



UNIVERSITY OF OREGON

**Spring 2014
Final
Curriculum Report**

May 30, 2014

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



SPRING 2014
FINAL CURRICULUM REPORT
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SPRING 2014 FINAL CURRICULUM REPORT

May 29, 2014

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed Spring 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

Fall 2014

October 1, 2014—first round fall submissions due to UOCC

November 19, 2014—Preliminary report due to Senate

December 3, 2014—Senate votes on preliminary report

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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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*. The term “repeatable” 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 310)

ANTH 332 Human Attraction and Mating Strategies (4) [Graded only for majors] Evolutionary theory, experimental and real-world data illuminate what we find attractive in others, variation in who we are attracted to, and why. *Approved to satisfy science general-education group requirement.*

(Course previously taught as 410/510)

ANTH 348 Mammoths to Megaliths: European Prehistory (4) [Graded only for majors] Introduction to Europe before history, charting it from a primitive backwater to the point when all roads led to Rome. Prereq: ANTH 145 or 150. Offered alternate years. *Approved to satisfy social science general-education group requirement.*

(Course previously taught as 410/510)

ANTH 431/531 Plants and People (4) [Graded only for majors] Survey of issues in and research methods for understanding the cultural roles and uses of plants in past and present human societies.

(Course previously taught as 410/510)

ANTH 459/559 Advanced Evolutionary Medicine (4) Explores current research in the field of evolutionary medicine. Prereq: one from ANTH 175, ANTH 270, ANTH 468, BI 131, BI 380; ANTH 175 strongly suggested. Offered alternate years.

EXISTING COURSE(S)

(UOCC administrative action)

ANTH 340 Fundamentals of Archaeology (4) Prereq: ANTH 150.

(Change prerequisite)

ANTH 340 Fundamentals of Archaeology (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 343 Pacific Islands Archaeology (4) Prereq: ANTH 150.

(Change prerequisite)

ANTH 343 Pacific Islands Archaeology (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 355 Lithic Analysis in Archaeology (4) Prereq: ANTH 150.

(Change prerequisite)

ANTH 355 Lithic Analysis in Archaeology (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 440/540 Old World Prehistory: [Topic] (4R) Prereq: ANTH 150.

(Change prerequisite)

ANTH 440/540 Old World Prehistory: [Topic] (4R) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 442/542 Northwest Coast Archaeology (4) Prereq: ANTH 150.

(Change prerequisite)

ANTH 442/542 Northwest Coast Archaeology (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 443/543 North American Archaeology (4) Prereq: ANTH 150.

(Change prerequisite)

ANTH 443/543 North American Archaeology (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 445/545 Archaeology of Cultural Landscapes (4) Prereq: ANTH 150.

(Change prerequisite)

ANTH 445/545 Archaeology of Cultural Landscapes (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 448/548 Gender and Archaeology (4)

(Add prerequisite)

ANTH 448/548 Gender and Archaeology (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 449/549 Cultural Resource Management (4) Prereq: ANTH 150.

(Change prerequisite)

ANTH 449/549 Cultural Resource Management (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 450/550 The Anthropology Museum (3) Prereq: ANTH 150.

(Change prerequisite)

ANTH 450/550 The Anthropology Museum (3) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 451/551 Ethnoarchaeology (4) Prereq: ANTH 150.

(Change prerequisite)

ANTH 451/551 Ethnoarchaeology (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

(UOCC administrative action)

ANTH 471/571 Zooarchaeology (4) Prereq: ANTH 150.

(Change prerequisite)

ANTH 471/571 Zooarchaeology (4) Prereq: ANTH 145 or 150. *Effective spring 2014.*

ASIAN STUDIES PROGRAM

NEW COURSE(S)

(Course previously taught as 410/510)

ASIA 425/525 Asian Foodways (4) [Graded only for majors] Explores the socio-cultural, political-economic, and historical dimensions of food in China, Japan, Korea, Southeast Asia, and India, including modernization, transnationalism, and globalization. Offered alternate years. *ASIA 425 approved to satisfy category C: international cultures multicultural requirement.*

BIOLOGY

NEW COURSE(S)

(Course previously taught as BI 410 and BI 510)

BI 425/525 Advanced Molecular Biology Research Laboratory (5/4) Provides an intensive, structured research experience that incorporates molecular biology, genetics, and genomic methodologies. Prereq: one from BI 320, BI 328, BI 322.

EXISTING COURSE(S)

(UOCC administrative action)

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.

(Change prerequisite and course description)

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. Prereq: BI 320 or BI 322.

CHEMISTRY

EXISTING COURSE(S)

(UOCC administrative action)

CH 463/563 Biochemistry (4) Prereq: CH 461/561 or 462/562.

(Change prerequisite)

CH 463/563 Biochemistry (4) Prereq: CH 461/561; or CH 360 with a grade of B– or better.

CINEMA STUDIES

NEW COURSE(S)

(Course previously taught as CINE 410/510)

CINE 420/520 Advanced Screenwriting (4) [Graded only for majors] Provides advanced screenwriting students with an organized strategy for writing a feature film screenplay. Sequence with CINE 320. Prereq: CINE 320 with grade of B– or better.

EXISTING COURSE(S)

CINE 330 Film Festivals (4)

(Changed general-education requirements) *Approved to satisfy arts and letters general-education group requirement.*

CLASSICS

NEW COURSE(S)

(Course previously taught as Classics 199)

CLAS 188 Introduction to Classical Archaeology (4) [Graded only for majors] Introduction to the archaeology and material culture of the Ancient Greeks and Romans. *Approved to satisfy Category II-Social Science general-education group requirement.*

COMPARATIVE LITERATURE

EXISTING COURSE(S)

COLT 613 Translation Pedagogy (4)

(Changed course description, course title)

COLT 613 Graduate Studies in Translation (4) Examines the theory that each translation embodies a particular interpretation of the original text, and how this view affects the translator's work of interpreting.

ECONOMICS

NEW COURSE(S)

(Course previously taught as 410/510)

EC 434/534 Environmental Economics (4) [Graded only for majors] Introduction to the field that includes theoretical environmental policy, issues in environmental regulation, and empirical techniques used by practitioners. Prereq: EC 311, EC 320.

(Course previously taught as EC 410/510)

EC 441/541 Public Economics: Taxation (4) [Graded only for majors] Theory of taxation, analysis of tax policy, and theory of government debt and budget deficits. Prereq: EC 311, EC 320.

ENVIRONMENTAL STUDIES

NEW COURSE(S)

ENVS 298 The Environment and Big Data (4) *To be offered **once** under this number for science group status while being reviewed for a permanent course number and group status.*

FOLKLORE

NEW COURSE(S)

(Course previously taught as 199)

FLR 320 Car Cultures (4) [Graded only for majors] Studies the range of human behavior as drivers, consumers, collectors, and designers of automobiles, and auto industry response to environmental and safety regulations. Offered alternate years. *Approved to satisfy arts and letters general-education group requirement.*

(Course previously taught as 199)

FLR 350 Folklore and the Bible (4) [Graded only for majors] Studies readings of the Judeo-Christian Bible in connection with mythological and traditional contexts and meanings from ancient times to the present. Offered alternate years. *Approved to satisfy arts and letters general-education group requirement.*

(Course previously taught as 410/510)

FLR 415/515 Folklore and Foodways (4) [Graded only for majors] Examines food traditions from a folkloristic perspective, looking at issues such as identity, performance, community, creativity, and innovation. Prereq: junior standing. Offered every second or third year.

GEOLOGY

NEW COURSE(S)

GEOL 137 Mountains and Glaciers (4) Survey of the geological processes that both create and destroy mountain ranges around the world, and an introduction to geological science. *Approved to satisfy science general-education group requirement.*

HISTORY

NEW COURSE(S)

HIST 298 Ancient Sports (4) *To be offered **once** under this number for Social Science group status while being reviewed for a permanent course number and group status.*

HUMAN PHYSIOLOGY

NEW COURSE(S)

(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.

EXISTING COURSE(S)

(UO administrative action; changed approved winter 2014 have been retracted by department)

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

(Change prerequisite)

HPHY 333 Motor Control (4) Prereq: HPHY 321; one from HPHY 322, PSY 304. *Effective fall 2015.*

(UO administrative action; changed approved winter 2014 have been retracted by department)

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

(Change prerequisite)

HPHY 362 Tissue Injury and Repair (4) Prereq: HPHY 323, HPHY 324. *Effective fall 2015.*

(UO administrative action; changed approved winter 2014 have been retracted by department)

HPHY 381 Biomechanics (4) Prereq: HPHY 371.

(Change prerequisite)

HPHY 381 Biomechanics (4) Prereq: HPHY 322, HPHY 323, PHYS 201. *Effective fall 2015.*

LINGUISTICS

EXISTING COURSE(S)

(UOCC administrative action)

LT 449/549 Testing and Assessment (5) Prereq: LT 448/548.

(Change prerequisite)

LT 449/549 Testing and Assessment (5) Prereq: LT 436/536. *Effective spring 2014.*

(UOCC administrative action)

LING 611 Terminal Project (1–7R)

(Add prerequisite)

LING 611 Terminal Project (1–7R) Prereq: LT 536. *Effective spring 2014.*

POLITICAL SCIENCE

NEW COURSE(S)

(Course previously taught as 399)

PS 368 Gendering the Law (4) [Graded only for majors] Examines the role courts have played in framing and shaping policies where gender is a central feature with a focus on reproductive rights, pregnancy and abortion, domestic violence, rape, family issues, prostitution, and sexual harassment. Offered alternate years. *Approved to satisfy category B: identity, pluralism, and tolerance multicultural requirement.*

(Course previously taught as 399)

PS 465/565 LGBT Rights in the Courts (4) [Graded only for majors] Analyzes the role of legal advocates and the courts in advancing and curtailing lesbian, gay, bisexual, and transgender rights with a focus on relationship recognition, parenting, employment, housing, military, education, and health care. Offered alternate years.

(Course previously taught as 410/510)

PS 466/566 Civil Rights in Post-Warren Era (4) [Graded only for majors] Analyzes development in civil rights advocacy in the United States since the heyday of the Warren Court. Focuses primarily on developments in race, gender, disability, and sexuality. Offered alternate years.

RELIGIOUS STUDIES

NEW COURSE(S)

(Course previously taught as 199)

ARB 253 Introduction to Arabic Culture (4) [Graded only for majors] Survey of the linguistic, geographic, social, cultural, religious, political, and artistic aspects of the contemporary Arab world. *Approved to satisfy Category II-Social Science general-education group requirement. Approved to satisfy category C: international cultures multicultural requirement.*

ARB 353 Arab Cinema (4) [Graded only for majors] Introduction to Arab cinema and culture through an examination of the development of cinema in Arabic-speaking countries. Offered alternate years. *Approved to*

satisfy arts and letters general-education group requirement. Approved to satisfy category C: international cultures multicultural requirement.

ROMANCE LANGUAGES

NEW COURSE(S)

FR 302 *Culture et langage: Le monde francophone contemporain* (4) [Graded only for majors] Training in language and cultures of the French-speaking world using literary texts, websites, videos. Grammar review and vocabulary enrichment. Prereq: FR 203. *Approved to satisfy arts and letters general-education group requirement. Approved to satisfy category C: international cultures multicultural requirement. Effective fall 2015.*

FR 312 French Survey: Francophone Literature (4) [Graded only for majors] Introduction to major authors and texts of the French-speaking world outside of France. Prereq: FR 301 or FR 302. *Approved to satisfy arts and letters general-education group requirement. Approved to satisfy category C: international cultures multicultural requirement. Effective fall 2015.*

FR 492/592 Francophone Studies: [Topic] (4R) [Graded only for majors] Study of literary works representative of the Francophone world. Topics may include Francophone African Literature, Quebec Literature, Writing the Haitian Revolution. Prereq: three from FR 312, FR 317, FR 318, FR 319. Repeatable when topic changes.

EXISTING COURE(S)

(UOCC administrative action; course approved fall 2013 with incorrect course number FR 373)

FR 372 French-Speaking Communities of the Americas (4) [Graded only for majors] Introduction to the history, language, and culture of French-speaking communities located in the Americas, in particular the United States. Offered alternate years. Prereq: FR 301, FR 303. *Approved to satisfy arts and letters group requirement. Approved to satisfy American cultures multicultural requirement.*

(UOCC administrative action)

ITAL 104 Intensive First-Year Italian (6)

(Change credits, workload)

ITAL 104 Intensive First-Year Italian (5)

(UOCC administrative action)

ITAL 105 Intensive First-Year Italian (6)

(Change credits, workload)

ITAL 105 Intensive First-Year Italian (5)

(UOCC administrative action)

SPAN 218 Latino Heritage I (5) Basic oral and reading skills for heritage language learners—students whose first language is Spanish, but whose knowledge of the language is minimal because of their switch to English. Content focuses on personal experiences in U.S. Latino communities. Cannot be combined with SPAN 201, 202, 203 for more than 15 credits of second-year Spanish.

(Change course description)

SPAN 218 Latino Heritage I (5) Designed for heritage learners—students who grew up with Spanish in their community and want to build communication skills in Spanish. Content focuses on personal experiences in U.S. Latino communities. Cannot be combined with SPAN 201, 202, 203 for more than 15 credits of second-year Spanish.

(UOCC administrative action)

SPAN 228 Latino Heritage II (5) Intermediate-level language development (oral skills, academic Spanish) for heritage language learners of Spanish, with focus on the U.S. Latino experience and the larger Spanish-speaking world. Cannot be combined with SPAN 201, 202, 203 for more than 15 credits of second-year Spanish.

(Change course description)

SPAN 228 Latino Heritage II (5) Designed for heritage learners—students who grew up with Spanish in their community and want to continue developing communication skills in Spanish. Content focuses on personal experiences in U.S. Latino communities. Cannot be combined with SPAN 201, 202, 203 for more than 15 credits of second-year Spanish.

(UOCC administrative action)

SPAN 308 Cultura y lengua: comunidades bilingües (4) Develops advanced language skills through the analysis of social and linguistic dynamics of communities in Spain, Latin America, and the United States where Spanish encounters another language. Taught in Spanish.

(Change course description)

SPAN 308 *Cultura y lengua: comunidades bilingües* (4) Designed for heritage learners—students who grew up with Spanish in their community and want to continue developing communication skills in Spanish. Explores socio-linguistic dynamics of communities in which Spanish is in contact with another language. Open to all students. Taught in Spanish.

(UOCC administrative action)

SPAN 312 Spanish in the Media (4) Advanced writing for heritage learners of Spanish; transition from oral skills to general literacy in Spanish for advanced work in the humanities.

(Change course description)

SPAN 312 Spanish in the Media (4) Designed for heritage learners. Examines the role of Spanish in various forms of media such as television, Internet, and literature. Students practice advanced writing skills necessary to participate in argumentative writing and close textual readings.

(UOCC administrative action)

SPAN 312 Spanish in the Media (4) Prereq: SPAN 308. Recommended preparation: one from SPAN 301, 303, 305.

(Change prerequisite)

SPAN 312 Spanish in the Media (4) Prereq: any two from SPAN 301, 303, 305, 308; SPAN 308 is recommended. *Effective spring 2014.*

(UOCC administrative action, department intended for renumbered course approved winter 2014 to carry the same group status designation as the original it replaced. Renumbered course approved to satisfy arts and letters group, as did the previously taught SPAN 328)

SPAN 348 United States 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 arts and letters group requirement. Approved to satisfy Category A: American cultures multicultural requirement.*

(UOCC administrative action, department intended for renumbered course approved winter 2014 to carry the same group status designation as the original it replaced. Renumbered course approved to satisfy arts and letters group, as did the previously taught 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. *Approved to satisfy arts and letters group requirement.*

(UOCC administrative action, department intended for renumbered course approved winter 2014 to carry the same group status designation as the original it replaced. Renumbered course approved to satisfy arts and letters group, as did the previously taught 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. *Approved to satisfy arts and letters group requirement.*

(UOCC administrative action, department intended for renumbered course approved winter 2014 to carry the same group status designation as the original it replaced. Renumbered course approved to satisfy arts and letters group, as did the previously taught 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. *Approved to satisfy arts and letters group requirement.*

DROPPED COURSE(S)

FR 303 Culture et langage: identites francophones (4)

Content to be covered in two newly proposed courses. Drop contingent upon approval of FR 302 and 312. *Effective fall 2015.*

SOCIOLOGY

EXISTING COURSE(S)

SOC 204 Introduction to Sociology (4)

(Changed general-education requirements)

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

SOC 301 American Society (4)

(Changed general-education requirements)

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

THEATER ARTS

EXISTING COURSE(S)

(UOCC administrative action)

TA 321 Scenery Production (1–3R) Prereq: TA 210, 211, 212.

(Change prerequisite)

TA 321 Scenery Production (1–3R) Prereq: TA 211. *Effective spring 2014.*

(UOCC administrative action)

TA 322 Costume Production (1–3R) Prereq: TA 210, 211, 212.

(Change prerequisite)

TA 322 Costume Production (1–3R) Prereq: TA 212. *Effective spring 2014.*

(UOCC administrative action)

TA 323 Lighting Production (1–3R) Prereq: TA 210, 211, 212.

(Change prerequisite)

TA 323 Lighting Production (1–3R) Prereq: TA 211. *Effective spring 2014.*

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

NEW COURSE(S)

ARTC 354 Industrial Ceramics (4R) [Graded only] Intermediate-level course focusing on skill development pertinent to ceramics industry. Emphasis on material, tools, techniques, and history. Prereq: ART 115, 116, 233. Repeatable with change of class focus.

(Course previously taught as ARTO 354)

ARTO 250 Introduction to Photography (4R) Covers basic elements of photography using a digital single-lens reflex camera and provides a broad-based understanding of photographic practice in a fine art context. Sequence with ARTO 350. Prereq: ART 115, 116, 233. Repeatable with mastery of subject.

(Course previously taught as ARTO 251)

ARTO 350 Film and Darkroom (4R) Technical and aesthetic considerations of black-and-white analog photography. Basics of the camera, film development, and photographic print controls in the darkroom. Sequence with ARTO 250. Prereq: ART 250. Repeatable with mastery of subject.

ARTS 491/591 Methodologies: [Topic] (4R) Explores conceptually driven topics in sculpture such as formless, assemblage, and new landscapes. Sequence with ARTS 288, 393, 493. Prereq: ARTS 393. Repeatable when topic changes.

(Course previously taught as ARTS 410)

ARTS 493 Advanced Sculpture (4) Designed for students who have completed several upper-division sculpture courses. Individual and group critiques. Development and articulation of individual voice. Sequence with ARTS 288, ARTS 383, ARTS 491/591. Prereq: ARTS 288, 393.

EXISTING COURSE(S)

ARTC 255 Top: Intro to Ceramics (4R)

(Changed course title, repeatability)

ARTC 255 Introduction to Ceramics (4)

No longer repeatable.

DROPPED COURSE(S)

ARTC 254 Moldmaking and Casting (4R)

Content subsumed in ARTC 354.

ARTO 251 Creative B and W Photography (4R)

Course replaced by upper division course.

ARTO 354 Digital Photography I (4R)

Course is being replaced by ARTO 250.

HISTORIC PRESERVATION

(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 United States, including adaptive reuse and redevelopment economics. Offered alternate years.

LANDSCAPE ARCHITECTURE

EXISTING COURSE(S)

(UOCC administrative action)

LA 440/540 Introduction to Landscape Planning Analysis (4) Prereq: LA 361.

(Change prerequisite)

LA 440/540 Introduction to Landscape Planning Analysis (4) Prereq: LA 413/513. *Effective spring 2014.*

PLANNING, PUBLIC POLICY AND MANAGEMENT

NEW COURSE(S)

(Course previously taught as 407/507)

PPPM 441/541 Growth Management (4) Examines motivations for managing growth. Surveys regulatory and incentive-based approaches to growth management at the state, regional, and local level.

(Course previously taught as PPPM 690)

PPPM 621 Research Methods in Planning II (3–4) [Graded only for majors] Students explore research topics and develop proposals for terminal project. Sequence with PPPM 620.

EXISTING COURSE(S)

PPPM 412 Internship Development (1)

(Changed course description)

Introduction to the department's internship program and career development. Includes overview of professionalism and effective communication, résumé and cover letter writing, and interviewing and networking skills.

PPPM 620 Research Methods in Planning (4)

(Changed course title)

PPPM 620 Research Methods in Planning I

PPPM 623 Professional Development in Public Administration (1)

(Changed course title)

PPPM 623 Professional Development

PRODUCT DESIGN

EXISTING COURSE(S)

PD 301 Introduction to Design Studio (4)

(Changed course description)

Pre- or coreq: PD 223, PD 240, PD 340, PD 350

(UOCC administrative action)

PD 301 Introduction to Design Studio (4) Prereq: PD 101.

(Remove prerequisite)

PD 301 Introduction to Design Studio (4) *Effective spring 2014.*

(UOCC administrative action)

PD 323 Design Drawing (4R) Prereq: ART 115, 116, PD 223 or ARCH 283, 284.

(Change prerequisite; there are no more double majors in ARCH and PD)

PD 323 Design Drawing (4R) Prereq: ART 115, 116, PD 223. *Effective summer 2014.*

PD 370 Design Process (4)

(Changed course description)

PD 370 Design Process (4) Introduces design processes, from theoretical to professional, using readings, guest lectures, and experimental new structures. Pre- or coreq: PD 340, PD 350.

PD 430 Computer Assisted Design and Production (4)

(Changed course description)

PD 430 Computer-Assisted Design and Production (4) Meshes virtual design and physical design as students work on projects using shop tools and computer-aided design and manufacturing software and equipment. 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 (4R) Design studio focuses on personal questions that are explored through active design development. Questions may relate to issues of user interface, sustainability, or societal problems. Sequence with [PD 484](#), 485. Repeatable twice for a maximum of 12 credits. Pre- or coreq: PD 240, PD 323, PD 340, PD 350, PD 370, PD 430; senior standing in product design.

PD 484 Global Studio (4)

(Changed course description, course title)

PD 484 Senior Studio II (4R) Design studio focuses on global questions explored through active development. Questions may relate to issues of user interface, sustainability, or societal problems. Only for seniors with declared major status in architecture, art, interior architecture, or product design. Sequence with [PD 483](#), 485. Repeatable twice for a maximum of 12 credits. Pre- or coreq: PD 240, PD 323, PD 340, PD 350, PD 370, PD 430, PD 483; senior standing in product design.

PD 485 Corporate Studio (4)

(Changed course description, course title)

PD 485 Senior Studio III (4R) Design studio focuses on corporate questions that are explored through active design development. Questions may relate to issues of user interface, sustainability, or societal problems. Sequence with [PD 483](#), 484. Repeatable twice for a maximum of 12 credits. Pre- or coreq: PD 240, PD 323, PD 340, PD 350, PD 370, PD 430, PD 483, PD 484; senior standing in product design.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

No courses approved.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

(Course previously taught as 610)

CPSY 626 Psychological Services for Latinos (2) Provide graduate students with content specific to carrying out human services work and research with those who are Latino and/or Spanish-speaking.

EXISTING COURSE(S)

(UOCC administrative action)

CPSY 651 Advanced Individual Counseling Intervention (3) Prereq: CPSY 641.

(Remove prerequisite; course does not exist)

CPSY 651 Advanced Individual Counseling Intervention (3)

EDUCATION

EXISTING COURSE(S)

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: Postcritical 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) 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.

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP

NEW COURSE(S)

(Course previously taught as EDLD 610)

EDLD 622 Leading Change (4) Examines leadership through a systems-thinking lens. Students experience how adaptive leadership sustains change and why traditional operational change fails in education.

EDUCATION STUDIES

NEW COURSE(S)

(Course previously taught as EDST 410)

EDST 464 Multicultural Literacy (4) [Graded only for majors] Introduces preservice teachers to literature written from ethnic, linguistic, social, and cultural perspectives and draws connections to broader cultural, social, historical, economic, and political contexts.

(Course previously taught as EDST 610)

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

EXISTING COURSE(S)

(UOCC administrative action)

EDST 463 Foundations of Reading (4) Prereq: EDST 461.

(Remove prerequisite)

EDST 463 Foundations of Reading (4) *Effective spring 2014.*

(UOCC administrative action)

EDST 522 Technology Education (4) Prereq: EDST 421/521; coreq: EDST 429/529.

(Remove prerequisites; courses are inactive)

EDST 522 Technology Education (4)

DROPPED COURSE(S)

EDST 461 Literacy Across the Curriculum (4)

EDST 461 Literacy Across the Curriculum was originally designed to examine how various forms of literacy mediate all learning processes, from learning to read, to academic content, to literacy in different elementary school subject areas (language arts, social studies, math, science, technology). Dr. Olivos and Dr. Lucero,

EDST tenure-track specialists in literacy education hired after the creation of EDST 461, observed that EDST 461 was presenting concepts and theories more appropriate for teacher education graduate students and in a manner that was too general in focus. Therefore, a new course was created focusing on building critical knowledge and understandings of literacy and the ways in which educators and children interact with texts in and out of school. EDST 464 Multicultural Literacy exposes students to multicultural children's literature with the intention of building awareness for curriculum choices in their future classrooms.

SPECIAL EDUCATION AND CLINICAL SCIENCES

NEW COURSE(S)

(Course previously taught as CDS 411)

CDS 430 Speech Pathology-Audiology as Professions (2) [P/NP only for majors] Introduces the broad dimensions of the speech-language pathology and audiology professions. Begins undergraduate process of acquiring observation hours required for graduate school. Sequence with CDS 431.

CDS 431 Beginning Clinical Methods (2) [Graded only] Focuses on basic methods for assessment and intervention within an evidence-based framework. Includes fifteen hours of guided observation. Sequence with CDS 430. Prereq: CDS 430.

(Course previously taught as 610)

SPSY 630 Introduction to Consultation (4) [Graded only] Provides students with basic knowledge and skills in the area of school-based consultation.

(Course previously taught as 610)

SPSY 631 Academic and Behavioral Interventions (4) [Graded only] Focuses on the application of behavior analytic interventions in applied settings.

(Course previously taught as 610)

SPSY 632 Advanced Consultation (4) [Graded only] Develops and refines competencies in school-based consultation, and provides opportunities for students to practice consultation skills.

(Course previously taught as 610)

SPSY 652 Biological Aspects of Behavior (4-5) [Graded only] Provides the appropriate background for students to meet biological psychology course work requirement for board licensure as a psychologist.

(Course previously taught as 610)

SPSY 663 Professional Ethics (3) [Graded only] Focuses on the study of current ethical standards of professional practice for school psychologists and behavior analysts.

EXISTING COURSE(S)

(UOCC administrative action)

ASL 101 First-Year American Sign Language (5) Prereq: WR 122 or 123.

(Change prerequisite)

ASL 101 First-Year American Sign Language (5) Prereq: one from WR 122, WR 123, HC 221H, HC 231H.

SPED 422/522 Special Education Mathematics Instruction (3)
(Changed credits, workload)

SPED 422/522 Special Education Mathematics Instruction (4)

DROPPED COURSE(S)

CDS 411 Clinical Observation (3)

Due to curriculum change/restructuring, this course is being replaced with another (CDS 430)

SCHOOL OF JOURNALISM AND COMMUNICATION

EXISTING COURSE(S)

J 473/573 Magazine Feature Editing (4) Pre/corequisite J 371
(Changed course description, course title, prerequisite)

J 473/573 Feature Editing (4) In-depth story research and advanced feature writing for print and online markets. Individual conferences. Journalism majors only. Pre- or coreq: J 361.

SCHOOL OF LAW

NEW COURSE(S)

(Course previously taught as CRES 199)

CRES 101 Introduction to Conflict Resolution (4) Explores up-to-date conflict management theories and practical steps to communicate effectively in sensitive situations.

(Course previously taught as CRES 410/510)

CRES 415/515 Conflict and Gender (4) Focuses on the multiple relationships among conflict, violence, and gender in situations of warfare, militarization, and peacemaking.

(Course previously taught as CRES 410/510)

CRES 420/520 Restorative Justice (4) Provides a critical introduction to the principles and practices of restorative justice.

(Course previously taught as CRES 610)

CRES 625 Psychology of Conflict (4) Examines the psychological sources, nature, and functions of conflict, covering multiple levels of analysis relevant to intrapersonal, interpersonal, intragroup, and intergroup conflict.

(Course previously taught as CRES 610)

CRES 629 Arbitration Survey (1) Exploring arbitration as a form of dispute resolution with particular relevance to employment, consumer, commercial, and large-scale disputes.

(Course previously taught as CRES 610)

CRES 632 Research Methods (3) Explores questions that research may encounter or raise, and how to resolve them. Considers both qualitative and quantitative research methods.

EXISTING COURSE(S)

LAW 626 Mergers and Acquisitions (2) Provide a practical understanding of transactions involving the purchase and sale of businesses and business assets.

(Requesting changing to a variable credit)

LAW 626 Mergers and Acquisitions (2–3) Provide a practical understanding of transactions involving the purchase and sale of businesses and business assets.

SCHOOL OF MUSIC AND DANCE

DANCE

NEW COURSE(S)

DAN 260 Anatomy of Human Movement (4) Practical study of how human anatomy supports movement. Bones, joints, muscles, and neuromotor structures are examined.

DAN 294 Modern Dance Laboratory (3) Rigorous training in modern dance as a performing art form emphasizing use of the body as an instrument, elements of movement, and performance skills. Prereq: placement audition. Repeatable for a maximum of 24 credits.

DAN 690 Music in the Dance Studio (1) [P/NP only] Explores issues in using music—live and recorded—in the dance technique studio. Open to graduate dance students only. Prereq: DAN 591.

EXISTING COURSE(S)

DAN 394 Modern Dance Laboratory (2R)

(Changed credits, workload)

Minimum credits: 3

Contact hours per week: 6

Required out-of-class workload: 3 hours for 394 and 494; 6 hours for 594

Additional out-of-class workload for graduate students: 3 hours extra outside class. Separate syllabus included.

DAN 494 Modern Dance Laboratory (2R)

(Changed credits, workload)

Minimum credits: 3

Contact hours per week: 6

Required out-of-class workload: 3 hours for 394 and 494; 6 hours for 594

Additional out-of-class workload for graduate students: 3 hours extra outside class. Separate syllabus included.

DAN 594 Modern Dance Laboratory (2R)

(Changed credits, workload)

Minimum credits: 3

Contact hours per week: 6

Required out-of-class workload: 3 hours 394 and 494; 6 hours 594.

Additional out-of-class workload for graduate students: 3 hours extra outside class. Separate syllabus included

DROPPED COURSE(S)

DAN 490/590 Dance Accompaniment (1)

Curricular redesign.

MUSIC

EXISTING COURSE(S)

(UOCC administrative action)

MUS 433/533 Counterpoint (4) Prereq: MUS 232, 236.

(Change prerequisite)

MUS 433/533 Counterpoint (4) Prereq: MUS 233, 236.

(UOCC administrative action)

MUS 439 Scoring for Voices and Instruments (3) Prereq: MUS 232, 236.

(Change prerequisite)

MUS 439 Scoring for Voices and Instruments (3) Prereq: MUS 233, 236, 239.

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

(UOCC administrative action; previously taught as PEI 305)

PEAQ 305 Triathlon (2) Learn to manage your competitive training while improving techniques in swimming, running, and biking. Repeatable once for credit.

(Course previously taught as PEF 399)

PEF 326 Fitness Dance (1) [P/NP only] Cardiovascular workout, dance moves and routines to Top Forty hits, music videos, and hip-hop. Typical class features warm-up, 30 minutes of dance, and cool-down. Repeatable once for credit.

(UOCC administrative action; previously taught as PEF 310)

PEF 345 Nutrition and Performance (3)

(UOCC administrative action; course last taught in spring 2004)

PEAS 375 Scuba: Deep Diver (1) The course will be reinstated. *Effective winter 2014.*

(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 is possible with successful completion of the course.

EXISTING COURSE(S)

(UOCC administrative action)

PEAQ 121 Aqua Aerobics I (1R)

(Change course title)

PEAQ 121 Water Fitness I (1R)

(UOCC administrative action)

PEAQ 122 Aqua Aerobics II (1R)

(Change course title)

PEAQ 122 Water Fitness II (1R)

(UOCC administrative action)

PEF 340 Personal Trainer (1–2R)

(Changed grading options)

UO grading option: Graded Only Majors grading option: Graded Only

(UOCC administrative action)

PEF 342 Group Fit Instructor Training (3)

(Changed Grading Options)

UO grading option: Graded Only Majors grading option: Graded Only

DROPPED COURSE(S)

(UOCC administrative action)

PEAE 199 Special Studies Aerobics (1R) We have discontinued the subject code of Aerobics as it is obsolete, hence, Sp St Aerobics is obsolete.

(UOCC administrative action)

PEAE 221 Aerobics (1R) We have discontinued the subject code of Aerobics as it is obsolete, hence, the course title Aerobics is also obsolete. The more descriptive term is Fitness which is an existing subject code in our department.

(UOCC administrative action)

PEAE 231 Step Aerobics I (1R) We have discontinued the subject code of Aerobics as it is obsolete, hence, the course title Step Aerobics is obsolete. The more descriptive term is Fitness which is an existing subject code in our department.

(UOCC administrative action)

PEAE 241 Aerobic Funk (1R) We have discontinued the subject code of Aerobics as it is obsolete, hence, the course title Aerobic Funk is obsolete. The more descriptive term is Fitness which is an existing subject code in our department.

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(UOCC administrative action)

PEAE 399 Special Studies Aerobics (1R) We have discontinued the subject code of Aerobics as it is obsolete, hence, Sp St Aerobics is obsolete.

(UOCC administrative action)

PEAE 399 Special Studies (1–2R) We have discontinued the subject code of PEOW PE Outdoor Pursuits - Water as it is obsolete, hence, Sp St Outdoor Pursuits - Water is obsolete

(UOCC administrative action; course number changed to PEF 345)

PEF 310 Nutrition and Performance (3)

(UOCC administrative action)

PEI 221 Billiards I (1R) The Billiards facility in the EMU no longer exists.

(UOCC administrative action)

PEI 222 Billiards II (1R) The Billiard facility in the EMU no longer exists.

(UOCC administrative action)

PEI 223 Billiards III (1R) The Billiard facility in the EMU no longer exists.

(UOCC administrative action; replaced by PEAQ 305)

PEI 305 Triathlon (2R) Repeatable. Learn to manage your competitive training while improving techniques in swimming, running and biking. Repeatable once for credit.

(UOCC administrative action)

PEOL 363 Ice Climbing (1R) There are now a lack of adequate teaching sites (ice fields) due to climate change in Oregon.

(UOCC administrative action)

PEOW 199 Special Studies (1–2R) We have discontinued the subject code of PEOW PE Outdoor Pursuits - Water as it is obsolete, hence, Sp St Outdoor Pursuits - Water is obsolete.

DENIED PROPOSALS

NEW COURSE(S)

ANTH 348 Mammoths to Megaliths: European Prehistory (4)—Course approved. *Request for course to satisfy International Cultures multicultural requirement denied.*

CLAS 188 Introduction to Classical Archaeology (4)—Course approved. *Request for course to satisfy International Cultures multicultural requirement denied.*

FLR 415/515 Folklore and Foodways (4)—Course approved. *Request for course to satisfy American Cultures multicultural requirement denied.*

DAN 260 Anatomy of Human Movement (4)—Course approved. *Request for course to satisfy science group requirement denied.*

PENDING PROPOSALS

NEW COURSE(S)

College of Arts and Science

(Course previously taught as 310)

ANTH 373 Psychoactive Substances in Ancient Societies (4) [Graded only for majors] Global review of psychoactive substances in past human societies, including the paraphernalia, iconography, and residues of drugs found in the archaeological record. Prereq: Anth 145 or 150. *Requesting that this course satisfy social science group requirement.*

(Course previously taught as BI 410 and BI 510)

BI 427/527 Molecular Genetics of Human Disease (4) Advanced discussions of heritable diseases from single gene mutations such as cystic fibrosis to complex multigenetic diseases such as autism and schizophrenia. Prereq: BI 320

INTL 323 Islam and Global Forces (4) [Graded only for majors] Addresses interactions between global forces and processes in historical and modern Muslim societies and the salience of Islam in contemporary global arenas. Sequence: INTL 423 Development and the Muslim World. Offered alternate years. *Requesting that this course satisfy International Cultures multicultural requirement.*

School of Architecture and Allied Arts

ARTS 491/591 Methodologies: Topics (4R) Course explores conceptually driven topics such as Formless, Assemblage, New Landscapes Sequence: 288 393 493 Prereq: 393 Repeatable When topic changes

(Course previously taught as ARTS 410 in 201203)

ARTS 493 Advanced Sculpture (4) Designed for students who have completed several upper-division sculpture courses. Individual and group critiques. Development and articulation of individual voice. Sequence: 288,383,491/591 Prereq: ARTS 288, 393

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

PPPM 645 Sustainable Cities: Practice and Theory (4) Examines the nexus of sustainability and planning in theory and practice. Explores how cities incorporate principles of sustainability in various systems and policies.

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

School of Journalism and Communications

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)

WITHDRAWN PROPOSALS

School of Journalism

(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.

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.

Arts and Administration

AAD 424	Conference Mgmt	last offered: 201002
AAD 524	Conference Mgmt	last offered: 201002

Anthropology

ANTH 350	Olmec, Maya, and Aztec	last offered: 201001
ANTH 355	Lithic Analy Archaeol	last offered: NO BANNER RECORD FOUND!

History of Art and Architecture

ARH 348	Rome in Age of Bernini	last offered: 201003
ARH 349	History of Prints	last offered: 201004
ARH 381	Nomadic Art of Eurasia	last offered: 201002

ARH 384	Chinese Art I	last offered: 201003
ARH 386	Chinese Art III	last offered: 201001
ARH 430	Early Christian Art	last offered: 201001
ARH 448	Renaissance Architect	last offered: 201001
ARH 452	19C Problems: Topic	last offered: 201002
ARH 530	Early Christian Art	last offered: 201001
ARH 548	Renaissance Architect	last offered: 201001
ARH 552	19C Problems: Topic	last offered: 201002

Art

ART 483	Installation	last offered: 201003
ART 583	Installation	last offered: 201003
ARTC 254	Mold-Making and Casting	last offered: NO BANNER RECORD FOUND!

Business Administration

BA 728	Information Systems	last offered: 201003
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Biology

BI 475	Freshwater Ecology	last offered: 201003
BI 479	Neotropic Ecol Fld St	last offered: 201004
BI 496	Conservation Genetics	last offered: 201002
BI 498	Biology and Politics	last offered: NO BANNER RECORD FOUND!
BI 575	Freshwater Ecology	last offered: 201003
BI 579	Neotropic Ecol Fld St	last offered: 201004
BI 596	Conservation Genetics	last offered: 201002
BI 598	Biology and Politics	last offered: NO BANNER RECORD FOUND!

Couples and Family Therapy

CFT 618	Res Meth Counseling	last offered: 201001
CFT 619	Gender and Ethnicity	last offered: 201001
CFT 623	Child and Family Therapy	last offered: 201003

Chinese

CHN 450	Chinese Bibliography	last offered: 201003
CHN 550	Chinese Bibliography	last offered: 201003

Comparative Literature

COLT 430	Lit Movements: Topic	last offered: 201003
COLT 530	Lit Movements: Topic	last offered: 201003

Educational Leadership

EDLD 661	Item Response Theo I	last offered: 201002
EDLD 672	Anly Lrg-Scale Databse	last offered: NO BANNER RECORD FOUND!
EDLD 679	Adv Program Evaluation	last offered: NO BANNER RECORD FOUND!

Education Studies

EDST 221	Adv Appl in Ed Tech	last offered: 201002
EDST 540	PE for Diverse Learner	last offered: 201003

English

ENG 417	Hist Literary Critic	last offered: 201003
ENG 447	Restoration and 18C Lit	last offered: 201003
ENG 517	Hist Literary Critic	last offered: 201003
ENG 547	Restoration and 18C Lit	last offered: 201003

Environmental Studies

ENVS 527	Envir and Eco Monitoring	last offered: 201002
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Folklore

FLR 484	American Folklore	last offered: 201003
FLR 584	American Folklore	last offered: 201003

French

FR 683	Mallarme	last offered: 201002
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Geography

GEOG 412	Review Geospatial Conc	last offered: 201001
GEOG 512	Review Geospatial Conc	last offered: 201001

Geological Sciences

GEOL 314	Princ of Paleontology	last offered: NO BANNER RECORD FOUND!
GEOL 414	Igneous/Metamor Petrol	last offered: 201001
GEOL 514	Igneous/Metamor Petrol	last offered: 201001

History

HIST 357	The South	last offered: 201001
HIST 426	Cul Hist Enlightenment	last offered: 201003
HIST 526	Cul Hist Enlightenment	last offered: 201003

Human Physiology

HPHY 572	Adv Labs Exer Physiol	last offered: 201001
HPHY 686	Biomech Prin Bal Ctrl	last offered: 201003

Journalism

J 330	Intro Electronic Media	last offered: 201001
J 465	Cyberjournalism	last offered: 201002
J 565	Cyberjournalism	last offered: 201002
J 631	Lit of Literary Jour	last offered: 201001

J 635	Literary Nonfict I	last offered: 201002
J 636	Literary Nonfict II	last offered: 201003
J 652	Communic and Pol: Topic	last offered: 201002

Japanese

JPN 443	Teaching Japanese I	last offered: 201002
JPN 543	Teaching Japanese I	last offered: 201002

Landscape Architecture

LA 446	Landscape Urbanism	last offered: NO BANNER RECORD FOUND!
LA 546	Landscape Urbanism	last offered: NO BANNER RECORD FOUND!

Mathematics

MATH 671	Theory of Probability	last offered: 200901
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Music

MUS 411	Percuss Master Class	last offered: 201003
MUS 511	Percuss Master Class	last offered: 201003

Physical Education and Recreation

PEI 101	Disc Golf I	last offered: 201003
PEI 102	Disc Golf II	last offered: 201003
PEMA 122	Aikido II	last offered: 201003
PEMA 123	Aikido III	last offered: 201003
PEMA 211	Fencing I	last offered: 201003
PEMA 212	Fencing II	last offered: 201003
PEMA 213	Fencing III	last offered: 201002
PEMA 214	Italian Long Sword I	last offered: 201002
PEMB 215	Partner Yoga	last offered: NO BANNER RECORD FOUND!

Philosophy

PHIL 441	Phil of Arts: [Topic]	last offered: 201002
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Physics

PHYS 426	Modern Optics Lab	last offered: 201003
PHYS 526	Modern Optics Lab	last offered: 201003
PHYS 619	Adv Digit Electronics	last offered: 201003

Planning, Public Policy and Management

PPPM 436	Social Plan GIS	last offered: 201001
PPPM 536	Social Plan GIS	last offered: 201001

Political Science

PS 621	US Politics	last offered: 201002
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Psychology

PSY 561 Imagination last offered: 201002

Spanish

SPAN 363 Hispanic Cultur and Civ last offered: 201003

Special Education

SPED 613 Adolesc Devel and Trans last offered: 201001

OTHER CURRICULAR MATTERS

College of Arts and Sciences

A new **minor program in Korean**, offered through the Department of East Asian Languages and Literatures, has been approved by the provost upon recommendation of the Undergraduate Council and vice provost for undergraduate studies. *Effective fall 2014.*

A new **minor program in classical civilization**, offered through the Department of Classics, has been approved by the provost upon recommendation of the Undergraduate Council and vice provost for undergraduate studies. *Effective fall 2014.*

A new **concentration in classical archaeology** has been added to the four existing concentrations in the undergraduate classics major. This change was approved by the provost upon recommendation of the Undergraduate Council and vice provost for undergraduate studies. *Effective fall 2014.*

The Department of East Asian Languages and Literatures has added a **linguistics-intensive option** for students earning a BA in Chinese or a BA in Japanese. This change was approved by the provost upon recommendation of the Undergraduate Council and vice provost for undergraduate studies. *Effective fall 2014.*

Requirements for the Spanish major have been revised upon recommendation of the Undergraduate Council and vice provost for undergraduate studies and approval of the provost. *Effective fall 2014.*

With the approval of the Dean's Office and endorsement of the Undergraduate Council, **requirements for the minor in African Studies** are modified. *Effective fall 2014.*

Requirements for the master's degree in political science have been revised upon recommendation of the Graduate Council and vice provost for graduate studies and approval of the provost. *Effective fall 2014.*

With the approval of the Office of the Dean and endorsement of the Graduate School, **requirements for the MFA in creative writing (CRWR)** are modified to replace the thesis with a terminal creative project. *Effective fall 2014.*

With the approval of the Office of the Dean, **administrative responsibility for the film studies certificate** is moved from the English department to the Cinema Studies Program. *Effective fall 2014.*

School of Architecture and Allied Arts

A new **minor program in product design** has been approved by the provost upon recommendation of the Undergraduate Council and vice provost for undergraduate studies. *Effective fall 2014.*

A new **graduate specialization in housing** has been approved by the provost upon recommendation of the Graduate Council and vice provost for graduate studies. The program is offered by the Department of Architecture and is open only to candidates for MS or MArch degrees. *Effective fall 2014.*

A new **graduate specialization in urban architecture and urban design** has been approved by the provost upon recommendation of the Graduate Council and vice provost for graduate studies. The program is offered by the Department of Architecture and is open only to candidates for MS or MArch degrees. *Effective fall 2014.*

With the approval of the Office of the Dean and endorsement of the Graduate School, **requirements for the master of nonprofit management**, offered by the PPPM department, are modified to eliminate the research track. *Effective fall 2014.*

Charles H. Lundquist College of Business

A new **graduate specialization in innovation and entrepreneurship** has been approved by the provost upon recommendation of the Graduate Council and Vice Provost for Graduate Studies. *Effective fall 2014.*

A new **graduate specialization in finance and securities analysis** has been approved by the provost upon recommendation of the Graduate Council and vice provost for graduate studies. *Effective fall 2014.*

A new **graduate specialization in sports business** has been approved by the provost upon recommendation of the Graduate Council and vice provost for graduate studies. *Effective fall 2014.*

School of Music and Dance

A new **minor program in music technology** has been approved by the provost upon recommendation of the Undergraduate Council and vice provost for undergraduate studies. *Effective fall 2014.*

The **name of the bachelor of music: preteacher licensure degree** has been changed to bachelor of music (BMME) in music education in conjunction with a revision to the degree requirements. This change was approved by the provost upon recommendation of the Undergraduate Council and vice provost for undergraduate studies. *Effective fall 2014.*

Piano pedagogy and performance has been added as a primary option for the doctor of musical arts (DMA) in music performance, 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 (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>
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Please identify the number of hours a typical or average student would expect to spend in each of the following activities:

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

Definition of terms:

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

SUSTAINABLE COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

UOCC Final Spring 2014 Curriculum Report. Request additional copies from kathyw@uoregon.edu. After May 30, 2014 report errors in writing to kathyw@uoregon.edu and jefferis@uoregon.edu

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 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.