *Effective fall 2013.*

(UOCC administrative action)

SBUS 455 Financing Sports Business (4) Prereq: SBUS 450 or equivalent
(change prerequisite)

SBUS 455 Financing Sports Business (4) Prereq: MKTG 311 or 311H. *Effective fall 2013.*

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

(UOCC administrative change)

CFT 407/507 Seminar: [Topic] (1-5R) *Effective fall 2013.*

(Course previously taught as 610)

CPSY 621 Lifespan Developmental Psychology (3R) Graded only. Understand continuity and change in human development and the ways in which the development of children, adolescents, and adults can be enhanced. **R** once for a maximum of 6 credits.

EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP

EXISTING COURSE(S)

(UOCC administrative action)

EDLD 663 Measurement in Research (2) Covers applied knowledge in measurement and assessment with an emphasis on use of measures for research purposes. Prereq: EDLD 560.

(change course title)

EDLD 663 Measurement & Assessment: Research (2) Covers applied knowledge in measurement and assessment with an emphasis on use of measures for research purposes. Prereq: EDLD 560. *Effective winter 2014.*

(UOCC administrative action)

EDLD 664 Online Learning Assessment (2) Covers applied knowledge in measurement and assessment with an emphasis on assessment in an online learning context. Prereq: EDLD 560.

(change course title)

EDLD 664 Measurement & Assessment: Online Learning (2) Covers applied knowledge in measurement and assessment with an emphasis on assessment in an online learning context. Prereq: EDLD 560. *Effective winter 2014.*

(UOCC administrative action)

EDLD 665 Literacy Assessment (2) Covers applied knowledge in measurement and assessment with emphasis on use of reading, writing, and language assessments for instructional and intervention purposes. Prereq: EDLD 560.

(change course title)

EDLD 665 Measurement & Assessment: Literacy (2) Covers applied knowledge in measurement and assessment with emphasis on use of reading, writing, and language assessments for instructional and intervention purposes. Prereq: EDLD 560. *Effective winter 2014.*

REINSTATED COURSE(S)

(UOCC administrative action)

EDLD 646 Action Research (4) Designing and implementing quasi-experimental studies in classrooms; using outcomes to enhance educational programs and provide professional development for teachers. *Effective fall 2013.*

SPECIAL EDUCATION AND CLINICAL SCIENCES

NEW COURSE(S)

(Course previously taught as 607)

SPED 686 Autism in Early Intervention (2-3) [Graded only for majors] Information is given regarding the etiology of autism, diagnostic/evaluation procedures and current evidence-based strategies for supporting young children with autism spectrum disorder and their families.

SCHOOL OF JOURNALISM AND COMMUNICATION

EXISTING COURSE(S)

J 314 Introduction to Media Studies (3-4)

(Changed Credits/Workload)

J 314 Introduction to Media Studies (4)

(UOCC administrative action)

J 333 Writing for Multimedia (4) Prereq: J 205, 206, 207.

(change prerequisite)

J 333 Writing for Multimedia (4) Prereq: J 207 or ARTD 250, 251, 252. *Effective summer 2013.*

(UOCC administrative action)

J 641 Qualitative Research Methods (4) Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation. Prereq: J 613 or 640.

(remove prerequisite)

J 641 Qualitative Research Methods (4) Introduces qualitative research methods including traditional historical inquiry, oral history, ethnography, and participant observation. *Effective winter 2014.*

(UOCC administrative action)

J 642 Quantitative Research Methods (4) Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research. Prereq: J 613 or 640.

(remove prerequisite)

J 642 Quantitative Research Methods (4) Introduces and analyzes quantitative research methods in terms of design, measurement, inference, and validity. Focuses on conceptualization in communication research. *Effective winter 2014.*

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSE(S)

(Course previously taught as MUS 571)

MUS 625 Orchestral Music: Bach-Beethoven (2) Graded only. Survey of Orchestral music from Bach to Beethoven. Sequence: MUS 626 Orchestral Music: 1825-Modern Offered alternate years.

(Course previously taught as MUS 572)

MUS 626 Orchestral Music: 1825-Modern (2) Graded only. Survey of orchestral music from 1825 to the modern era. Sequence: MUS 625 Orchestral Music: Brahms-Beethoven Offered alternate years.

EXISTING COURSE(S)

(UOCC administrative action; course approved spring 2013 with fall 2013 effective term)

MUS 151 Popular Songwriting (4) Composing and producing songs using software applications and studying historical examples to understand how musical techniques reflect societal trends and express ideas. Music background optional. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy American cultures multicultural requirement.*

(change effective term)

MUS 151 Popular Songwriting (4) *Effective summer 2013.*

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

UOCC Administrative Action

PEF 131 Body Sculpt I

Subject code change.

UOCC Administrative Action

PEF 132 Body Sculpt II

Subject code change.

UOCC Administrative Action

PEF 221 CrossFit I

Subject code change.

UOCC Administrative Action
PEF 222 CrossFit II
Subject code change.

UOCC Administrative Action
PEF 251 Aero Kickboxing
Subject code and title change.
PEF 251 Fitness Kickboxing

UOCC Administrative Action
PEF 261 Cardio Fusion
Subject code change.

UOCC Administrative Action
PEF 311 Boot Camp
Subject code change.

UOCC Administrative Action
PEF 321 Latin Fusion
Subject code and title change.

UOCC Administrative Action
PEMA 252 Tae Kwon Do II (1R)
Effective winter term of 2013

UOCC Administrative Action
PEO 199 Special Studies
Subject code change.

UOCC Administrative Action
PEO 242 Bouldering 1
Subject code change.

UOCC Administrative Action
PEO 251 Rock Climbing 1
Subject code change.

UOCC Administrative Action
PEO 252 Rock Climbing 2
Subject code change.

UOCC Administrative Action
PEO 285 Wilderness Survival
Subject code change.

UOCC Administrative Action
PEO 288 Mountaineering Preparation
Subject code change.

UOCC Administrative Action
PEO 315 Basics of Technical Rescue
Subject code change.

UOCC Administrative Action
PEO 325 Swift Water Safety
Subject code change.

UOCC Administrative Action
PEO 331 Rock Climbing 3
Subject code change.

UOCC Administrative Action
PEO 341 Introduction to Lead Climbing
Subject code change.

UOCC Administrative Action
PEO 351 Backpacking
Subject code change.

UOCC Administrative Action
PEO 356 Backcountry Navigation
Subject code change.

UOCC Administrative Action
PEO 361 Mountaineering Outing
Subject code change.

UOCC Administrative Action
PEO 366 Vertical Rescue Techniques
Subject code change.

UOCC Administrative Action
PEO 371 Snow Camping
Subject code change.

UOCC Administrative Action
PEO 391 Avalanche Safety
Subject code change.

UOCC Administrative Action
PEO 392 Backcountry Survival
Subject code change.

UOCC Administrative Action
PEO 399 Special Studies
Subject code change.

UOCC Administrative Action
PEO 451 Adventure Education
Subject code change.

UOCC Administrative Action
PEO 453 Environmental Education
Subject code change.

UOCC Administrative Action
PEO 455 Principles of Outdoor Leadership
Subject code change.

EXISTING COURSE(S)

(UOCC administrative action)
PEAE 321 Zumba (1R)
(change course title)
PEAE 321 Latin Fusion (1R) *Effective fall 2013.*

PEAQ 301 Triathlon Swimming (1R)
(Changed Course Title)
PEAQ 301 Endurance Swimming

DROP COURSE(S)

UOCC Administrative Action
PEAE 131 Body Sculpt I
Converting to new subject code.

UOCC Administrative Action
PEAE 132 Body Sculpt II
Converting to new subject code.

UOCC Administrative Action
PEAE 251 Aero Kickboxing
Converting to new subject code.

UOCC Administrative Action
PEAE 261 Cardio Fusion
Converting to new subject code.

UOCC Administrative Action
PEAE 311 Boot Camp
Converting to new subject code.

UOCC Administrative Action
PEAE 321 Latin Fusion
Converting to new subject code.

UOCC Administrative Action
PEOL 199 Special Studies
Converting to new subject code.

UOCC Administrative Action
PEOL 242 Bouldering 1
Converting to new subject code.

UOCC Administrative Action
PEOL 251 Rock Climbing 1
Converting to new subject code.

UOCC Administrative Action
PEOL 252 Rock Climbing 2
Converting to new subject code.

UOCC Administrative Action
PEOL 285 Wilderness Survival
Converting to new subject code.

UOCC Administrative Action
PEOL 288 Mountaineering Preparation
Converting to new subject code.

UOCC Administrative Action
PEOL 315 Basics of Technical Rescue
Converting to new subject code.

UOCC Administrative Action
PEOL 331 Rock Climbing 3
Converting to new subject code.

UOCC Administrative Action
PEOL 341 Introduction to Lead Climbing
Converting to new subject code.

UOCC Administrative Action
PEOL 351 Backpacking
Converting to new subject code.

UOCC Administrative Action
PEOL 356 Backcountry Navigation
Converting to new subject code.

UOCC Administrative Action
PEOL 361 Mountaineering Outing
Converting to new subject code.

UOCC Administrative Action
PEOL 366 Vertical Rescue Techniques
Converting to new subject code.

UOCC Administrative Action
PEOL 371 Snow Camping
Converting to new subject code.

UOCC Administrative Action
PEOL 391 Avalanche Safety
Converting to new subject code.

UOCC Administrative Action
PEOL 392 Backcountry Survival
Converting to new subject code.

UOCC Administrative Action
PEOL 399 Special Studies
Converting to new subject code.

UOCC Administrative Action
PEOL 451 Adventure Education
Converting to new subject code.

UOCC Administrative Action
PEOL 453 Environmental Education
Converting to new subject code.

UOCC Administrative Action
PEOL 455 Principles of Outdoor Leadership
Converting to new subject code.

UOCC Administrative Action
PEOW 325 Swift Water Safety
Converting to new subject code.

UOCC Administrative Action
PEW 221 CrossFit I
Converting to new subject code.

UOCC Administrative Action
PEW 222 CrossFit II
Converting to new subject code.

DENIED PROPOSALS

MULTICULTURAL REQUEST

SPAN 448/548 National Identities and Border Cultures in the Americas (4) *Request denied for this course to satisfy Identity, Pluralism and Tolerance multicultural requirement.*

NEW COURSE(S)

(Course previously taught as 199)

CPSY 110 College and Career Directions (2R) Graded only. Identify educational and career interests, skills, and work opportunities; receive individualized assessments and work information across disciplines; and identify resources for academic and career success. Sequence: NA Prereq: None R no conditions, no limits

(Course previously taught as 407)

CPSY 311 Strategies for College Success (3R) Graded only. Students gain knowledge and skills to live a healthy lifestyle, enhance performance, reduce stress, manage time, improve communication and relationship skills, and foster positive self-concept. Sequence: NA Prereq: None R unlimited, can repeat for any reason

PENDING PROPOSALS

NEW COURSE(S)

(Course previously taught as 610)

ACTG 619 Taxation of Flow-Through Entities (4) Graded only. Introduction to the taxation of partnerships and their partners or owners, and S corporations and their shareholders

(Course previously taught as 610)

ACTG 650 Developing the Business Professional: Skills (1) Graded only. Develops essential skills needed to be successful professional accountants emphasizing areas of writing, critical thinking and research. Sequence: 651

(Course previously taught as ACTG 610)

ACTG 651 Developing the Business Professional: Trends (1) Graded only. Examines current trends in the accounting profession such as sustainability, life cycle analysis, IFRS, and global reporting. Sequence: 650

(Course previously taught as BA 710)

BA 731 New Venture Planning (3) Graded only. Working in small teams, students research the market for a product or service, prepare a detailed plan and present it to the class or a panel of experts. Prereq: Oregon Executive MBA student

(Course previously taught as 410/510)

EDLD 422/522 Globalization and Education (4) [Graded only for majors] Examines the implications of

globalization on education and educational systems around the world.

(Course previously taught as EDLD 630)

EDLD 430/530 Comparative Education (4) This course is a graduate and undergraduate level seminar, focusing on major educational issues of concern to scholars in the field of Comparative Education.

(Course previously taught as 199)

EDST 225 School & Representation in Film (4) This course examines popular culture's influence on schools and teachers along with the various mediating factors such as race, ethnicity, social class, gender, sexuality, religion, and nationality.

EXISTING COURSE(S)

BA 711 Legal Environment of Business (4)

(Changed Credits/Workload)

Minimum credits: 3

Contact hours per week: 3

Required out-of-class workload: 6 hours/week

BA 715 Managerial Economics (4)

(Changed Credits/Workload)

Minimum credits: 3

Contact hours per week: 2.5

Required out-of-class workload: 6.5 hours/week

BA 723 Formulating Corporate Strategy (4)

(Changed Credits/Workload)

Minimum credits: 3

Contact hours per week: 2.5

Required out-of-class workload: 6.5 hours/week

BA 725 Implementing Corporate Strategy (2)

(Changed Credits/Workload)

Minimum credits: 3

Contact hours per week: 2.5

Required out-of-class workload: 6.5 hours/week

BA 726 Global Business (4)

(Changed Credits/Workload)

Minimum credits: 3

Contact hours per week: 2.5

Required out-of-class workload: 6.5 hours/week

J 387 Communication History (4)

(Changed Course Title)

J 387 Media History (4)

J 461/561 Newspaper Editing (4)

(Changed Course Title)

J 461/561 News Editing (4)

J 464/564 Newspaper Design (4)

(Changed Course Title)

J 464/564 News Design (4)

J 473/573 Magazine Feature Editing (4)

(Changed course description, course title)

J 473/573 Feature Editing (4)

Pre/corequisite(s): Remove J371. Replace with J361

J 475/575 Flux Magazine Production (4-12R)

(Changed Course Title)

J 475/575 Flux Production (4)

SPED 422/522 Special Education Mathematics Instruction (3)

(Changed Credits/Workload)

SPED 422/522 Special Education Mathematics Instruction (4)

DROPPED COURSE(S)

EDLD 630 Comparative Education (4). To be replaced by EDLD 430/530 (pending approval).

WITHDRAWN PROPOSALS

NEW COURSE(S)

(Course previously taught as CPSY 610)

CPSY 624 Health Psychology (3R) Graded only. Introduction of the major theoretical orientations and empirical work in health psychology, and developmental and person-environment interactions as they pertain to health related behaviors. The course is not repeatable.

EXISTING COURSE(S)

EDST 471/571 Foundations of Algebra Learning (4)

(Changed Course Title)

EDST 471/571 Foundations of Mathematics Learning I (4)

EDST 472/572 Foundations of Geometry Learning (4)

(Changed Course Title)

EDST 472/572 Foundations of Mathematics Learning II (4)

(Course previously taught as J495/595)

J 494/594 Strategic Research Methods (4) Graded only. Uses quantitative and qualitative methods to examine concepts and processes of inquiry in advertising, public relations and strategic communication. Prereq: JAD and JPR majors and Strategic Communication Masters students only. Junior standing required. J350, J456 (number to be changed in this round to J342) or admission to Strategic Communication Masters Program.

DROPPED COURSES

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

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

Dropped courses will be listed in the spring curriculum report.

OTHER CURRICULAR MATTERS

College of Arts and Sciences

With the approval of the Dean's Office, requirements for the minor in South Asian Studies are modified. *Effective fall 2014.*

CIS 115 (Multimedia Web Programming) is approved to count toward the B.S. Math/Computing requirements, with the approval of the Provost and endorsement of the Vice Provost of Undergraduate Studies and the Undergraduate Council. *Effective winter 2014.*

School of Architecture & Allied Arts

The name of the undergraduate minor in Community Arts is changed to Arts Management, with the approval of the Provost and the endorsement of the Vice Provost for Undergraduate Studies and the Undergraduate Council. Additionally, significant revisions are made to the required curriculum and elective course offerings. *Effective winter 2014.*

College of Education

The degree awarded for completion of the Educational Leadership Masters program in Canada is changed from M.S. to M.Ed. This change applies only to the Canada Masters. The change was approved by the provost, with endorsements from the dean and the Graduate School to comply with requirements of the Canadian Ministry of Education. *Effective fall 2014.*

School of Music and Dance

Data-Driven Instruments has been added as a primary option for the Doctor of Musical Arts (DMA), with the approval of the Dean and the endorsement of the Graduate School. *Effective fall 2014.*

SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

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

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

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

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

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

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

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

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

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

Temporary general-education group-satisfying courses will be numbered “100” for lower division credit and “300” for upper division credit. A course may be taught for general-education group-satisfying credit once using a “100” or “300” number if (a) a course proposal to obtain a permanent course number has been submitted for review, and (b) an initial review of this proposal by the ICGER committee determines its suitability for group-satisfying status. (Approved on May 11, 2011.)

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

“For all group-satisfying courses to be offered during a particular term, faculty members or departments are asked to post electronically, in the Schedule of Classes, course descriptions that are substantially expanded over those provided in the catalog. The posted course information should be understandable to someone unfamiliar with the field and should emphasize the questions or issues that reveal, by their breadth and significance, why the course has earned group-satisfying status.” (US03/04-8, May 12, 2004)

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

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

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

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

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

INSTRUCTIONS FOR EXPLAINING THE 4XX/5XX DIFFERENTIAL

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

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

For 4XX/5XX level courses, both proposal forms and syllabi must state explicitly the substantive and measurable differences in type and amount of work for the two levels. The following “substantive differences” should be clearly stated in the course syllabus:

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

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

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

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

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

CONTENTS OF COURSE SYLLABUS

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

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

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

STUDENT ENGAGEMENT INVENTORY

To aid in assigning student credit hours uniformly to courses in the curriculum, the committee inventories the amount of student engagement in a course. The committee has found the following tool to be useful. Departments preparing course proposals are invited to use this form when deciding how many SCH units to request for a proposed course. *Departments are encouraged to report to the committee how this tool may be improved for their use.*

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

Please identify the number of hours a typical or average student would expect to spend in each of the following activities:

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

Definition of terms:

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

SUSTAINABLE COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MULTILISTED COURSES

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

Revised May 11, 2011

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

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

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

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

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

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

- 1.1. **Group-satisfying courses in arts and letters** must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives). Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.
- 1.2. **Group-satisfying courses in the social sciences** must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g., involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.
- 1.3. **Group-satisfying courses in the sciences** should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.

2. Specific Criteria:

- 2.1. Group-satisfying courses must be numbered at the 100, 200, and 300 levels.
- 2.2. Lower division courses must be offered annually, and upper division courses at least every other year.
- 2.3. Approved courses must be at least 4 credits each.
- 2.4. Approved courses cannot be repeatable for credit.
- 2.5. Upper-division group-satisfying courses must provide depth and rigor beyond that of typical lower-division general-education courses. Departments must justify, in terms of content, workload, and method of instruction, the assignment of a course to the upper level.
- 2.6. Courses that are offered for majors only are excluded from group status, but courses that are designed for both majors and other students may qualify.
- 2.7. Although laboratory courses are not automatically excluded from group status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.

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

- 3.1. Before submission to the Senate, such courses proposed by departments must be reviewed at several levels:
 - 3.1.1. By the curricular committees of the various colleges and schools
 - 3.1.2. By an intercollege *general-education requirements* committee (*ICGER*) including the members of the CAS Curricular Committee and two representatives appointed by the deans of the others schools and colleges. This second

committee is also charged to review such courses as do not meet the standards set in paragraph 2 and to negotiate a solution with the sponsoring department.

3.1.3. By the University Committee on Courses.

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

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

4. Completion of group requirements (student progress):

4.1. Within the full set of courses that fulfills all of the requirements, students may not count

4.1.1. more than one course that has the subject code of the major, or

4.1.2. more than three courses that have the same subject code.

4.2. Within the smaller set of courses that fulfills the requirements of each group, students must complete at least two courses that have the same subject code.

MULTICULTURAL CATEGORY DEFINITIONS

Category A: American Cultures. The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

Category B: Identity, Pluralism, and Tolerance. The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in the American Cultures category, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Category C: International Cultures. The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B (namely, race and ethnicity, pluralism and monoculturalism, prejudice and tolerance) or explicitly describe and analyze a worldview (i.e., a system of knowledge, feeling, and belief) that is substantially different from those prevalent in the twentieth-century United States.

MULTICULTURAL REQUIREMENTS FOR STUDY ABROAD

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

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

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

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

SUGGESTIONS FOR REVISING DEFINITIONS OF UNDERGRADUATE MAJORS, MINORS, CERTIFICATES

MAJOR

Definition

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

Minimal Requirements

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

MINOR

Definition

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

Minimal Requirements

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

CERTIFICATE

Definition

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

Minimal Requirements

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