



UNIVERSITY OF OREGON

**Winter 2014
Final
Curriculum Report**

March 12, 2014

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



WINTER 2014
FINAL CURRICULUM REPORT
March 12, 2014

TABLE OF CONTENTS

Overview 1
Motion 1
Course Proposals
College of Arts and Sciences
Anthropology 2
Biology 3
Chemistry 3
Cinema Studies 3
Classics 3
East Asian Languages and Literatures 4
English 4
Geography 4
Geology 4
German and Scandinavian 5
History 6
Human Physiology 6
Humanities 8
Physics 8
Political Science 8
Romance Languages 11
Russian, East European, and Eurasian Studies 11
Sociology 12
Russian, East European, and Eurasian Studies 13
Theater Arts 13
Robert Donald Clark Honors College 14
School of Architecture and Allied Arts
Art 15
Landscape Architecture 15
Planning, Public Policy and Management 16
Product Design 16



Charles H. Lundquist College of Business

[Business Administration](#)17

[Management](#).....17

College of Education

[Educational Methodology, Policy, and Leadership](#)18

[Education Studies](#).....18

[Special Education and Clinical Sciences](#)18

[School of Journalism and Communication](#).....19

[School of Music and Dance](#)20

[Physical Education and Recreation](#).....21

[Denied Proposals](#).....21

[Pending Proposal](#)21

[Withdrawn Proposals](#).....25

[Dropped Courses](#).....26

[Other Curricular Matters](#)27

Reference Materials

[Submitting Course Proposals](#).....28

[Instructions for Explaining the 4XX/5XX Differential](#)30

[Syllabus, Contents of Course](#).....31

[Student Engagement Inventory](#).....32

[Sustainable Course Descriptions](#).....33

[Criteria for Adding an “H” Suffix to a Course Number](#).....34

[Multilisted courses](#).....35

[Undergraduate General-Education Requirements, Group Requirement Policies](#).....36

[Multicultural Category Definitions](#).....38

[Suggestions for Revising Definitions of Undergraduate Majors, Minors, Certificates](#).....39

WINTER 2014 FINAL CURRICULUM REPORT

March 12, 2014

OVERVIEW

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

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

Spring 2014

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
James Imamura
Chuck Kalnbach
Michelle McKinley
Hal Sadofsky
Lisa Wolverton

Ex officio: Sue Eveland
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

NEW COURSE(S)

(Course previously taught as 410/510)

ANTH 427M/527M Latino Roots I (4) Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with J 427M/527M; home department is anthropology. Sequence with Latino Roots II. Offered alternate years.

ANTH 428M/528M Latino Roots II (4) [Graded only] Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with J 428M/528M; home school is journalism and communication. Sequence with ANTH 427M/527M. Prereq: ANTH 427M/527M. Offered alternate years.

EXISTING COURSE(S)

(UOCC administrative action)

ANTH 438 Race and Gender in Latin America (4) Prereq: ANTH 161.

(Remove prerequisite)

ANTH 438 Race and Gender in Latin America (4) *Effective winter 2014.*

REINSTATED COURSE(S)

(UOCC administrative action; course dropped fall 2013, last taught winter 2010)

ANTH 467/567 Paleoecology and Human Evolution (4) Relationship between ecology and comparative morphology as a basis for theories of hominid phylogeny; analysis of methods of paleoecological inference; current theories of hominid origins. Prereq: ANTH 270. *Effective spring 2014.*

BIOLOGY

EXISTING COURSE(S)

(UOCC administrative action)

BI 399 Special Studies: [Topic] (1–5R) Prereq: BI 212 and 213 and 214 or BI 283H.

(Change prerequisite)

BI 399 Special Studies: [Topic] (1–5R) Prereq: BI 213 or BI 283H. *Effective summer 2014.*

CHEMISTRY

NEW COURSE(S)

(Course previously taught as 410/510)

CH 466/566 Structural Biochemistry (4) Protein and nucleic acid structures and energetics. Structure determination by x-ray crystallography and nuclear magnetic resonance. Computational methods for structural analysis. Offered alternate years.

CINEMA STUDIES

EXISTING COURSE(S)

(UOCC administrative action)

CINE 410 Experimental Course (1–5R)

(Add prerequisite)

CINE 410 Experimental Course: [Topic] (1–5R) Prereq: one from ENG 110, 260. *Effective spring 2014.*

CLASSICS

EXISTING COURSE(S)

(UOCC administrative action)

CLAS 322 Theory and Practice of Ancient Mythology (4) Prereq: CLAS 110.

(Remove prerequisite)

CLAS 322 Theory and Practice of Ancient Mythology (4) *Effective spring 2014.*

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

(Course previously taught as EALL 410/510)

EALL 441/541 Japanese and Korean Syntax (4) [Graded only] Compares and contrasts syntactic characteristics of Japanese and Korean. Series with EALL 440/540, EALL 443/543. Prereq: JPN 103, KRN 103, or equivalent. Offered alternate years.

(UOCC administrative action)

KRN 609 Practicum: [Topic] (1–4R) Repeatable for maximum of 18 credits. *Effective winter 2014.*

ENGLISH

REINSTATED COURSE(S)

(UOCC administrative action)

ENG 419/519 Contemporary Literary Theory (4) Developments in critical thinking after the New Criticism. Junior standing required. Crosswhite, Pyle.

GEOGRAPHY

EXISTING COURSE(S)

(UOCC administrative action)

GEOG 443/543 Global Migration (4) Explores political, economic, and sociocultural dimensions of labor migration. Topics include capitalism and colonialism; state territoriality; urbanization; globalization; race, gender, and citizenship. Prereq: GEOG 342.

(Remove prerequisite)

GEOG 443/543 Global Migration (4) Explores political, economic, and sociocultural dimensions of labor migration. Topics include capitalism and colonialism; state territoriality; urbanization; globalization; race, gender, and citizenship. *Effective winter 2014.*

GEOLOGY

EXISTING COURSE(S)

GEOL 315 Earth Physics (2)

(Changed course description, credits-workload)

GEOL 315 Earth Physics (4) Physics of basic Earth processes; application of physics to plate tectonics and lithospheric deformation. Topics include forces, deformation, gravity, and seismology. Taught once or more per academic year. Pre- or coreq: PHY 201 and MATH 112.

GEOL 316 Introduction to Hydrogeology (2)
(Changed course description, credits-workload)

GEOL 316 Introduction to Hydrogeology (4) Examines the role of water in geologic and environmental processes. Topics include the water cycle, groundwater flow, and contaminant transport. Pre- or coreq: PHY 201 and MATH 252.

GERMAN AND SCANDINAVIAN

NEW COURSE(S)

GER 220M From Kierkegaard to Kafka (4) Survey of the existential tradition in German and Scandinavian literature, philosophy, drama, and film. Historical and conceptual developments are considered, from Kierkegaard to Kafka. Multilisted with SCAN 220M; home department for both courses is German and Scandinavian. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement.*

SCAN 220M From Kierkegaard to Kafka (4) Survey of the existential tradition in German and Scandinavian literature, philosophy, drama, and film. Historical and conceptual developments are considered, from Kierkegaard to Kafka. Multilisted with GER 220M; home department for both courses is German and Scandinavian. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement.*

EXISTING COURSE CHANGE(S)

(UOCC administrative action)

GER 105 Intensive First-Year German (8) Prereq: GER 104 or equivalent.

(Change prerequisite)

GER 105 Intensive First-Year German (8) Prereq: GER 102, 104, or equivalent. *Effective summer 2014.*

(UOCC administrative action)

GER 204 Intensive Second-Year German (6) Prereq: GER 103 or equivalent.

(Change prerequisite)

GER 204 Intensive Second-Year German (6) Prereq: GER 103, 105, or equivalent. *Effective summer 2014.*

(UOCC administrative action)

GER 205 Intensive Second-Year German (6) Prereq: GER 204 or equivalent.

(Change prerequisite)

GER 205 Intensive Second-Year German (6) Prereq: GER 202, 204, or equivalent. *Effective summer 2014.*

HISTORY

NEW COURSE(S)

HIST 298 Latinos in the Americas – *To be offered ONCE under this number for Social Science group status while being reviewed for a permanent course number and group status.*

EXISTING COURSE(S)

(UOCC administrative action)

HIST 121 Women and Gender in World History (4)

(Change course title)

HIST 121 Women in World History (4) *Effective spring 2014.*

REINSTATED COURSE(S)

(UOCC administrative action)

HIST 497/597 Culture, Modernity, and Revolution in China: [Topic] (4R) Topics include Modernity and Gender; Cultural Revolution and Memory; and Historiography of the Communist Revolution. Goodman. Repeatable twice when topic changes for maximum of 12 credits. *Course previously approved to satisfy International Cultures multicultural requirement.*

HUMAN PHYSIOLOGY

NEW COURSE(S)

HPHY 111 The Science of Sex (4) The anatomy and physiology of sex, with assignments and discussion designed to develop scientific literacy. *Approved to satisfy Category III-Science general-education group requirement. Effective summer 2014.*

HPHY 414/514 Muscle Cell Metabolism (4) Metabolic basis for skeletal muscle adaptation to increased and decreased use, and injury models. Emphasizes inter-organ communication; uses clinical models. Prereq: HPHY 371.

HPHY 460 Lumbar and Pelvic Functional Anatomy (4) Application of evidence-based approach to understanding the anatomy and biomechanics of lumbar spine and pelvis and its relationship to health and disease. Prereq: HPHY 325, 371.

EXISTING COURSE(S)

(UO administrative action)

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

(Change prerequisite)

HPHY 333 Motor Control (4) Prereq: HPHY 371 or PSY 304.

(UO administrative action)

HPHY 362 Tissue Injury and Repair (4) Prereq: HPHY 323 and 324.

(Change prerequisite)

HPHY 362 Tissue Injury and Repair (4) Prereq: HPHY 371.

(UO administrative action)

HPHY 371 Physiology of Exercise (4) Prereq: HPHY 324.

(Change prerequisite)

HPHY 371 Physiology of Exercise (4) Prereq: CH 221 or CH 224H, CH 222 or CH225H, CH 223 or CH226H, BI 212 or BI 281H, BI 212 or BI 282H, BI 213 or BI 283H, HPHY 323, HPHY 324, MATH 246 or MATH 251, PHYS 201 or PHYS 251, PHYS 202 or PHYS 252. All courses must be passed with a grade of C or better.

(UO administrative action)

HPHY 381 Biomechanics (4) Prereq: HPHY 322, HPHY 323, PHYS 201.

(Change prerequisite)

HPHY 381 Biomechanics (4) Prereq: HPHY 371.

(UO administrative action)

HPHY 399 Special Studies [Topic] (1–4R)

(Change prerequisite)

HPHY 399 Special Studies [Topic] (1–4R) Prereq: HPHY 371.

(UO administrative action)

HPHY 410 Experimental Course [Topic] (1–5R)

(Change prerequisite)

HPHY 410 Experimental Course [Topic] (1–5R) Prereq: HPHY 371.

(UO administrative action)

HPHY 412 Sleep Physiology (4) Prereq: HPHY 325.

(Change prerequisite)

HPHY 412 Sleep Physiology (4) Prereq: HPHY 325, 371.

HPHY 413/513 Muscle Physiology (4)

(Changed course description, title)

HPHY 413/513 Muscle Structure, Function, and Plasticity (4) Physiologic basis for skeletal muscle adaptation to increased and decreased use and injury. Emphasizes how structure dictates function relevant to rehabilitation. Pre- or coreq: HPHY 371

(UO administrative action)

HPHY 417 Hypertension (4) Prereq: HPHY 325.

(Change prerequisite)

HPHY 417 Hypertension (4) Prereq: HPHY 325, 371.

(UO administrative action)

HPHY 419 Alternative and Complementary Medicine (4) Prereq: HPHY 325.

(Change prerequisite)

HPHY 419 Alternative and Complementary Medicine (4) Prereq: HPHY 325, 371.

(UO administrative action)

HPHY 433 Neurophysiology of Concussion (4) Prereq: HPHY 333.

(Change prerequisite)

HPHY 433 Neurophysiology of Concussion (4) Prereq: HPHY 333, 371.

HPHY 433/533 Neurophysiology of Concussion (3)

(Changed credits-workload)

HPHY 433/533 Neurophysiology of Concussion (4) *Effective spring 2014.*

(UO administrative action)

HPHY 434 Movement Disorders (4) Prereq: HPHY 333.

(Change prerequisite)

HPHY 434 Movement Disorders (4) Prereq: HPHY 333, 371.

(UO administrative action)

HPHY 462 Therapeutic Techniques (4) Prereq: HPHY 362.

(Change prerequisite)

HPHY 462 Therapeutic Techniques (4) Prereq: HPHY 362, 371.

(UO administrative action)

HPHY 473 High Altitude Medicine and Physiology (4) Prereq: HPHY 325.

(Change prerequisite)

HPHY 473 High Altitude Medicine and Physiology (4) Prereq: HPHY 325, 371.

(UO administrative action)

HPHY 485 Gait Analysis (4) Prereq: HPHY 381.

(Change prerequisite)

HPHY 485 Gait Analysis (4) Prereq: HPHY 371, 381.

(UO administrative action)

HPHY 486 Orthopedic Biomechanics (4) Prereq: HPHY 381.

(Change prerequisite)

HPHY 486 Orthopedic Biomechanics (4) Prereq: HPHY 371, 381.

HUMANITIES

NEW COURSE(S)

HUM 298 Health, Bioethics, and Social Inequity – *To be offered ONCE under this number for Arts and Letters group status while being reviewed for a permanent course number and group status.*

PHYSICS

EXISTING COURSE(S)

(UOCC administrative action)

PHYS 362 Biological Physics (4) Prereq: PHYS 353.

(Change prerequisite)

PHYS 362 Biological Physics (4) Prereq: PHYS 351 or 353. *Effective winter 2014.*

POLITICAL SCIENCE

EXISTING COURSE(S)

(UOCC administrative action)

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

(Remove prerequisites)

PS 301 Art and the State (4) Effective spring 2014.

(UOCC administrative action)

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

(Remove prerequisites)

PS 324 European Politics (4) Effective spring 2014.

(UOCC administrative action)

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

(Remove prerequisites)

PS 326 United States Foreign Policy I (4) Effective spring 2014.

(UOCC administrative action)

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

(Remove prerequisites)

PS 337 The Politics of Development (4) Effective spring 2014.

(UOCC administrative action)

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

(Remove prerequisites)

PS 340 International Political Economy (4) Effective spring 2014.

(UOCC administrative action)

PS 345 Southeast Asian Politics (4) Pre- or coreq: Any lower-division core political science course.

(Remove prerequisites)

PS 345 Southeast Asian Politics (4) Effective spring 2014.

(UOCC administrative action)

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

(Remove prerequisites)

PS 348 Women and Politics (4) Effective spring 2014.

(UOCC administrative action)

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

(Remove prerequisites)

PS 349 Mass Media and American Politics (4) Effective spring 2014.

(UOCC administrative action)

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

(Remove prerequisites)

PS 420 International Organization (4) *Effective spring 2014.*

(UOCC administrative action)

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

(Remove prerequisites)

PS 440 Causes and Prevention of War (4) *Effective spring 2014.*

(UOCC administrative action)

PS 455 Theories of International Politics (4) Prereq: PS 205.

(Remove prerequisites)

PS 455 Theories of International Politics (4) *Effective spring 2014.*

(UOCC administrative action)

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

(Remove prerequisites)

PS 468 Congress (4) *Effective spring 2014.*

(UOCC administrative action)

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

(Remove prerequisites)

PS 470 Constitutional Law (4) *Effective spring 2014.*

(UOCC administrative action)

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

(Remove prerequisites)

PS 475 Politics of the European Union (4) *Effective spring 2014.*

(UOCC administrative action)

PS 477 International Environmental Politics (4) Prereq: ENVS 201 or PS 205.

(Remove prerequisites)

PS 477 International Environmental Politics (4) *Effective spring 2014.*

(UOCC administrative action)

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

(Remove prerequisites)

PS 484 United States Supreme Court (4) *Effective spring 2014.*

(UOCC administrative action)

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

(Remove prerequisites)

PS 485 Civil Rights and Civil Liberties (4) *Effective spring 2014.*

ROMANCE LANGUAGES

NEW COURSE(S)

SPAN 298 Spanish Around the World – *To be offered ONCE under this number for Social Science group status while being reviewed for a permanent course number and group status. Correction: This was incorrectly reported as Arts and Letters in the preliminary report.*

(Course previously taught as SPAN 316)

SPAN 341 Hispanic Cultures through Literature I (4) [Graded only for majors] Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from 1100 to 1600. Sequence with SPAN 342, 343, 344. Prereq: two from SPAN 301, 303, 305, 308. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement.*

(Course previously taught as SPAN 317)

SPAN 342 Hispanic Cultures through Literature II (4) [Graded only for majors] Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 16th century to the Latin American independences. Sequence with SPAN 341, 343, 344. Prereq: two from SPAN 301, 303, 305, 308. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement.*

(Course previously taught as SPAN 318)

SPAN 343 Hispanic Cultures through Literature III (4) [Graded only for majors] Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the revolutionary wars to the Spanish Civil War. Sequence with SPAN 341, 342, 344. Prereq: two from SPAN 301, 303, 305, 308. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement.*

(Course previously taught as SPAN 319)

SPAN 344 Hispanic Cultures through Literature IV (4) [Graded only for majors] Introduces students to a variety of texts written in the Hispanic world in their literary, artistic, and historical contexts, from the 20th century into the 21st. Sequence with SPAN 341, 342, 343. Prereq: two from SPAN 301, 303, 305, 308. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B: international cultures multicultural requirement.*

(Course previously taught as SPAN 328)

SPAN 348 U.S. Latino Literature and Culture (4) [Graded only for majors] Introduction to Hispanic literature written in the United States. Close reading and discussion of selected texts by Hispanic authors; emphasis on literary trends and themes. Prereq: two from SPAN 301, 303, 305, 308. *Approved to satisfy Category A: American cultures multicultural requirement.*

(Course previously taught as SPAN 330)

SPAN 350 Introduction to Poetry (4) [Graded only for majors] Explores important aspects of Spanish poetry; reading poems from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305, 308.

(Course previously taught as SPAN 331)

SPAN 351 Introduction to Theater (4) [Graded only for majors] Explores important aspects of Spanish theater; reading plays from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading. Prereq: two from SPAN 301, 303, 305, 308.

(Course previously taught as SPAN 333)

SPAN 353 Introduction to Narrative (4) [Graded only for majors] Explores important aspects of Spanish narrative; reading texts from different periods of Spanish and Spanish American literature. Emphasizes formal aspects and critical reading.

EXISTING COURSE(S)

(UOCC administrative action)

SPAN 428 Spanish in the United States (4) Prereq: SPAN 308; coreq: SPAN 320, 322.

(Change prerequisite)

SPAN 428 Spanish in the United States (4) Prereq: SPAN 308; one from SPAN 320, 322. *Effective winter 2014.*

DROPPED COURSE(S)

SPAN 316 Survey of Peninsular Spanish Literature (4) Drop SPAN 316 is contingent upon approval of the new course SPAN 341. *Previously satisfied Arts and Letters group requirement.*

SPAN 317 Survey of Peninsular Spanish Literature (4) Drop of SPAN 317 is contingent upon approval of the new course SPAN 342

SPAN 318 Survey of Spanish American Literature (4) Drop of SPAN 318 is contingent upon approval of the new course SPAN 343. *Previously satisfied Arts and Letters group requirement. Previously satisfied International Cultures multicultural requirement.*

SPAN 319 Survey of Spanish American Literature (4) Drop of SPAN 319 is contingent upon approval of the new course SPAN 344. *Previously satisfied Arts and Letters group requirement. Previously satisfied International Cultures multicultural requirement.*

SPAN 328 Hispanic Literature in the U.S. (4) Drop of SPAN 328 is contingent upon approval of the new course number SPAN 348. *Previously satisfied American Cultures multicultural requirement.*

SPAN 330 Introduction to Poetry (4) Drop of SPAN 330 is contingent upon approval of the new course number SPAN 350.

SPAN 331 Introduction to Theater (4) Drop of SPAN 331 is contingent upon approval of the new course number SPAN 351

SPAN 333 Introduction to Narrative (4) Drop of SPAN 333 is contingent upon approval of the new course number SPAN 353

RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES

EXISTING COURSE(S)

(UOCC administrative action)

RUSS 309 Russian through Theater (2-4R) Prereq: RUSS 103.

(Remove prerequisite)

RUSS 309 Russian through Theater (2-4R) *Effective winter 2014.*

SOCIOLOGY

EXISTING COURSE(S)

SOC 355 Sociology of Women (4)

(Changed course title)

SOC 355 Sociology of Gender (4)

SOC 380 Crime, Deviance, and Social Control (4)

(Changed general-education requirements) *Approved to satisfy Category II-Social Science general-education group requirement.*

(UOCC administrative action)

SOC 415 Social Demography (4) Prereq: SOC 303, 310, 311, 312.

(Change prerequisites)

SOC 415 Social Demography (4) Prereq: SOC 310, 311, 312. *Effective spring 2014.*

(UOCC administrative action)

SOC 425 Issues in Sociology of Family: [Topic] (4R) Prereq: SOC 310, 311, 312, 330.

(Change prerequisites)

SOC 425 Issues in Sociology of Family: [Topic] (4R) Prereq: SOC 310, 311, 312. *Effective spring 2014.*

(UOCC administrative action)

SOC 445 Sociology of Race Relations (4) Prereq: SOC 310, 311, 312, 345.

(Change prerequisites)

SOC 445 Sociology of Race Relations (4) Prereq: SOC 310, 311, 312. *Effective spring 2014.*

(UOCC administrative action)

SOC 446 Issues in Sociology of Work: [Topic] (4R) Prereq: SOC 310, 311, 312, 346.

(Change prerequisites)

SOC 446 Issues in Sociology of Work: [Topic] (4R) Prereq: SOC 310, 311, 312. *Effective spring 2014.*

(UOCC administrative action)

SOC 447 Issues in Sociology of Organizations: [Topic] (4R) Prereq: SOC 310, 311, 312, 347.

(Change prerequisites)

SOC 447 Issues in Sociology of Organizations: [Topic] (4R) Prereq: SOC 310, 311, 312. *Effective spring 2014.*

(UOCC administrative action)

SOC 455 Issues in Sociology of Gender: [Topic] (4R) Prereq: SOC 310, 311, 312; SOC 355 or WGS 101.

(Change prerequisites)

SOC 455 Issues in Sociology of Gender: [Topic] (4R) Prereq: SOC 310, 311, 312. *Effective spring 2014.*

(UOCC administrative action)

SOC 456 Feminist Theory (4) Prereq: SOC 310, 311, 312; SOC 355 or 455.

(Change prerequisites)

SOC 456 Feminist Theory (4) Prereq: SOC 310, 311, 312. *Effective spring 2014.*

(UOCC administrative action)

SOC 480 Crime and Social Control (4) Prereq: SOC 310, 311, 312, 380

(Change prerequisites)

SOC 480 Crime and Social Control (4) Prereq: SOC 310, 311, 312. *Effective spring 2014.*

(UOCC administrative action)

SOC 484 Issues in Deviance, Control, and Crime: [Topic] (4R) Prereq: SOC 310, 311, 312, 380.

(Change prerequisites)

SOC 484 Issues in Deviance, Control, and Crime: [Topic] (4R) Prereq: SOC 310, 311, 312. *Effective spring 2014.*

REINSTATED COURSE(S)

(UOCC administrative action)

SOC 335 Interaction and Social Order (4) Introduction to ethnomethodology, which is the study of methods by which humans order their activities, and conversation analysis, which focuses on methods organizing talk-in-interaction. Prereq: SOC 204 or 207. *Course previously approved to satisfy Social Science group requirement.*

THEATER ARTS

EXISTING COURSE(S)

(UOCC administrative action)

TA 470 Majors Seminar (4) Prereq: TA 367.

(Remove prerequisite)

TA 470 Majors Seminar (4) *Effective winter 2014.*

<h2>ROBERT DONALD CLARK HONORS COLLEGE</h2>
--

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

NEW COURSE(S)

(Course previously taught as ARTF 410)

ARTF 370 Stitchwork Strategies (4R) Exploration of stitch techniques, including embroidery, beading, applique, collage, piecing, and quilting. Topics include public versus private, language and narrative, and dimensional forms. Prereq: ARTF 270. Repeatable thrice for a maximum of 16 credits.

EXISTING COURSE(S)

(UOCC administrative action)

ARTC 355 Intermediate Ceramics: [Topic] (4-5R) (R) Advanced processes and concepts. Areas of technical focus include slip casting, glaze and decorator surface embellishment, architectural ceramic, low fire, and raku. (Change conditions of repeatability)

ARTC 355 Intermediate Ceramics: [Topic] (4-5R) Advanced processes and concepts. Areas of technical focus include slip casting, glaze and decorator surface embellishment, architectural ceramic, low fire, and raku. Repeatable twice for a maximum of 12 credits. *Effective spring 2014.*

(UOCC administrative action)

ARTD 350 Digital Drawing (4R) (R) Applies technology as a drawing medium to communicate concepts visually. The entire creative process is researched in an experimental studio environment.

(Change conditions of repeatability)

ARTD 350 Digital Drawing (4R) Applies technology as a drawing medium to communicate concepts visually. The entire creative process is researched in an experimental studio environment. Repeatable twice for a maximum of 12 credits. *Effective spring 2014.*

LANDSCAPE ARCHITECTURE

NEW COURSE(S)

(Course previously taught as 421)

LA 333 Photography and Environmental Values (4) *Approved to satisfy Category I-Arts and Letters general-education group requirement.*

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSE(S)

(UOCC administrative action)

OLIS 611 Sustainability Leadership Practicum I (4) First in a sequence of intensive, applied courses required for students pursuing the Oregon Leadership in Sustainability (OLIS) Certificate. Sequence with OLIS 612, 613.

(Change course description sequence to series)

OLIS 611 Sustainability Leadership Practicum I (4) First in a series of intensive, applied courses required for students pursuing the Oregon Leadership in Sustainability (OLIS) certificate. Series with OLIS 612, 613. *Effective winter 2014.*

(UOCC administrative action)

OLIS 612 Sustainability Leadership Practicum II (4) Second in a sequence of intensive, applied courses required for students pursuing the Oregon Leadership in Sustainability (OLIS) certificate. Sequence with OLIS 611, 613. Prereq: OLIS 611.

(Change course description and prerequisite sequence to series)

OLIS 612 Sustainability Leadership Practicum II (4) Second in a series of intensive, applied courses required for students pursuing the Oregon Leadership in Sustainability (OLIS) certificate. Series with OLIS 611, 613. *Effective winter 2014.*

(UOCC administrative action)

OLIS 613 Sustainability Leadership Practicum III (4) Final course in a sequence of intensive, applied courses required for students pursuing the Oregon Leadership in Sustainability (OLIS) certificate. Sequence with OLIS 611, 612. Prereq: OLIS 612.

(Change course description and prerequisite sequence to series)

OLIS 613 Sustainability Leadership Practicum III (4) Final course in a series of intensive, applied courses required for students pursuing the Oregon Leadership in Sustainability (OLIS) certificate. Series with OLIS 611, 612. *Effective winter 2014.*

PPPM 432/532 Urban Revitalization (4)

(Changed course title)

PPPM 432/532 Urban Revitalization in Minority Communities

PPPM 481/581 Resource Development for Nonprofit Organizations (4)

(Changed course title)

PPPM 481/581 Fundraising for Nonprofit Organizations

PRODUCT DESIGN

NEW COURSE(S)

PD 360 Object Culture (4) Promotes a greater understanding of the material world and how everyday objects define culture.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

BUSINESS ADMINISTRATION

EXISTING COURSE(S)

BA 711 Legal Environment of Business (4)

(Changed credits-workload)

BA 711 Legal Environment of Business (3)

BA 715 Managerial Economics (4)

(Changed credits-workload)

BA 715 Managerial Economics (3)

BA 723 Formulating Corporate Strategy (4)

(Changed credits-workload)

BA 723 Formulating Corporate Strategy (3)

BA 726 Global Business (4)

(Changed credits-workload)

BA 726 Global Business (3)

MANAGEMENT

NEW COURSE(S)

(Course previously taught as MGMT 410)

MGMT 416 Organizational Development and Change Management (4) [Graded only] Organizational leaders face an accelerating pace of change in information technology, markets, and consumers. Focuses on how leaders create and sustain these organizational changes. Prereq: BA 352, MGMT 321.

COLLEGE OF EDUCATION

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP

NEW COURSE(S)

(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) Graduate- and undergraduate-level seminar focusing on major educational issues of concern to scholars in the field of comparative education.

DROP COURSE(S)

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

EDUCATION STUDIES

NEW COURSE(S)

(Course previously taught as 199)

EDST 225 School and Representation in Film (4) 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)

EDST 641 Reading as Cultural Practice (4)

(Changed course title)

EDST 641 Developing Thoughtful Literary Practices (4)

SPECIAL EDUCATION AND CLINICAL SCIENCES

EXISTING COURSE(S)

(UOCC administrative action)

CDS 443 Acoustics of Speech (4)

(Add prerequisite)

CDS 443 Acoustics of Speech (4) Prereq: CDS 444. *Effective spring 2014.*

(UOCC administrative action)

CDS 462 Acquired Disorders of Communication (4) Prereq: EDLD 450/550.

(Change prerequisite)

CDS 462 Acquired Disorders of Communication (4) Prereq: CDS 470, EDLD 450. *Effective spring 2014.*

SCHOOL OF JOURNALISM AND COMMUNICATION

NEW COURSE(S)

(Course previously taught as 410/510)

J 427M/527M Latino Roots I (4) Documents Latino history in the racial history of what is now Oregon since 1500 and teaches students to conduct oral history interviews. Multilisted with ANTH 427M/527M; home department is anthropology. Sequence with Latino Roots II. Offered alternate years.

J 428M/528M Latino Roots II (4) [Graded only] Continuation of Latino Roots I, designed for producing a short documentary using oral history as the story. Covers basic theory and practice of digital film-video documentary production. Multilisted with ANTH 428M/528M; home school is journalism and communication. Sequence with ANTH 427M/527M. Prereq: ANTH 427M/527M. Offered alternate years.

(Course previously taught as J495/595)

J 494 Strategic Communications Research (4) [Graded only] Introduction to how and why research is conducted and used by public relations and advertising professionals to formulate strategic campaigns and evaluate their effectiveness. Majors only. Prereq: J 350 or J 342.

EXISTING COURSE(S)

(UOCC administrative action)

J 331 Digital Video Production (4) Prereq: J 207 or 208 with a grade of mid-C or better.

(Change prerequisite)

J 331 Digital Video Production (4) Prereq: J 207 with a grade of mid-C or better or J 208 with a grade of C- or better. *Effective winter 2014.*

(UOCC administrative action)

J 361 Reporting I (4) Prereq: J 207 with a grade of mid-C or better.

(Change prerequisite)

J 361 Reporting I (4) Prereq: J 205, 206 with a grade of mid-C or better. *Effective winter 2014.*

J 387 Communication History (4)

(Changed course title)

J 387 Media History (4)

J 475/575 Flux Magazine Production (4–12R)
(Changed course title, conditions of repeatability)
J 475/575 Flux Production (4)

Correction: J461/561; 464/564; and J473/573 were not approved as previously reported. They were rolled forward to spring term at the department's request.

SCHOOL OF MUSIC AND DANCE

MUSIC

EXISTING COURSE(S)

(UOCC administrative action)

MUS 384 Introduction to Conducting (2)

(Add prerequisite)

MUS 384 Introduction to Conducting (2) Prereq: MUS 233, 236, 239, 267, 268, 269. *Effective winter 2014.*

(UOCC administrative action)

MUS 626 Orchestral Music: 1825–Modern (2) [Graded only] Survey of orchestral music from 1825 to the modern era. Sequence with MUS 625. Orchestral Music: Bach–Beethoven offered alternate years.

(Change effective term)

MUS 626 Orchestral Music: 1825–Modern (2) [Graded only] Survey of orchestral music from 1825 to the modern era. Sequence with MUS 625. Orchestral Music: Bach–Beethoven offered alternate years. *Effective summer 2014.*

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

(Course previously taught as PEOL 399)

PEO 343 Sport Climbing (1R) P/NP only. Covers lead climbing in a gym setting. Emphasis on clipping bolts, managing rope, belaying a leader, containing falls, configuring anchors, and managing anchor transitions.

Prereq: PEO 331 or equivalent. All PE courses are repeatable once for credit.

(Course previously taught as PEOL 399)

PEO 346 Route Setting (1R) P/NP only. Covers setting routes on an indoor climbing wall. Topics include designing routes, selecting and sequencing holds, taping protocols, and rigging techniques. Prereq: PEO 251 or equivalent. All PE courses are repeatable once for credit.

DENIED PROPOSALS

NEW COURSE(S)

School of Architecture and Allied Arts

AAAP 120 Preserv Sense of Place (4) Understand the mysteries of this place you will call home. This is a multidisciplinary, hands-on introduction to the physical environment at the University of Oregon. *Requesting that this course satisfy Arts and Letters group requirement.*

AAAP 220 Multicultur Hist Pres (4) This course explores built environments associated with various races, ethnicities, and nationalities to examine the experiences of people from different backgrounds in American society. *Requesting that this course satisfy Social Science group requirement. Requesting that this course satisfy Identity, Pluralism and Tolerance multicultural requirement.*

PD 360 Object Culture (4) *The request for this course to satisfy Arts and Letters group requirement was denied.*

EXISTING COURSE(S)

PD 101 Introduction to Product Design (4) *The request for this course to satisfy Arts and Letters group requirement was denied.*

PENDING PROPOSALS

NEW COURSE(S)

College of Arts and Science

(Course previously taught as 410)

HPHY 421 Pathophysiology (4) Representative diseases of the endocrine, renal, pulmonary, gastrointestinal and cardiovascular systems. Prereq: HPHY 325; HPHY 371

(Course previously taught as 410)

HPHY 443 Clinical Pharmacology (4) Examines the mode of action of representative pharmaceutical agents. Students work in groups to determine effective pharmacological intervention. Prereq: HPHY 325; HPHY 371

School of Architecture and Allied Arts

AAD 434 Entrepreneurship and the Arts (4) [Graded only] This course provides exploration into the evolution of entrepreneurship in relation to the arts, empowers emerging arts practitioners to harness their creativity towards understanding and assessing their creative entrepreneurial potential, develops proactive professional strategic planning in finance, legal issues and cultural leadership.

AAD 435 Arts Business Development (4) [Graded only] Developing a foundation in business planning and practices is essential for the emerging arts entrepreneur in the creative sector. Students will research the strategies of effective start up business planning and practically apply their investigations in the organizational, financial, and legal practices for entrepreneurial activities and create a business plan or strategic plan. Sequence with 434

(Course previously taught as 410/510)

AAAP 435/535 Historical Archeology in Preservation (3) Explores the interrelationships between historical archaeology and historic preservation, two fields linked together by common interests in documentation, identification, interpretation, and preservation of heritage resources.

(Course previously taught as 410/510)

AAAP 445/545 Preservation Economics (3) [Graded only for majors] Economics of historic preservation and the financial techniques and incentives used to rehabilitate historic properties in the US, including adaptive reuse and redevelopment economics. Offered alternate years.

Charles H. Linquist College of Business

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

College of Education

EDUC 630 Qualitative Methodology I: Interpretive Inquiry (4)

(Changed Course Description, Course Title)

EDUC 630 Qualitative Methodology I: Interpretivist Inquiry (4)

Examines the history of qualitative research in the study of human experience, emphasizing interpretive approaches to qualitative research that retain the regulative ideal of objectivity.

EDUC 632 Qualitative Data Analysis and Collection I (4)

(Changed Course Description, Course Title)

EDUC 632 Qualitative Methodology II: (Post)critical Inquiry (4)

Explores the epistemic limits of representing human experience, and the political and ethical implications for researchers beginning with Marx.

Pre- or coreq: EDUC 630

EDUC 634 Qualitative Methodology II: Reflexive Inquiry (4)

(Changed Course Description, Course Title)

EDUC 634 Qualitative Methodology III: Posthumanist Inquiry (4)

Examines theoretical influences on qualitative research beginning with those associated with the linguistic turn, then critiquing the linguistic turn, and ending with the ontological turn.

Pre- or coreq: EDUC 630, EDUC 632

EDUC 636 Qualitative Data Analysis and Collection II (4)

(Changed Course Description, Course Title)

EDUC 636 Advanced Qualitative Methodology: New Materialisms (4)

Examines contemporary theoretical explorations prompted by “the new materialisms” and how questions of ontology and materiality produce considerations of agency, data, subjectivity, voice and analysis.

Pre- or coreq: EDUC 630, EDUC 632, EDUC 634

EDUC 673 Qualitative Methodology III: Transformative Inquiry (4)

(Changed Course Description, Course Title)

EDUC 673 Advanced Qualitative Methodology: Arts-based Approaches (4)

This course examines contemporary reflexive social science research writing, focusing on experimentations with the form used by researchers to communicate insights about human affairs.

Pre- or coreq: EDUC 630, EDUC 632, EDUC 634

(Course previously taught as EDST 610)

EDST 618 Teaching English Language Development, K-12 (4) [Graded only] Examines best practices of ELD delivery in light of federal and state standards, including teaching methods, technology, and parent involvement.

SPED 422/522 Special Education Mathematics Instruction (3)

(Changed credits-workload)

SPED 422/522 Special Education Mathematics Instruction (4)

School of Journalism

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) Pre- or coreq: J 371.

(Changed course description, course title, prerequisite)

J 473/573 Feature Editing (4)

Pre- or coreq: J 361.

(Course previously taught as J610)

J616 Introduction to Strategic Communication Marketing (4) [Graded only] Discussion of fundamental marketing concepts from the perspective of the manager. Analysis of complex marketing challenges in research, segmentation, targeting, pricing, distribution and branding. Prereq: Stratcom Major status.

(Course previously taught as J610)

J618 Strategic Communications Management (4) [Graded only] Elements of managing and leading organizations. Examination of key issues leaders face. Topics include leadership theory, leading change, dealing with conflict, and performance and strategic management. Prereq: Stratcom Major status.

(Course previously taught as J610)

J622 Advanced Strategic Communications Marketing (4) [Graded only] Examination, evaluation and integration of advertising, public relations, sales promotion, direct marketing, social media, sponsorship and events, packaging, customer service and personal selling. Prereq: Stratcom Major status.

(Course previously taught as J610)

J627 Thinking Story (4) [Graded only] Explores, investigates and discusses the elements of narrative and looks at examples of narrative journalism in words, sound, still image, moving image and multimedia combinations. Prereq: Multimedia Journalism Major status.

Physical Education and Recreation

(Course previously taught as PEL 399)

PEL 310 Coaching (2) [Graded only] Addresses all aspects of coaching from kindergarten through college. Topics include philosophy, objectives and outcomes, communication styles, writing workouts, discipline, and age appropriate skills, drills and strategies. Sequence with PEL 409 Practicum is possible with successful completion of the course

EXISTING COURSE(S)

School of Architecture and Allied Arts

PD 301 Introduction to Design Studio (4)

(Changed Course Description) Pre- or coreq: PD 223, PD 240, PD 340, PD 350

PD 370 Design Process (4) (Changed Course Description) Pre- or coreq: PD 340, PD 350

PD 430 Computer Assisted Design and Production (4)

(Changed Course Description) Pre- or coreq: ART 115, ART 116, ARTD 250, PD 223

PD 483 Personal Studio (4)

(Changed Course Description, Course Title)

PD 483 Senior Studio I Pre- or coreq: PD 240, PD 323, PD 340, PD 350, PD 370, PD 430 and senior standing in Product Design

PD 484 Global Studio (4)

(Changed Course Description, Course Title)

PD 484 Senior Studio II (4) Pre- or coreq: PD 240, PD 323, PD 340, PD 350, PD 370, PD 430, PD 483 and senior standing in Product Design

PD 485 Corporate Studio (4)

(Changed Course Description, Course Title)

PD 485 Senior Studio III (4) Pre- or coreq: PD 240, PD 323, PD 340, PD 350, PD 370, PD 430, PD 483, PD 484 and senior standing in Product Design

WITHDRAWN PROPOSALS

NEW COURSE(S)

Charles H. Lindquist College of Business

(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 with 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 with 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 MGMT 610)

MGMT 640 Sustainable Business Development (3) [Graded only] Focuses on corporate environmental management, drawing on economic and policy models, strategic analysis, and use of business cases. Issues facing small and mid-sized companies stressed. Prereq: Open only to MBA and MAcc admitted majors

(Course previously taught as MGMT 610)

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

EXISTING COURSE(S)

Charles H. Lindquist College of Business

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

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

The UOCC has approved use of the “298” course number for temporary, lower division, general education group-satisfying courses. Such courses may be taught once and are subject to the conditions for “100” and “300” temporary group-satisfying credit courses.

College of Arts and Sciences

Admission and degree requirements for the **Ph.D. in German** have been changed. The change was approved by the Provost with the endorsement of the Graduate Council. *Effective fall 2014.*

The **Master’s program in German** will institute an early access option enabling students who begin their undergraduate studies with significant prior knowledge of German to earn a B.A. and a subsequent M.A. degree in German in five years. The change was approved by the Provost with the endorsement of the Graduate Council. *Effective fall 2014.*

Students may receive credit for both **MATH 343 and MATH 462** if taken in sequence. Students cannot have both MATH 343 and MATH 462 count toward upper-division, applied mathematics courses for the major. Students will need to complete another applied mathematics course in addition to 343, 461, 462, and 463 to complete the applied concentration. Credits will be deducted if MATH 343 is completed after MATH 461 and MATH 462.

College of Education

The **Couples and Family Therapy program (CFT)** has been approved as a stand-alone degree. Graduates will receive a Master of Science (M.S.) in Couples and Family Therapy, rather than in Counseling, Family, and Human Services (CFHS). This change was approved by the OUS Provosts’ Council as a name change from the original Master of Arts in Family Therapy, transferred to the University of Oregon in 1999. *Effective fall 2014.*

A new **graduate specialization in Spanish Language Psychological Service and Research (SLPSR)**, upon recommendation of the Graduate Council, has been approved by the Provost. The program is offered within the Department of Counseling Psychology & Human Services. *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.)

UOCC Final Winter 2014 Curriculum Report. Request additional copies from kathyw@uoregon.edu. After March 12, 2014 report errors in writing to kathyw@uoregon.edu and jefferis@uoregon.edu

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

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

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

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

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

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

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

INSTRUCTIONS FOR EXPLAINING THE 4XX/5XX DIFFERENTIAL

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

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

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

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

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

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

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

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

CONTENTS OF COURSE SYLLABUS

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

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

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

STUDENT ENGAGEMENT INVENTORY (SEI)

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

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

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

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

Definition of terms:

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

SUSTAINABLE COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MULTILISTED COURSES

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

Revised May 11, 2011

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

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

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

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

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

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

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

2. Specific Criteria:

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

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

- 3.1. Before submission to the Senate, such courses proposed by departments must be reviewed at several levels:

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

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

3.1.3. By the University Committee on Courses.

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

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

4. Completion of group requirements (student progress):

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

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

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

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

MULTICULTURAL CATEGORY DEFINITIONS

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

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

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