



UNIVERSITY OF OREGON

**Winter 2015  
Final  
Curriculum Report**

**March 12, 2015**

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



WINTER 2015
FINAL CURRICULUM REPORT
March 12, 2015

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# WINTER 2015 FINAL CURRICULUM REPORT

## March 12, 2015

### OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed winter 2015 and **Other Curricular Matters**.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2015, 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 spring term and will submit a quarterly report to the University Senate in May. Information and suggestions for preparing proposals, including policies and definitions governing group and multicultural general-education requirements, are provided under Other Curricular Matters.

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

### LOOKING AHEAD

#### Spring 2015

March 18, 2015—Third round spring submissions due to UOCC

May 13, 2015—Final report due to Senate

May 27, 2015—Senate votes on Final report

#### Fall 2015

September 30, 2015—First round fall submissions due to UOCC

November 18, 2015—Final report due to Senate

December 2, 2015—Senate votes on Final 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  
Samantha Cohen  
Amalia Gladhart  
Chuck Kalnbach  
Roberta Mann  
Boyana Norris  
Frances White

**Ex officio:** Sue Eveland  
Mike Jefferis  
Scott Skelton  
Andy Berglund  
Bill Morrill

**Staff:** Brian Lowery  
Kathy Warden

## COURSE PROPOSALS

Unless indicated otherwise, courses may be taken either pass/no pass or for letter grades. “P/N only” or “graded only” indicates that all students must take the course as specified in the bold print. Separate grading options for majors are bracketed in this report and appear in UO class schedule notes; they are not printed in the *UO Catalog*. **R** after course credits means that the course number may be repeated for credit. “Sequence” after the description means the courses must be taken in numerical order.

## APPROVED COURSE CHANGES

### COLLEGE OF ARTS AND SCIENCES

#### ANTHROPOLOGY

##### NEW COURSE(S)

(Course previously taught as ANTH 298 in 201402)

**ANTH 250 Introduction to Middle East Studies (4)** [Graded only for majors] Explores national, familial, religious, and gendered identities in the Middle East as well as colonial histories, historical memory, politics, globalization, and world view. *Approved to satisfy category II: social science general-education group requirement. Approved to satisfy category C: international cultures multicultural requirement.*

(Course previously taught as ANTH 310 in 201103)

**ANTH 260 Domestic Animals (4)** Explores human relationships with domestic animals, examining the domestication process and the effects of animal domestication on human society. Offered alternate years. *Approved to satisfy Category III-Science general-education group requirement. Effective spring 2015.*

(Course previously taught as ANTH 410/510 in 201303)

**ANTH 450/550 The Anthropology Museum (4)** Social, historical, ethical, and practical dimensions of the curation and exhibition of anthropological collections in museum contexts. Offered alternate years. *Effective spring 2015.*

(Course previously taught as ANTH 399 in 201004)

**ANTH 473/573 Advanced Forensic Anthropology (4)** [Graded only for majors] Teaches theory and analysis of human remains for medico-legal professionals, including estimating biological parameters from skeletons and outdoor crime scene processing and testimony. Prereq: ANTH 176 with a grade of B– or better or ANTH 366 with a C– or better. Offered alternate years.

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## **BIOLOGY**

### EXISTING COURSE(S)

BI 356 Animal Physiology (4)  
(Changed credits, workload)

**BI 356 Animal Physiology (5)** *Effective spring 2015.*

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## **CINEMA STUDIES**

### NEW COURSES

(Course previously taught as CINE 399 in 201202)

**CINE 230 Remix Cultures (4)** [Graded only for majors] Study of issues surrounding media production and consumption in relation to intellectual property laws in modern society.

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## **COMPARATIVE LITERATURE**

### NEW COURSES

**COLT 616 Transmedial Aesthetics (5)** Approaches to the analysis of film, photography, video, and new media. Emphasis on intersections between comparison and media theory.

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## **EAST ASIAN LANGUAGES AND LITERATURES**

### EXISTING COURSE(S)

(UOCC administrative action)

CHN 305 History of Chinese Literature (4) Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.

(Add prerequisite)

**CHN 305 History of Chinese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)

CHN 306 History of Chinese Literature (4) Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the contemporary period. Readings in English.

(Add prerequisite)

**CHN 306 History of Chinese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)

CHN 307 History of Chinese Literature (4) Survey ranging from early Confucian and Daoist classics through Tang and Song poetry, short fiction and novels, the 1919 May Fourth Movement writers, and into the

contemporary period. Readings in English.

(Add prerequisite)

**CHN 307 History of Chinese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)

**CHN 308 Literature of Modern Taiwan (4)** Surveys the literature of Taiwan from the postwar era to the present. Discussion focuses on national identity, gender, class, modernization, and globalization. Taught in English.

(Add prerequisite)

**CHN 308 Literature of Modern Taiwan (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)

**CHN 350 Gender and Sexuality in Traditional Chinese Literature (4)** Examines the changing constructions of gender and sexuality in premodern China. Topics include arranged marriage and concubinage, attitudes toward the body and transgender identities. No background in Chinese necessary; readings in English.

(Add prerequisite)

**CHN 350 Gender and Sexuality in Traditional Chinese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)

**CHN 351 Gender and Sexuality in Modern Chinese Literature (4)** Primary and secondary works about women, sexuality, and changing gender roles in republican, socialist, and post-Mao China. Readings in English.

(Add prerequisite)

**CHN 351 Gender and Sexuality in Modern Chinese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)

**JPN 305 Introduction to Japanese Literature (4)** Historical survey of Japanese literature from the eighth century to the present. Analysis and appreciation of major works, genres, and authors such as *The Tale of Genji*, haiku, Kawabata, and Mishima. Readings in English.

(Add prerequisite)

**JPN 305 Introduction to Japanese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)

**JPN 306 Introduction to Japanese Literature (4)** Historical survey of Japanese literature from the eighth century to the present. Analysis and appreciation of major works, genres, and authors such as *The Tale of Genji*, haiku, Kawabata, and Mishima. Readings in English.

(Add prerequisite)

**JPN 306 Introduction to Japanese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)

**JPN 307 Introduction to Japanese Literature (4)** Historical survey of Japanese literature from the eighth century to the present. Analysis and appreciation of major works, genres, and authors such as *The Tale of Genji*, haiku, Kawabata, and Mishima. Readings in English.

(Add prerequisite)

**JPN 307 Introduction to Japanese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

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## ECONOMICS

### NEW COURSE(S)

(Course previously taught as EC 410 in 201401)

**EC 435/535 Natural Resource Economics (4)** [Graded only for majors] Applications of economic theory and empirical methods to natural resources problems: ecosystems and renewable resources (land, water, fisheries, forests); exhaustible resources (energy, minerals). Prereq: EC 311, EC 320.

### DROPPED COURSE(S)

**EC 433/533 Resource and Environmental Economics (4)**

Content absorbed in two new courses: EC 4/534 & EC 4/535. Drop contingent upon approval of EC 435/535.

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## GERMAN AND SCANDINAVIAN

### NEW COURSE(S)

**GER 357 Nature, Culture, and the Environment (4)** Introduction to the contributions German writers, philosophers, scientists, and artists have made to changing notions of nature and its supposed opposition to culture. Offered alternate years. *Approved to satisfy category I: arts and letters general-education group requirement. Approved to satisfy category C: international cultures multicultural requirement.*

### EXISTING COURSE(S)

(UOCC administrative action) GER 102 First-Year German (5) Prereq: GER 101.

(Change prerequisite)

**GER 102 First-Year German (5)** Prereq: GER 101 or GER 104. *Effective winter 2015.*

(UOCC administrative action)

GER 202 Second-Year German (4) Prereq: GER 201.

(Change prerequisite)

**GER 202 Second-Year German (4)** Prereq: GER 201 or GER 204. *Effective winter 2015.*

(UOCC administrative action)

GER 311 Intermediate Language Training (4) Prereq: GER 203 or equivalent.

(Change prerequisite)

**GER 311 Intermediate Language Training (4)** Prereq: GER 203, GER 205, or equivalent. *Effective winter 2015.*

(UOCC administrative action)

GER 312 Intermediate Language Training (4) Prereq: GER 203 or equivalent.

(Change prerequisite)

**GER 312 Intermediate Language Training (4)** Prereq: GER 203, GER 205, or equivalent. *Effective winter 2015.*

(UOCC administrative action)

**GER 327 German for Reading Knowledge (4)** Intensive practice in grammar; reading texts in the student's own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.

(Add sequence to course description)

**GER 327 German for Reading Knowledge (4)** Intensive practice in grammar; reading texts in the student's own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation. Sequence with GER 328, GER 329. *Effective winter 2015.*

(UOCC administrative action)

**GER 328 German for Reading Knowledge (4)** Intensive practice in grammar; reading texts in the student's own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.

(Add sequence to course description)

**GER 328 German for Reading Knowledge (4)** Intensive practice in grammar; reading texts in the student's own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation. Sequence with GER 327, GER 329. *Effective winter 2015.*

(UOCC administrative action)

**GER 329 German for Reading Knowledge (4)** Intensive practice in grammar; reading texts in the student's own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation.

(Add sequence to course description)

**GER 329 German for Reading Knowledge (4)** Intensive practice in grammar; reading texts in the student's own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation. Sequence with GER 327, GER 328. *Effective winter 2015.*

(UOCC administrative action)

**GER 425 Play Performance: [Topic] (4)** Prereq: GER 203 or equivalent.

(Change prerequisite)

**GER 425 Play Performance: [Topic] (4)** Prereq: GER 203, GER 205, or equivalent.

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## HISTORY

### NEW COURSE(S)

**HIST 205 Ancient Sports (4)** [Graded only for majors] History of sports and athletics in ancient societies: examines intersections of class, social status, race, gender, and sexuality. Includes study of organizational, political, religious, and ideological dimensions. *Approved to satisfy category II: social science general-education group requirement. Approved to satisfy category B: identity, pluralism, and tolerance multicultural requirement.*

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## HUMAN PHYSIOLOGY

### EXISTING COURSE(S)

(UOCC administrative action)

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

(Change course title)

**HPHY 414/514 Muscle Metabolism (4)**

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## INTERNATIONAL STUDIES

### EXISTING COURSE(S)

(UOCC administrative action; course approved fall 2014)

INTL 465/565 Global Reproductive Health (4) [Graded only for majors] Overview of issues in global reproductive health, including politics, economics, historical and cultural factors. Implications for international health and development programs reviewed. Offered alternate years.

(Change effective term)

**INTL 465/565 Global Reproductive Health (4)** *Effective spring 2015.*

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## PHYSICS

### REINSTATED COURSE(S)

(UOCC administrative action)

**PHYS 686 Quantum Optics and Laser Physics (4)** Nonlinear optical processes and quantum statistical properties of light produced by such processes; laser theory, wave mixing processes, optical Bloch equations, field quantization, photon statistics, cooperative emissions. Sequence with PHYS 684, 685. Prereq: PHYS 685; coreq: PHYS 632. *Effective spring 2015.*

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## ROMANCE LANGUAGES

### NEW COURSE(S)

(UOCC administrative action)

**PORT 405 Reading and Conference: [Topic] (1–6R)** Repeatable. *Effective spring 2015.*

(Course previously taught as SPAN 298 in 201401)

**SPAN 238 Spanish Around the World (4)** Introduction to language variation (dialects) through the study of the places, peoples, history, and social differences that make the Spanish language what it is today. Prereq: SPAN 103 or SPAN 112 or equivalent proficiency in Spanish language. *Approved to satisfy category II: social science general-education group requirement. Approved to satisfy category C: international cultures multicultural requirement.*

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## WOMEN'S AND GENDER STUDIES

### NEW COURSE(S)

(Course previously taught as WGS 399 in 201302)

**WGS 361 Gender in Film and Television (4)** Students read, view, examine, discuss, and write about film and television in terms of gender and feminist and queer theory. Offered alternate years. *Approved to satisfy category I: arts and letters general-education group requirement. Approved to satisfy category B: identity, pluralism, and tolerance multicultural requirement. Effective summer 2015.*

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## ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

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## PROFESSIONAL SCHOOLS AND COLLEGES

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## SCHOOL OF ARCHITECTURE AND ALLIED ARTS

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## ART

### NEW COURSE(S)

**ARTS 491/591 Methodologies: [Topic] (4R)** Explores conceptually driven topics such as Formless, Assemblage, New Landscapes. Sequence with ARTS 288, ARTS 393, ARTS 493. Prereq: ARTS 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 with ARTS 288, ARTS 383, ARTS 491/591. Prereq: ARTS 288, ARTS 393.

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## HISTORIC PRESERVATION

### NEW COURSE(S)

**AAAP 120 University of Oregon: Preservation and Place (4)** Study of the University of Oregon's historic physical environment as understood through the lens of historic preservation and complementary disciplines. *Approved to satisfy category I: arts and letters general-education group requirement.*

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## PLANNING, PUBLIC POLICY AND MANAGEMENT

### EXISTING COURSE(S)

(UOCC administrative action)

PPPM 201 Introduction to Planning, Public Policy and Management (4)

(Changed course title)

**PPPM 201 Introduction to Public Policy**

(UOCC administrative action)

PPPM 432/532 Urban Revitalization in Minority Communities (4)

(Changed course title)

**PPPM 432/532 Justice and Urban Revitalization**

(UOCC administrative action)

PPPM 440/540 Land Use and Growth Management (4)

(Changed course title)

**PPPM 440/540 Land-Use Policy**

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## CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

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## FINANCE

### EXISTING COURSE(S)

(UOCC administrative action)

FIN 380 Financial Markets and Investments (4) Prereq: FIN 316.

(Change prerequisite)

**FIN 380 Financial Markets and Investments (4)** Prereq: DSC 330, FIN 316. *Effective spring 2015.*

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## COLLEGE OF EDUCATION

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## EDUCATION STUDIES

### NEW COURSE(S)

**EDST 627 Introduction to Supportive Learning Communities (1)** [Graded only] Introduces the teacher candidate to the necessary components for creating supportive and successful classroom communities, including interaction between motivation, “classroom management,” and teacher-student relationships. Sequence with EDST 628.

(Course previously taught as 613 in 201402)

**EDST 628 Creating Supportive Classroom Communities (3)** [Graded only] Builds on EDST 627 by providing specific research, experience, and strategies for developing classroom environments where student behaviors are focused on learning. Sequence with EDST 627. Prereq: EDST 627.

#### EXISTING COURSE(S)

EDST 612 Foundations of Learning (4)  
(Changed credits, workload)

**EDST 612 Foundations of Learning (3)**

(UOCC administrative action)

EDST 646 English Language Learners Pedagogy for Elementary Classrooms (4) Prereq: EDST 641.  
(Remove prerequisite)

**EDST 646 English Language Learners Pedagogy for Elementary Classrooms (4)** *Effective winter 2015.*

#### DROPPED COURSE(S)

**EDST 613 Motivation and Management (4)**

Being replaced by courses EDST 627 and EDST 628 that will deliver more effective instruction to teacher candidates at the time they need it.

## SCHOOL OF JOURNALISM AND COMMUNICATION

#### EXISTING COURSE(S)

(UOCC administrative action)

J 404 Internship: [Topic] (1–4R) Repeatable for maximum of 4 credits.

(Change variable credit, maximum credits)

**J 404 Internship: [Topic] (1–9R)** Repeatable for maximum of 9 credits. *Effective winter 2015.*

(UOCC administrative action)

J 454/554 Public Relations Campaigns (4) Prereq: J 452/552, 453/553, 495/595 with a grade of mid-C (B– for graduate-level students) or better.

(Change prerequisite)

**J 454/554 Public Relations Campaigns (4)** Prereq: J 452/552, J 453/553; one from J 494/594, J 495/595 with a grade of mid-C (B– for graduate-level students) or better. *Effective winter 2015.*

## SCHOOL OF LAW

No courses submitted.

## SCHOOL OF MUSIC AND DANCE

### DANCE

#### EXISTING COURSE(S)

(UOCC administrative action)

DAN 260 Anatomy of Human Movement (4)

(Changed course description, general-education requirements)

**DAN 260 Anatomy of Human Movement (4)** Introduction to scientific reasoning focusing on methodology and current research in dance anatomy and kinesiology. *Approved to satisfy category III: science group requirement. Effective spring 2015.*

### MUSIC

#### EXISTING COURSE(S)

(UOCC administrative action; course approved fall 2014)

MUS 365 Regional Ethnomusicology (4R) [Graded only for majors] Students analyze the music and dance of a specified geographic region in relation to its culture. Covers local performance and genres, social constructions. Repeatable when geographic region changes. *Approved to satisfy category C: international cultures multicultural requirement.*

(Change effective term, change course title)

**MUS 365 Regional Ethnomusicology: [Topic] (4R)** [Graded only for majors] Students analyze the music and dance of a specified geographic region in relation to its culture. Covers local performance and genres, social constructions. Repeatable twice for a maximum of 12 credits when geographic region changes. *Approved to satisfy category C: international cultures multicultural requirement. Effective winter 2015.*

## PHYSICAL EDUCATION AND RECREATION

#### NEW COURSE(S)

(To replace PEF 325)

**PEF 344 Healthy Weight Loss (2)** For students in need of weight management guidance who are motivated to use a lifestyle approach (nutrition, exercise, stress management) to lose a moderate amount of weight.

**PEO 411 Leadership Dynamics (2)** [Graded only] Discover how leadership, group dynamics, risk management, and other factors play an integral role in shaping the character, productivity, and safety of teams. Prereq: PEO 285.

**PEO 412 Leading in Nature (2)** [Graded only] Focuses on the natural history of the regions explored on field outings and on developing outdoor teaching skills. Prereq: PEO 285.

**PEO 413 Field Leadership (2)** [Graded only] Focuses on campcraft, field leadership, navigation, and safety skills. Includes a three-day outing and van driver training. Prereq: PEO 285 and PEO 351 or equivalent experience.

**PETS 254 Ultimate Frisbee III (1R)** [P/NP only] Advanced level; includes skill review, creating offenses and defenses, learning advanced skills, and the application of self-officiating. Sequence with PETS 252, 253. Physical education activity courses are repeatable once for credit.

#### EXISTING COURSE(S)

##### **PEMA 116 Women's Self Defense (1R)**

(Changed credits, workload)

Minimum credits: 1

Maximum credits: 2

Contact hours per week: 2 or 3

Required out-of-class workload: Reading and writing assignments, physical and verbal skills practice, preparation for physical training and lecture-based tests.

#### DROPPED COURSE(S)

##### **PEF 325 Healthy Weight Loss (3R)**

(Changed credits, workload)

Minimum credits: 2.

Contact hours per week: 3.

Required out-of-class workload: Reading and writing assignments, fitness assessments, activity and nutrition planning, and preparation for two exams.

## DENIED PROPOSALS

### NEW COURSE(S)

**CINE 230 Remix Cultures (4)** Course approved. *Request to for course to satisfy social science group requirement denied.*

(Course previously taught as CINE 425 in 201304)

**CINE 325 Avid: Postproduction (4)** [Graded only for majors] Exploration of beginning to intermediate editing techniques in Avid Media Composer, as preparation for Avid Certified User Exam and potential professional certification. Prereq: one from ARTD 252, ARTD 256, J 207, J 208, ENG 270.

## PENDING PROPOSALS

### EAST ASIAN LANGUAGES AND LITERATURES

#### EXISTING COURSE(S)

CHN 150 Introduction to Chinese Novel (4)

(Changed Course Description, Course Title)

**CHN 150 Introduction to Chinese Narrative**

Introduction to specific features of Chinese narrative. Readings may span traditional to contemporary literature. Focus is on analysis of characterization, symbolism, causality, and formal issues. No background in Chinese necessary; taught in English.

### HUMAN PHYSIOLOGY

#### NEW COURSE(S)

(Course previously taught as 410/510)

**HPHY 480/580 Technology Development in Human Physiology (4)** Provides a foundation in principles of intellectual property, technology development and transfer, critical to technology development in clinical and sport industries. Prereq: HPHY 371 and HPHY 381.

### MARKETING

## NEW COURSES

(Course previously taught as MKTG 610 in 201402)

**MKTG 645 New Product Development (3) Graded only.** Process and best practices for new product development in new ventures and in existing businesses. Explore decisions necessary from concept idea to product launch.

(Course previously taught as SBUS 610 in 201402)

**SBUS 645 Sports Product (3) [Graded only]** Companies and organization of international sports product industry, innovation through manufacturing of products, company management, branding, retail and wholesale.

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## **PRODUCT DESIGN**

### NEW COURSE(S)

**PD 360 Object Culture (4)** Understand more about our material world, and how everyday objects like teakettles, lightbulbs and scissors define our culture. *Request for this course to satisfy Identity, Pluralism and Tolerance multicultural requirement denied.*

(Course previously taught as 410 in winter 2014)

**PD 390 Epic Challenges (4)** Learn how to attack problems of local and international significance using methods of design thinking. Learn the philosophical and theoretical bases for design thinking methods. Prereq: Junior level class standing. *Requesting that this course satisfy Arts and Letters group requirement.*

### EXISTING COURSE(S)

PD 101 Introduction to Product Design (4)

(Changed Course Description, General Education Requirements, Instruction Types)

**PD 101 Introduction to Product Design (4)** Learn how designers invent things that help people through lectures from designers with varying specialties, short assignments in drawing, photo documentation, model making, storytelling, and CAD; product innovation, creation and sales; and expository writing augmented with images (portfolio) creation. Instruction types: Laboratory, Lecture. *Request for this course to satisfy Arts and Letters group requirement denied.*

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## **WITHDRAWN PROPOSALS**

None.

## **DROPPED COURSES**

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

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

*Dropped courses will be listed in the spring curriculum report.*

## OTHER CURRICULAR MATTERS

### College of Arts and Science

Discontinuation of the **premajor in Marine Biology**. Effective retroactively to winter term 2015 (January 2015). With approval of the dean and endorsement of the Chair of the Undergraduate Council and Vice Provost of Undergraduate Studies.

**American English Institute** established as a department. With approval of the dean and endorsement of the Provost. Effective immediately.

Degree requirements for **doctoral program for comparative literature** have been changed with the approval of the dean and the Graduate Council. A fourth foundational course has been added and previous categories of courses have been combined into a cluster of six foundational courses. Clarification of how students fulfill language requirements have been made. More intensive guidance in publishing before the student advances to candidacy has also been added. *Effective spring 2015.*

### Lundquist College of Business

A new **Masters degree, M.S. Sports Product Management**, upon recommendation by the Graduate Council, was approved by the UO Senate, December 3, 2014; UO Board of Trustees, December 11, 2014, Provost Council, January 8, 2015; and the Higher Education Investment Board, March 12, 2015.

### Academic Policies

**Undergraduate general-education group requirement policy:** Revised to remove the Inter-College General Education Review Committee (ICGER) from the review and approval process. (see page 35)

**Subject code guidelines** - This represents documentation and clarification of current policy. Endorsed by Committee on Courses and now included in curriculum report. (see page 20)

**Faculty-Student Engagement** in UO Courses: New academic policy passed by the Undergraduate Council on January 21, 2015. Passed by the Graduate Council on February 18, 2015. Passed by UO Committee on Courses on February 20, 2015. Policy now included in curriculum report. (see page 29)

**The Undergraduate Council made two policy decisions during fall term 2014:**

1. An **amendment to the Concurrent Degree Policy** (November 13, 2014)
2. **Policy on Premajors** (October 30, 2014)

The policy on premajors was approved to clarify the purpose and approval requirements for premajors. Prior to the council decision, no such policy existed. The amendment to the concurrent degree policy was taken as a first step in addressing complex issues regarding concurrent degrees. Generally, the council agreed that concurrent degrees should be allowed within the same school or college with approval from the Undergraduate Council. The two policy decisions are approved and endorsed by the vice provost for undergraduate studies.

### Amendment to Concurrent Degree Policy

Approved by Undergraduate Council October 30, 2014

The Undergraduate Council approved the following new policy regarding concurrent degrees:

“Concurrent degrees are awarded under the following conditions:

1. The second degree may be offered by the same school or college.
2. The student completes the departmental requirements for each major.
3. The student completes the general-education requirements for each degree.
4. The student completes a minimum of 36 credits at the UO beyond those required for the degree that has the highest credit requirement.
5. The student applies for the first degree on DuckWeb and submits a request to the Registrar’s Office for the second degree.

Concurrent degree proposals must be reviewed and approved by the Undergraduate Council.”

The new language reflects a change to condition #1, which used to read:

“1. The second degree is offered by a different school or college.”

### **UGC Policy Recommendation on Premajors**

**Policy:** Any department offering an undergraduate major may, with the approval of the Undergraduate Council chair and the vice provost for undergraduate studies, establish a premajor. In cases where there are substantive questions about the proposed premajor, the Undergraduate Council chair may bring it to the Undergraduate Council for approval. Official approval is confirmed through the Senate curriculum report. A premajor does not require approval by the UO Board of Trustees or the Higher Education Coordinating Commission.

**Definition:** A premajor is typically a subset of an undergraduate major’s degree requirements meant to prepare interested students for an entry into major. Premajors are described in the UO Catalog and appear on the student’s transcript and in other official records.

**Rationale:** A premajor functions principally as an advising tool that helps departments guide interested students into required preparatory coursework and to advise them on any other major requirements. Departments that are able to accomplish the same end by editing the catalog description of their major and/or restructuring the prerequisites to their courses are encouraged to do so rather than establish a formal premajor.

**Requirements:** Departments must demonstrate that they can adequately assume particular advising responsibilities for students in their premajors, recognizing that some may elect not to enter the major or may fail to gain admission to the major. In declaring a premajor, students are removed from the population of officially undeclared students. Departments should therefore treat premajors as “exploring” students for advising purposes. The undergraduate chair and the vice provost for undergraduate studies may wish to consult with departments on their advising capacity and/or refer them to the Undergraduate Council for further discussion before granting approval for a given premajor.

In addition, departments should demonstrate that premajor requirements align with the general education goals of the university. Premajor requirements should not be so extensive or burdensome as to preclude students from experiencing the benefits of the general education curriculum.

## 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](mailto:jefferis@uoregon.edu)) and Scott Skelton ([sskelton@uoregon.edu](mailto: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.)

**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 determines its suitability for group-satisfying status. (Approved on May 11, 2011.) This review is by UOCC.

**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:

UOCC Final Winter 2015 Curriculum Report. Request additional copies from [kathyw@uoregon.edu](mailto:kathyw@uoregon.edu). After March 12, 2015 report errors in writing to [kathyw@uoregon.edu](mailto:kathyw@uoregon.edu) and [jefferis@uoregon.edu](mailto:jefferis@uoregon.edu)

“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:**

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.

## NEW SUBJECT CODES

January 12, 2015

### **Subject Code Definition (UO)**

An abbreviation used with a course number to indicate an academic subject area.

Source: 2014-15 University of Oregon Catalog (<http://uocatalog.uoregon.edu/readersguide/>)

### **Existing UO Policies and Procedures**

Source: University of Oregon Committee on Courses: *Procedures for Curricular Changes, Revised August 2009* ([http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures%20for%20Curricular%20Changes-%28August\\_2009%29.pdf](http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures%20for%20Curricular%20Changes-%28August_2009%29.pdf))

### **Subject Codes**

New subject codes may only be assigned by the Registrar's Office. Please contact the curriculum coordinator in the Office of the Registrar to discuss available codes.

### **Emergency Approval Policies**

There are limited situations in which an emergency request for a curricular change ... may be submitted and do[es] not require approval of the full Committee on Courses.... **The following actions are not eligible for emergency approval:** 1) changes in degree requirements; 2) addition, deletion, or change in the name of a major, minor, degree, or formal certificate; 3) addition or deletion of group-satisfying or multicultural status; 4) change in department or program name; 5) **creation of a new subject code.**

### **Background**

Most commonly, new subject codes are proposed in conjunction with a new academic program and are assigned to the appropriate academic unit. On occasion, new subject codes are requested when a program name is significantly revised and the correlation to the subject code is lost. When associated with new programs, new subject codes are suggested in the proposal reviewed by the Undergraduate or Graduate Council, though rarely discussed. Historically, new subject codes have been submitted to the UO Committee on Courses for approval and inclusion in the quarterly curriculum report before they are entered into Banner.

Recent requests for subject codes not affiliated with an academic subject area or assigned to an academic unit prompt a consideration of pertinent guidelines. There is some precedent. Among the 208 active subject codes (Appendix A) are "LERC," used primarily for a union-related supervised field study, and "TLC," used for credit-bearing skills training courses offered through the University's Teaching and Learning Center. There are also subject codes for Military Science and a host of Physical Education and Overseas Studies options.

At this time, the Museum of Natural and Cultural History has expressed an interest in a subject code for interdisciplinary courses taught by research faculty or staff associated with the museum. Additionally, The Division of Undergraduate Studies has requested a subject code (UGS) which might cover various credit-bearing, often skills-based, courses.

Proposed here are a series of recommendations for evaluating and approving new subject codes.

### **Subject Code Guidelines**

- In the interests of transparency, subject codes should be as meaningful as possible to the reader of a class schedule or transcript. To the extent possible, standard conventions should be employed for terms common to multiple subject codes.
- Subject codes are typically 3-4 characters in length; subject codes of 1-4 characters are allowed. They should appear in all-capital letters without internal spaces.
- Subject codes are not approved on an experimental or interim basis.
- Subject codes must have a home department which is responsible for:
  - setting up term course offerings in Banner
  - scheduling and assigning instructors
  - requesting class rooms
  - managing course enrollments (including wait lists and permissions)
  - collecting grades
  - communicating with and serving as liaison to stakeholders, including the Registrar's Office, Admissions, advisors, students, and other academic units
  - requesting generic course numbers
  - submitting new courses for approval through the curricular process
- Proposers of new degree or certificate programs that will require a new subject code should consult the Registrar's Office. Existing programs proposing a name change are encouraged to retain the existing subject code whenever possible, unless the subject code is no longer logically related to the program title.
- The current UO definition of a subject code presupposes an academic purpose and curricular affiliation. In most cases, that affiliation – and the home department – will be an academic unit. In some instances, units with no program offerings will provide courses which are eligible for academic credit. In such instances, an academic home may be identified or the subject code may be administered by the administrative unit in question (Teaching and Learning Center, for example). For subject codes without an academic home, the Vice Provost for Undergraduate Studies serves as the relevant dean. It may also be appropriate to limit the number of credits associated with the subject code which can apply toward a degree (see Appendix B).

### **Procedures for Requesting New Subject Codes**

- Prepare a written request from the director/department head and obtain endorsement from the dean's office. (The Vice Provost for Undergraduate Studies serves as dean for units outside academic schools and colleges.) The proposal should address the following questions.
  - Purpose for the subject code, emphasizing its academic connections
  - Explanation as to why an existing subject code cannot be used (or what existing subject code(s) will be discontinued)
  - Home department/unit which will assume the responsibilities described above
  - Budgetary implications (which unit or units will get credit for SCH generated by the subject code)
  - Expected impact on students (if any)
  - Limitations to credit that can be applied toward a degree (if applicable)
- Submit the request to the Office of the Registrar. The Registrar's Office will review the proposal and recommend a subject code.
- The request will be forwarded to UO Committee on Courses for approval as an administrative action and recorded in the "Other Curricular Matters" section of the quarterly curriculum report, ratified by a vote of the Senate.
- Where a new or revised subject code is part of a course or program proposal, please contact the Office of the Registrar in advance for recommendations and to reserve a subject code for use in the proposal.

**Appendix A**

**UO Subject Codes (n = 208)**

Source: Registrar's Office ([http://registrar.uoregon.edu/current\\_students/subject\\_codes](http://registrar.uoregon.edu/current_students/subject_codes))

Code	Subject
AA	Allied Arts
AAA	Architecture and Allied Arts
AAAP	Architecture and Allied Arts: Historic Preservation
AAD	Arts and Administration
ACTG	Accounting
AEIS	Academic English for International Students
AFR	African Studies
AIM	Applied Information Management
ANTH	Anthropology
ARB	Arabic
ARCH	Architecture
ARH	Art History
ART	General Art
ARTC	Art: Ceramics
ARTD	Art: Digital Arts
ARTF	Art: Fibers
ARTM	Art: Metalsmithing and Jewelry
ARTO	Art: Photography
ARTP	Art: Painting
ARTR	Art: Printmaking
ARTS	Art: Sculpture
ASIA	Asian Studies
ASL	American Sign Language
ASTR	Astronomy
BA	Business Administration
BE	Business Environment
BI	Biology
CAS	Freshman Honors Colloquium
CDS	Communication Disorders and Sciences
CFT	Couples & Family Therapy
CH	Chemistry
CHN	Chinese
CINE	Cinema Studies
CIS	Computer and Information Science
CIT	Computer Information Technology
CLAS	Classics
COLT	Comparative Literature
CPSY	Counseling Psychology
CRES	Conflict Resolution
CRWR	Creative Writing
DAN	Professional Dance
DANC	Introductory Dance
DANE	Danish
DSC	Decision Sciences
EALL	East Asian Languages and Literatures
EC	Economics
EDLD	Educational Leadership
EDST	Education Studies
EDUC	Education
ENG	English

Code	Subject
ENVS	Environmental Studies
ES	Ethnic Studies
EURO	European Studies
FHS	Family and Human Services
FIN	Finance
FINN	Finnish
FLR	Folklore
FR	French
GEOG	Geography
GEOL	Geological Sciences
GER	German
GRK	Greek
GSS	General Social Science
HBRW	Hebrew
HC	Honors College
HIST	History
HPHY	Human Physiology
HUM	Humanities
IARC	Interior Architecture
INTL	International Studies
IST	Interdisciplinary Studies
ITAL	Italian
J	Journalism
JDST	Judaic Studies
JPN	Japanese
KRN	Korean
LA	Landscape Architecture
LAS	Latin American Studies
LAT	Latin
LAW	Law
LERC	Labor Education and Research Center
LIB	Library
LING	Linguistics
LT	Language Teaching
MATH	Mathematics
MDVL	Medieval Studies
MGMT	Management
MIL	Military Science
MKTG	Marketing
MUE	Music Education
MUJ	Music Jazz Studies
MUP	Music Performance
MUS	Music
NORW	Norwegian
OACT	Overseas Studies: American Council of Teachers of Russian [Russia]
OADE	Overseas Studies: Adelaide, University of Adelaide [Australia]
OAKI	Overseas Studies: Akita International University, Japan
OANG	Overseas Studies: Angers, NCSA Program [France]
OATH	Overseas Studies: Athens, Greece - AHA
OBEI	Overseas Studies: Beijing, Central Institute for Nationalities [China]
OBER	Overseas Studies: Bergen, University of Bergen [Norway]
OBRI	Overseas Studies: Bristol, Bristol University [England]
OBRT	Overseas Studies: London [England]
OBUD	Overseas Studies: Budapest, Budapest University of Economic Sciences [Hungary]

Code	Subject
OBWU	Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]
OCAM	Overseas Studies: Cambridge International Summer School, England
OCBS	Overseas Studies: Copenhagen Business School, Denmark
OCFP	Overseas Studies: Chinese Flagship Program
OCHA	Overseas Studies: Prague, Charles University [Czech Republic]
OCIE	Overseas Studies: Council for International Educational Exchange
OCUR	Overseas Studies: Curtin University [Australia]
ODIS	Overseas Studies: Copenhagen, Denmark's International Study Program
ODUB	Overseas Studies: Dublin, Ireland - AHA
OEWH	Overseas Studies: Seoul, Ewha Womans University [Korea]
OGAL	Overseas Studies: Galway, Ireland - USAC
OGHA	Overseas Studies: Journalism Program, Accra, Ghana
OHAN	Overseas Studies: Hanoi, Hanoi University [Vietnam]
OHAU	Overseas Studies: Hanyang University, Seoul, South Korea
OHKU	Overseas Studies: University of Hong Kong
OHOU	Overseas Studies: Hokkaido University, Sapporo, Japan
OHUJ	Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel]
OINT	Overseas Studies: Internship program
OKKU	Overseas Studies: Khon Kaen, Khon Kaen University [Thailand]
OLAT	Overseas Studies: La Trobe University [Australia]
OLEG	Overseas Studies: Legon, University of Ghana
OLIS	Oregon Leadership in Sustainability
OLON	Overseas Studies: London, NICSA Program [England]
OLYO	Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]
OMAL	Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan [Indonesia]
OMCT	Overseas Studies: Macerata, Italy - AHA
OMEI	Overseas Studies: Tokyo, Meiji University [Japan]
OMOR	Overseas Studies: Morelia, Mexico - AHA
OMSE	Oregon Master of Software Engineering
ONTU	Overseas Studies: National Taiwan University
ONUS	Overseas Studies: National University of Singapore
OOVI	Overseas Studies: Oviedo, Spain - AHA
OPAV	Overseas Studies: Pavia, University of Pavia [Italy]
OPDG	Overseas Studies: Paderno del Grappa, Italy - CIMBA
OPOI	Overseas Studies: Poitiers, University of Poitiers [France]
OQUE	Overseas Studies: Querétaro, Summer Study in Mexico
OQUI	Overseas Studies: Quito, Catholic University of Ecuador
OROM	Overseas Studies: Rome, Summer Architecture Studio [Italy]
OROS	Overseas Studies: Rosario, Argentina - AHA
OSAS	Overseas Studies: Semester at Sea
OSEG	Overseas Studies: Segovia, Spain - AHA
OSEN	Overseas Studies: Tokyo, Senshu University [Japan]
OSEV	Overseas Studies: Seville, Study in Spain
OSIE	Overseas Studies: NICSA Program [Italy]
OSIP	Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]
OSIT	Overseas Studies: School for International Training
OSLO	Overseas Studies: University of Oslo, Norway
OSSP	Overseas Studies: Senegal Summer Program, Dakar, Senegal
OSTP	Overseas Studies: Russia
OSVL	Overseas Studies: Seville, University of Seville [Spain]
OTAM	Overseas Studies: Tampere, University of Tampere [Finland]
OUAB	Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
OUEA	Overseas Studies: Norwich, University of East Anglia [England]
OUOT	Overseas Studies: University of Otago, Dunedin, New Zealand

<b>Code</b>	<b>Subject</b>
OUPP	Overseas Studies: Uppsala, University of Uppsala [Sweden]
OVAL	Overseas Studies: Valdivia, Chile - CWU
OVIE	Overseas Studies: Vienna, NCSA Program [Austria]
OWAR	Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]
OWAS	Overseas Studies: Tokyo, Waseda University [Japan]
OXAF	Overseas Experimental Program: Africa
OXAO	Overseas Experimental Program: Asia and Oceania
OXEU	Overseas Experimental Program: Europe
OXLA	Overseas Experimental Program: Latin American
OXME	Overseas Experimental Program: Middle East
OYON	Overseas Studies: Seoul, Yonsei University [Korea]
PD	Product Design
PEAE	Physical Education Aerobics
PEAQ	Physical Education Aquatics
PEAS	Physical Education Aquatics SCUBA
PEC	Physical Education Certification
PEF	Physical Education Fitness
PEI	Physical Education: Individual Activities
PEIA	Physical Education Intercollegiate Athletics
PEL	Physical Education Leadership
PEMA	Physical Education Martial Arts
PEMB	Physical Education Mind-Body
PEO	Physical Education: Outdoor Pursuits
PERS	Physical Education Racquet Sports
PERU	Physical Education Running
PETS	Physical Education Team Sports
PEW	Physical Education Weight Training
PHIL	Philosophy
PHYS	Physics
PORT	Portuguese
PPPM	Planning, Public Policy and Management
PS	Political Science
PSY	Psychology
REES	Russian and East European Studies
REL	Religious Studies
RL	Romance Languages
RUSS	Russian
SAPP	Substance Abuse Prevention Program
SBUS	Sports Business
SCAN	Scandinavian
SOC	Sociology
SPAN	Spanish
SPED	Special Education
SPSY	School Psychology
SWAH	Swahili
SWED	Swedish
TA	Theater Arts
TLC	University Teaching and Learning Center
WGS	Women's and Gender Studies
WR	Expository Writing

## Appendix B

### Bachelor's Degree Requirements, General Limitations (excerpt)

Source: 2014-15 University of Oregon Catalog

(<http://uocatalog.uoregon.edu/admissiontograduation/bachelorrequirements/>)

1. A maximum of 124 credits may be transferred from an accredited junior or community college; of this, only 90 credits may be transferred from an international junior college
2. A maximum of 60 credits may be earned in correspondence study
3. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree
4. A maximum of 24 credits may be earned in the following areas (a, b, and c) with not more than 12 in any one area:
  - a. Lower-division professional-technical courses
  - b. Physical education and dance activity courses
  - c. Studio instruction in music (MUP), except for majors in music
5. For music majors, a maximum of 24 credits in music performance (MUP), of which not more than 12 may be taken in the student's freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree
6. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the B.A. or B.S. degree
- 7. A maximum of 12 credits in TLC (University Teaching and Learning Center) courses and a maximum of 12 credits in FE (field experience) courses may be counted toward the 180, 220, 225, or 231 credits required for a bachelor's degree**  
(*bold added for emphasis*)

## 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		
<b>Total Hours</b>	<b>120</b>	<b>160</b>		
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%
<b>Total</b>			<b>100%</b>	<b>100%</b>

## 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!)

## FACULTY-STUDENT ENGAGEMENT IN UO COURSES

Passed by Undergraduate Council – Jan. 21, 2015

Passed by Graduate Council - Feb. 18, 2015

Passed by UOCC - Feb 20, 2015

### Rationale

Historically, the student credit hour (SCH), derived from the Carnegie Unit, has meant, in broad terms, 1 hour per week of engagement with the instructor in a classroom setting and 2 hours per week of student work outside the classroom for each academic credit. From that model emerged our understanding of the standard 4-credit UO class, with its 120 hours per term of “student engagement”: 40 “hours” of contact with instructor + 80 “hours” of student-driven activity for undergraduates and 160 “hours” for graduate students. That model has worked well for courses where the instructor and the students are in a classroom, involved in bilateral engagement, for 4 hours per week over a 10-week term. Bilateral engagement in this sense refers to the iterative, responsive nature of a classroom experience. Furthermore, some well-established deviations from this general guideline nonetheless follow the principles behind the model; for example, grad courses provide rich occasions for bilateral engagement through the exchange of student work and formative instructor feedback. We assume in this model that bilateral engagement between instructor and student in the classroom has educational value. This kind of engagement characterizes effective pedagogy, whether in a large lecture hall, small seminar, discussion section or an online environment.

As other teaching and learning methods have become more popular, this model no longer completely meets our needs for evaluating academic courses. In fact, strict adherence to this model carries with it two dangers: 1) inflexible adherence to SCH’s built on the instructor-led, students-in-seat principle; 2) abandonment of direct instruction in favor of an entirely self-paced, or self-generated focus on learning outcomes. The first danger ties us to potentially outmoded and “unscalable” pedagogies; the second danger obliterates the kind of residential, liberal arts education that is central to our academic mission.

Exceptions to the standard SCH model mostly apply to online/hybrid courses in which some or all of the bilateral engagement is not in the classroom but rather conducted online, but they also apply to other types of learning activities where bilateral engagement between instructor and student is less than it is under the traditional SCH model. In either case, these courses may need to be evaluated differently. This policy seeks to provide clearer guidance on how to evaluate such courses.

### Policy

As a rule of thumb, roughly one-third of an undergraduate and one-quarter of a graduate student’s engagement in any given UO course - regardless of format - shall entail bilateral engagement with the instructor. For traditional, synchronous, classroom-based courses, bilateral engagement is typically achieved through face-to-face interaction between instructor and student. For courses which have less than the standard one-third bilateral engagement (i.e. less than 40 hours per term for most 4-credit courses), course proposals will need to describe how classroom-based bilateral engagement is being replaced by other activities.

Bilateral engagement shall be defined at the UO in the explicit terms of instructor engagement with students. This engagement may take asynchronous forms, and may or may not entail individualized feedback or one-on-one rapport, but is in any event to be distinguished from the mere assessment of learning outcomes or passive and static assignment of work. The expectation with such mutual engagement is that it involves instructors actively shaping and reshaping the learning experience in response to student work and feedback as the course progresses.

A strict definition of bilateral engagement will not work here. Instead, course approvals that depart from the standard SCH model will rely on the collective judgment of faculty on the appropriate committees. That judgment should be based on

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the idea that replacing the traditional bilateral engagement attained in the classroom cannot be done by merely reducing the instructor role and increasing the work of the student.

### **Implementation**

Proposed courses which fall below the standard bilateral engagement between instructor and student, as outlined above, will require a response to the prompt below:

*“It is generally assumed that in most traditional classroom courses students engage with instructors 1 hour per week per credit in a classroom setting, and complete 2 hours per credit per week of work outside the classroom (3 hours for graduate students). If the proposed course calls for less student-instructor classroom engagement than 1 hour per credit per week, describe how bilateral instructor-student engagement will be achieved in this course to replace what would have happened in the classroom.”*

This prompt will be located in the appropriate field in the Courseleaf system used for course proposals.

## 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><b>Undergraduate Courses</b> 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><b>Graduate Courses</b> 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.

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

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

## MULTILISTED COURSES

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

Revised May 11, 2011

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

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

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

## **UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES**

*The following criteria was proposed by the Undergraduate Council and the College of Arts and Sciences Curriculum Committee. The University Senate approved them in May 2001 by Motion US0001-3 Replacement Motion governing the approval of courses meeting general-education requirements and the distribution of courses student must complete within each group. Revised May 11, 2011 to authorize general education credit for courses waiting for permanent numbers. Revised May 22, 2013 to make clear that repeatable courses are not assigned groups satisfying status. Revised March 12, 2015 to remove the Inter-College General Education Review Committee (ICGER) from the review and approval process.*

### **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:
  - 3.1.1. By the curricular committees (or equivalent) of the various colleges and schools and
  - 3.1.2. By the University Committee on Courses. There must be two committee faculty members present during the vote who are not representatives of the College of Arts and Sciences.
- 3.2. The University Committee on Courses is authorized to establish procedures governing the review process.
- 3.3 At the discretion of the University Committee on Courses, a course that has been submitted for review may be taught for group-satisfying general education credit once under a temporary course number while it is being reviewed, if the committee initially reviews it and determines the course would meet the criteria of group-satisfying courses 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 twenty-first 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.

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- 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.