



UNIVERSITY OF OREGON

**Winter 2016
Final
Curriculum Report**

March 16, 2016

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



WINTER 2016
PRELIMINARY CURRICULUM REPORT
March 16, 2016

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WINTER 2016 PRELIMINARY CURRICULUM REPORT

March 16, 2016

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed winter 2016 and **Other Curricular Matters**.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2016, 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 winter term and will submit a quarterly report to the University Senate in February. 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 2016

March 16, 2016—Third round spring submissions due to UOCC

May 11, 2016—Preliminary report due to Senate

May 25, 2016—Senate votes on report

Fall 2016

September 28, 2016—First round fall submissions due to UOCC

November 23, 2016—Preliminary report due to Senate

December 7, 2016—Senate votes on 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
Gordon Hall
Chuck Kalnbach
Roberta Mann

Boyana Norris
Austin Schrader
Mae Voeun
Frances White, chair

Ex officio
Ron Bramhall
Sue Eveland
Sara Hodges
Mike Jefferis

Bil Morrill
Scott Skelton

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COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

NEW COURSE(S)

ANTH 479/579 Taphonomy: Bones, Bugs, and Burials (4) Application of taphonomic studies in the fields of paleontology, archaeology, and forensic-medicolegal anthropology. Prereq: one from ANTH 170, ANTH 176, ANTH 270, ANTH 366, BI 212, or equivalent.

EXISTING COURSE(S)

(UOCC administrative action)

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

(Remove prerequisite)

ANTH 415/515 Human Life History (4) Explores evolution of key life history traits in comparative primatological, paleo-anthropological, behavioral ecology, and evolutionary psychology perspectives. *Effective winter 2016.*

(UOCC administrative action)

ANTH 474/574 Human Paleopathology (4)

(Title change)

ANTH 474/574 Human Skeletal Pathology (4)

CLASSICS

NEW COURSE(S)

CLAS 330 Greek and Roman Archaeology: [Topic] (4R) A course of variable content focusing on issues and methods of Mediterranean archaeology from the Bronze Age to Late Antiquity. Repeatable twice for a maximum of 12 credits when the topic changes. *Effective spring 2016.*

CREATIVE WRITING

NEW COURSE(S)

CRWR 225 Kidd Tutorial I (4) [Graded only] Introduction to an intensive, yearlong sequence devoted to the study and practice of poetry, fiction, and nonfiction.

CRWR 235 Kidd Tutorial II: Poetry (4) [Graded only] Second in a yearlong sequence devoted to the study and practice of poetry, fiction, and creative nonfiction, including the development of an individual line of inquiry project. Prereq: CRWR 225 with a grade of B– or better.

CRWR 245 Kidd Tutorial II: Fiction (4) [Graded only] Second in a yearlong sequence devoted to the study and practice of poetry, fiction, and creative nonfiction, including the development of an individual line of inquiry project. Prereq: CRWR 225 with a grade of B– or better.

CRWR 335 Kidd Tutorial III: Poetry (4) [Graded only] Third in a yearlong sequence, culminating in a Kidd Tutorial student anthology, a portfolio of poetry, and the completion of an individual line of inquiry project. Prereq: CRWR 235 with a grade of B– or better.

CRWR 345 Kidd Tutorial III: Fiction (4) [Graded only] Third in a yearlong sequence, culminating in a Kidd Tutorial student anthology, a portfolio of original fiction, and the completion of an individual line of inquiry project. Prereq: CRWR 245 with a grade of B– or better.

(UOCC administrative action)

CRWR 399 Special Studies: [Topic] (1–5) Repeatable up to 6 times.

DROP COURSE(S)

(UOCC administrative action)

CRWR 417 Kidd Tutorial I (will be replaced by CRWR 225)

(UOCC administrative action)

CRWR 418 Kidd Tutorial II (will be replaced by CRWR 235 and 245)

(UOCC administrative action)

CRWR 419 Kidd Tutorial III (will be replaced by CRWR 335 and 345)

GEOGRAPHY

NEW COURSE(S)

GEOG 281 The World and Big Data (4) Explores technical foundations and social and economic applications of big data along the “5V” dimensions of volume, variety, velocity, veracity, and visualization.

GEOG 494/594 Spatial Analysis (4) Introduction to a variety of spatial analysis techniques that can be used for understanding and modeling geographic phenomena. Prereq: GEOG 481/581.

GEOG 496/596 Location-Aware Systems (4) Explores technical fundamentals of location-aware systems, such as location models and location-based services, as well as challenges such as user privacy. Prereq: GEOG 481/581.

GEOG 498/598 Geospatial Project Design (4) Introduction to methods for designing and implementing professional projects involving geospatial data, technologies, and analytical methods. Prereq: GEOG 481/581.

GEOLOGY

NEW COURSE(S)

GEOL 415/515 Field Geophysics (4) Introduction to geophysical methods for subsurface investigation, useful for exploration, geotechnical engineering, and characterization of subsurface groundwater and environmental conditions. Prereq: MATH 112 or PHYS 201.

REINSTATE COURSE(S)

(UOCC administrative action)

GEOL 452/552 Neotectonics and Quaternary Geology (4R) Interpretation of active structures from deformed quaternary sediments and surfaces using case histories. Field project uses air photos and field techniques. Prereq: GEOL 334, GEOL 350. Repeatable once for a maximum of 8 credits.

HISTORY

NEW COURSE(S)

HIST 239 Classical and Medieval Warfare (4) Examines war and armies in the ancient Mediterranean and in medieval Europe. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

HIST 248 Latinos in the Americas (4) Explores historical experiences of Latino groups, emphasizing Mexican and Caribbean migrations. Lectures in English; readings and discussions in English, Spanish, and Spanglish. Two years of high school Spanish or SPAN 103 with a grade of C or better recommended. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement. Effective spring 2016.*

EXISTING COURSE(S)

HIST 201 United States (4) Creation and development of the United States socially, economically, politically, culturally. Native America, European colonization, colonial development, origins of slavery, Revolution, early Republic.

(Change course title, course description, multicultural requirement)

HIST 201 Inventing America (4) Creation and development of the United States socially, economically, politically, culturally. Native America, European colonization, colonial development, origins of slavery, the Revolution, early Republic. *Approved to satisfy Category A: American Cultures multicultural requirement.*

HIST 202 United States (4) Creation and development of the United States socially, economically, politically, culturally. Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction. (Change course title, course description, multicultural requirement)

HIST 202 Building the United States (4) Creation and development of the United States socially, economically, politically, culturally. Jacksonian era, expansion, commercial and industrial revolution, slavery, Civil War, Reconstruction. *Approved to satisfy Category A: American Cultures multicultural requirement.*

HIST 203 United States (4) Creation and development of the United States socially, economically, politically, culturally. Imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and Cold War, 1960s, and recent developments.

(Change course title, course description, multicultural requirement)

HIST 203 American Century (4) Creation and development of the United States socially, economically, politically, culturally. Imperialism, progressivism, modernity, the 1920s, Depression and New Deal, world wars and Cold War, 1960s, and recent developments. *Approved to satisfy Category A: American Cultures multicultural requirement.*

HUMAN PHYSIOLOGY

NEW COURSE(S)

HPHY 337 Clinical Pharmacology (4) [Graded only] Examines the pharmacokinetics (absorption, distribution, metabolism, excretion), pharmacodynamics, therapeutic considerations, and adverse effects of select prototypes from within major clinically relevant drug families. Prereq: HPHY 325 with a grade of C or better. *Effective spring 2016.*

HPHY 422/522: Physiology of Obesity (4) [Graded only for majors] Explores potential causes of the obesity epidemic, cellular mechanisms linking obesity to insulin resistance and metabolic diseases, and interventions in treatment of metabolic disease and obesity. Prereq: HPHY 325, HPHY 371 with a grade of C or better. *Effective spring 2016.*

HPHY 435/535 Physiology of Fatigue (4) [Graded only for majors] Investigates neuromuscular function and fatigue and how the underlying physiology can contribute to fatigability discrepancies with respect to extraneous and pathophysiological factors. Prereq: HPHY 325, HPHY 333 with a grade of C or better. *Effective spring 2016.*

EXISTING COURSE(S)

(UOCC administrative change)

HPHY 433/533 Neurophysiology of Concussion (4) Prereq: HPHY 333

(Change prerequisite)

HPHY 433/533 Neurophysiology of Concussion (4) Prereq: HPHY 325, HPHY 333 with a grade of C or better. *Effective spring term.*

UOCC Preliminary Winter 2016 Curriculum Report. Request additional copies from kathyw@uoregon.edu. After March 16, 2016 report errors in writing to kathyw@uoregon.edu and jefferis@uoregon.edu

(UOCC administrative change)

HPHY 434/534 Movement Disorders (4) Prereq: HPHY 333

(Change prerequisite)

HPHY 434/534 Movement Disorders (4) Prereq: HPHY 325, HPHY 333 with a grade of C or better.

(UOCC administrative action)

HPHY 472 Advanced Laboratories in Exercise Physiology (4)

(Change title)

HPHY 472 Science of Athletic Performance (4)

DROP COURSE(S)

(UOCC administrative change)

HPHY 443 Clinical Pharmacology (4)

Contingent upon approval of HPHY 337.

LINGUISTICS

NEW COURSE(S)

LING 297 Introduction to Bilingualism (4) The linguistic, cognitive, cultural, and social dimensions of individual and societal bilingualism, which dispel common myths about the way bilinguals develop and use their two or more languages. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

PHILOSOPHY

NEW COURSE(S)

PHIL 220 Food Ethics (4) Examination of a variety of issues relating to food production and consumption in light of virtue, utilitarian, deontological, pragmatist, and care ethics. *Category I: Arts and Letters general-education group requirement denied February 19, 2016.*

PHIL 423 Technology Ethics: [Topic] (4R) Advanced inquiry in ethics with a focus on technology. Addresses moral, political, and cultural issues raised by socio-technical systems for everyday living and democratic citizenship. Repeatable once for a maximum of 8 credits when the topic changes.

EXISTING COURSE(S)

PHIL 315 Introduction to Feminist Philosophy (4) Introduces basic questions of philosophy through topics central to feminism. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

PHYSICS

NEW COURSE(S)

PHYS 181 Quantum Mechanics for Everyone (4) Introduction to quantum mechanics, a set of sometimes counterintuitive scientific principals describing atoms and light, along with the modern technologies it makes possible. *Approved to satisfy Category III: Science general-education group requirement.*

POLITICAL SCIENCE

NEW COURSE(S)

PS 102 Thinking Like a Social Scientist (4) Illustrates how the ways social scientists think—using quantitative, qualitative, and interpretive methods—help to sharpen thinking for many contexts and careers. *Approved to satisfy Category II: Social Science general-education group requirement.*

PSYCHOLOGY

EXISTING COURSE(S)

(UOCC administrative action)

PSY 302 Statistical Methods in Psychology (4) Prereq: MATH 111 OR 243; WR 121; coreq: PSY 201, 202 (Change prerequisite)

PSY 302 Statistical Methods in Psychology (4) Prereq: MATH 232 or one from MATH 241, MATH 246, or MATH 251; WR 121; Pre- or coreq: PSY 201, 202.

ROMANCE LANGUAGES

NEW COURSE(S)

ITAL 252 The Italian-American Experience (4) [Graded only for majors] Overview of the Italian-American experience, investigating the process of assimilation of Italians into American life through the analysis of different cultural artifacts. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement. Effective spring 2016.*

(UOCC administrative action)

RL 608 Workshop: [Topic] (2–4R) Teaching Methods offered fall term only. Other workshops may be offered. Repeatable when topic changes.

(Change credits)

RL 608 Workshop: [Topic] (1–4R) Teaching Methods offered fall term only. Other workshops may be offered. Repeatable when topic changes. *Effective winter 2016.*

SOCIOLOGY

EXISTING COURSE(S)

(UOCC administrative action)

SOC 328 Introduction to Social Psychology (4) How the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others.

(change course title, description)

SOC 328 Self and Society (4) How the thought, feeling, and behavior of individuals influence and are influenced by the actual, imagined, or implied presence of others.

THEATER ARTS

DROP COURSE(S)

(UOCC administrative action. Course drop was not submitted in Courseleaf fall term, when TA 490 was approved)

TA 364 Play Direction (4) *Effective fall 2016.*

(UOCC administrative action. Course drop was not submitted in Courseleaf fall term, when TA 490 was approved)

TA 465 Playwriting (4) *Effective fall 2016.*

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARTS AND ADMINISTRATION

NEW COURSE(S)

AAD 616 Arts Marketing, Media, and Communication I (4) [Graded only] First of a two-course sequence introducing students to issues shaping relationships among marketing, media, and communication in arts and culture sector work.

AAD 617 Arts Marketing, Media, and Communication II (4) [Graded only] Second of a two-course sequence introducing students to issues shaping relationships among marketing, media, and communication in arts and culture sector work. Prereq: AAD 616.

EXISTING COURSE(S)

(UOCC administrative action)

AAD 435 Arts Business Development (4) Students research the strategies of effective startup business planning and apply their investigations in organizational, financial, and legal practices by creating a business or strategic plan.

(Change course description)

AAD 435 Arts Business Development (4) Integrating the entrepreneurial startup process with business skills; developing the strategies needed to transform creative ideas into successful ventures. *Effective spring 2016.*

PRODUCT DESIGN

EXISTING COURSE(S)

(UOCC administrative action)

PD 430 Computer-Assisted Design and Production (4)

Prereq: ART 115, ART 116, ARTD 250, PD 223.

(Change prerequisite)

PD 430 Computer-Assisted Design and Production (4)

Prereq: ART 115, ART 116, PD 223.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

No courses submitted.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

CFT 412/512 Healthy Relationships (3) Addresses the knowledge, skills, and behaviors associated with engaging in healthy relationships.

CPSY 217 Foundations of Student Health and Well-Being (3) Presents the risks and protective factors for college students during the developmental stage of emerging adulthood, and strategies for reducing risk and enhancing well-being.

FHS 321 Instructional Methods in Early Childhood II (1) [Graded only for majors] Explores communication, language, and social emotional development in young children. Teaching strategies for infants, toddlers, and preschoolers in early childhood settings that promote social communication. *Effective winter 2016.*

FHS 322 Instructional Methods in Early Childhood III (1) [Graded only for majors] Explores early literacy, print awareness, group reading, evaluation of children's books, and literacy for dual-language learners. *Effective spring 2016.*

FHS 431 Early Childhood and Human Services Curriculum (3) [Graded only for majors] Explores the theoretical and historical context of primary curriculum models used in early childhood education and human service settings that serve at-risk children and families. *Effective winter 2016.*

FHS 432 Assessment in Early Childhood Education (3) [Graded only for majors] Explores educational, environmental, and family assessments in early childhood education and human service settings. *Effective spring 2016.*

PREV 601 Research: [Topic] (1–16R) Repeatable.

PREV 602 Supervised College Teaching (1–5R) Repeatable.

PREV 603 Dissertation (1–16R) Repeatable.

PREV 604 Internship: [Topic] (1–16R) Repeatable.

PREV 605 Reading and Conference: [Topic] (1–5R) Repeatable.

PREV 606 Field Studies: [Topic] (1–16R) Repeatable.

PREV 607 Seminar: [Topic] (1–5R) Repeatable.

PREV 608 Workshop: [Topic] (1–16R) Repeatable.

PREV 609 Practicum: [Topic] (1–16R) Repeatable.

PREV 610 Experimental Course: [Topic] (1–5R) Repeatable.

(UOCC administrative action)

PREV 631 Introduction to Prevention Science (3) [Graded only] Overview of theory, research, and practice in prevention science and health promotion, including foundational concepts, translation of theory into intervention, methodology, and implementation.

(UOCC administrative action)

PREV 632 Risk and Resilience in Adolescents (3) [Graded only] Research and theory related to risk and resiliency processes during adolescence and young adulthood. Focuses on populations at elevated risk for adverse outcomes.

(UOCC administrative action)

PREV 633 Epidemiology (3) [Graded only] Approaches, concepts, methods, and perspectives of epidemiology as applied to current public health issues and prevention science research and practice. *Effective fall 2017.*

(UOCC administrative action)

PREV 634 Implementation Science (3) [Graded only] Provides a framework for examining implementation science and its application to clinical and community-based research.

EXISTING COURSE(S)

CFT 621 Professional and Ethical Issues (4) Provides a broad introduction to legal, ethical, and professional standards for marriage and family therapy.

(Change title, description, credits)

CFT 621 Ethics Discussion (1) [Graded only] Provides an opportunity to more fully examine and discuss ethical and legal considerations for couples and family therapists with emphasis on relational-systemic elements of ethical decision-making.

(UOCC administrative action)

CFT 629 Intimate Partner Couples (3)

(Title change)

CFT 629 Intimate Partner Therapy (3)

DROP COURSE(S)

(UOCC administrative action)

CPSY 631 Introduction to Prevention Science (3) Overview of theory, research, and practice in prevention science and health promotion, including foundational concepts, translation of theory into intervention, methodology, and implementation.

(UOCC administrative action)

CPSY 632 Risk and Resilience in Adolescents (3) Research and theory related to risk and resiliency processes during adolescence and young adulthood. Focuses on populations at elevated risk for adverse outcomes.

(UOCC administrative action)

CPSY 634 Implementation Science (3) Provides a framework for examining implementation science and its application to clinical and community-based research.

EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP

NEW COURSE(S)

EDLD 623 Cultural Adaptation of Evidence-Based Practices (4) [Graded only] This course is designed to provide an advanced foundation in models and methods for the cultural adaptation of evidenced-based prevention and treatment practices in school, community, and family settings.

EDLD 624 Leading for Equity (4) [Graded only] This course is designed to provide advanced exposure to current research and practice in leading for equity and inclusion within professional educational settings and a strong conceptual foundation in leadership.

EXISTING COURSE(S)

EDLD 661 Item Response Theory I (3) Theory and application of item response measurement models. Participation outcomes include knowledge of IRT models, terminology, and resources. Emphasis on popular models and underlying assumptions.

(Change credits/workload)

EDLD 661 Item Response Theory I (4) Theory and application of item response measurement models. Participation outcomes include knowledge of IRT models, terminology, and resources. Emphasis on popular models and underlying assumptions.

EDLD 662 Item Response Theory II (3) Application of item response measurement models to current research. Applying theoretical knowledge to practical problems associated with measurement, data structure, and software operation.

(Change credits/workload)

EDLD 662 Item Response Theory II (4) Application of item response measurement models to current research. Applying theoretical knowledge to practical problems associated with measurement, data structure, and software operation.

EDUCATION STUDIES

EXISTING COURSE(S)

(UOCC administrative action)

EDST 422/522 Technology Education (4) Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field,

(Add prerequisite)

EDST 422/522 Technology Education (4) Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field. Prereq: EDST 220. *Effective spring 2016.*

SPECIAL EDUCATION AND CLINICAL SCIENCES

EXISTING COURSE(S)

(UOCC administrative action)

CDS 458 Audiological Assessment (4)

(Title change)

CDS 458 Audiology Disorders and Treatment (4)

(UOCC administrative action)

CDS 655 Stuttering (3)

(Change credits)

CDS 655 Stuttering (2)

DROP COURSE(S)

(UOCC administrative action)

CDS 459 Audiological Rehabilitation (4) Rehabilitation of hearing impairments; use of amplification, auditory training, and assisted listening devices; psychosocial aspects of hearing impairments.

SCHOOL OF JOURNALISM AND COMMUNICATION

NEW COURSE(S)

J 612 Media Theory I (5) [Graded only] First in a three-part sequence introducing students to media theory, focusing on the social scientific tradition.

J 613 Media Theory II (5) [Graded only] Second in a three-part sequence introducing students to media theory, focusing on critical approaches. Prereq: J 612.

J 614 Media Theory III (5) [Graded only] Third in a three-part sequence introducing students to media theory, focusing on contemporary theoretical perspectives. Prereq: J 613.

EXISTING COURSE(S)

(UOCC administrative action)

J 604 Internship [Topic] (1–4R) Repeatable for a maximum of 4 credits.

(Change credits, repeatability conditions)

J 604 Internship [Topic] (1–6R) Repeatable for a maximum of 12 credits.

SCHOOL OF LAW

NEW COURSE(S)

CRES 631 Managing Conflict in Organizations (3) Prepares students to assist in managing disputes within organization. Covers sources of conflict, common organizational processes, and analyzing and resolving organizational disputes.

LAW 301 Youth and Social Change (4) Explore how adults act on youth through law, mass media, policy, and social science, while investigating youth as agents of change, acting on their own perspective of law and justice. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective spring 2016.*

LAW 638 Workers' Compensation Law (2) [Graded only] Fundamentals of workers' compensation law in Oregon and other states.

LAW 676 International Tax (3) [Graded only] Addresses the United States taxation of international transactions, including trade, investment, and labor, covering both out-bound (US to foreign) and inbound (foreign to US) transactions. Prereq: LAW 680.

LAW 720 Disability Law [Graded only for majors] Surveys the major federal special education and disability nondiscrimination laws from a disability rights perspective.

LAW 780 LLM Seminar (2) Master of laws students will explore the United States legal system and legal profession through in-class workshops, legal research and writing, and oral presentations.

EXISTING COURSE(S)

(UOCC administrative action)

LAW 635 Secured Land Transactions (3) Introduces basic devices used in land finance—mortgage, trust deed, and land sale contract—and how these devices are used in securing individual residential sales as well as complex modern commercial development such as office complexes and shopping centers.

(Change title, course description)

LAW 635 Real Estate Transactions (3) Fundamentals of real estate transactions, with a focus on secured land and finance.

SCHOOL OF MUSIC AND DANCE

MUSIC

EXISTING COURSE(S)

(UOCC administrative action)

MUJ 274 Jazz Improvisation II (2) Task-oriented performance of selected standard jazz repertoire. Chord alteration, chord substitution, reharmonization, and chromaticism. Prereq: MUJ 270.

(Change prerequisite)

MUJ 274 Jazz Improvisation II (2) Task-oriented performance of selected standard jazz repertoire. Chord alteration, chord substitution, reharmonization, and chromaticism. Prereq: MUJ 273. *Effective spring 2016.*

MUS 141 Popular Piano and Musicianship I (4) Study musicianship—integrated music theory, ear training, and piano—and understand the historical development of American music through piano instruction in popular music styles. Sequence with MUS 142, MUS 143.

(Change course description, multicultural requirement)

MUS 141 Popular Piano and Musicianship I (4) Understanding general musicianship—what it is and how it relates to genre and culture—in popular music. Sequence with MUS 142, MUS 143. *Approved to satisfy Category A: American Cultures multicultural requirement. Effective summer 2016.*

(UOCC administrative action)

MUS 396 Orchestra [Topic] (2R)

(Change credit to variable)

MUS 396 Orchestra [Topic] (1–2R)

DROP COURSE(S)

(UOCC administrative action)

MUS 168 Guided Listening (1) [Pass/No Pass only] Guided listening experience designed to aid in the acquisition of listening skills and experience with the most important repertoire, genres, and styles of Western music.

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

PEAQ 211 Water Polo I (1R) [Pass/No Pass only] Topics covered include basic swimming techniques; conditioning drills; ball movement; throwing, shooting and catching; game rules; etiquette; and basic offenses and defenses. Repeatable once for a maximum of 2 credits.

PEAQ 212 Water Polo II (1R) [Pass/No Pass only] Topics include a review of basic skills, ball movement, and game rules. Conditioning drills and advanced learning of offenses and defenses are emphasized. Repeatable once for a maximum of 2 credits.

EXISTING COURSE(S)

PEF 340 Personal Trainer (1–2) [Graded only] Lecture and lab experiences for administering fitness assessments in individual and group settings. Prepares the student for the American Council on Exercise Personal Trainer Certification Exam.

(Change credits, workload)

PEF 340 Personal Trainer (3) [Graded only] Lecture and lab experiences for administering fitness assessments in individual and group settings. Prepares the student for the American Council on Exercise Personal Trainer Certification Exam.

DENIED PROPOSALS

COLLEGE OF ARTS AND SCIENCES

CRWR 225 Kidd Tutorial I (4) Course approved. Request to satisfy Category I: Arts and Letters general-education group requirement denied.

MILITARY SCIENCE

(UOCC administrative action)

MIL 199 Special Studies: [Topic] (1-5R). Drop course denied. Maintains departmental flexibility to offer experimental courses.

SCHOOL OF MUSIC AND DANCE

MUS 141 Musicianship in Popular Music (4) New title denied. *Request to satisfy Category I: Arts and Letters general-education group requirement denied.*

PENDING PROPOSALS

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

NEW COURSE(S)

SPD 650 Sports Product Materials and Manufacturing (3) Explores the materials science, manufacturing and sustainability theories applied in sports product design.

SPD 684 Research Methodology and Innovation Process Studio (6) Graduate-level studio course; strong focus on the design theories and methodologies used to design innovative sport products.

SPD 685 Sports Product Design Studio I (6) Explores the theories and creative problem-solving methods used to design solutions for sport soft goods. Theories of human thermoregulation, hydroprotection, support, aerodynamics, wearable electronics and kinematics.

SPD 686 Sports Product Design Studio II (6) Explores the theories and creative problem-solving methods used to design solutions for sports footwear. Mechanical theories of cushioning, stability, support, traction, slipping and sliding.

SPD 687 Sports Product Design Studio III (6) Explores the theories and creative problem-solving methods used to design solutions for sport hard goods. Performance theories are considered to generate innovative solutions.

SPD 688 Innovative Project Strategy Development Studio (6) First of a two-term capstone studio, a critical examination of the alignment of design, materials, science, sustainability, research, and business theories in creating an innovative sports product design opportunity.

SPD 689 Collaborative SPD Creation and Launch Studio (9) Second of a two-term capstone studio, a critical examination of the alignment of design, materials, science, sustainability, research, and business theories in creating an innovative sports product design opportunity.

EXISTING COURSE(S)

ARH 350 History of Manga (4) Survey of the history of manga (Japanese comics) from the 19th century to the present. Requested to satisfy Category C: International Cultures multicultural requirement.

COLLEGE OF ARTS AND SCIENCES

NEW COURSE(S)

ANTH 471/571 Zooarchaeology: [Topic] (4R) Analysis and interpretation of bone and shell animal remains from archaeological sites. Seminar, laboratory.

CINE 415 Cinema Careers (4) Explores the values and strengths of cinema-oriented jobs in the humanities, industry, and otherwise. Résumé, cover letter, portfolio, and interview assignments hone oral and written communication skills.

EXISTING COURSE(S)

(UOCC administrative action)

SOC 345 Race, Class, and Ethnic Groups (4) Major class, racial, and ethnic groups in the United States with special attention to the culture and experience of minority groups. *Previously approved to satisfy Category II: Social Science general-education group requirement. Previously approved to satisfy Category A: American Cultures multicultural requirement.*

(Title change, course description)

SOC 345 Race and Ethnicity (4) Major racial and ethnic groups in the United States, with special attention given to social interactions and inequalities. *Previously approved to satisfy Category II: Social Science general-education group requirement. Previously approved to satisfy Category A: American Cultures multicultural requirement.*

WITHDRAWN PROPOSALS

AAD 475/575 Performing Arts Industry (4) Designed for students who are interested in the business of presenting and promoting performing arts and cultural events.

ARH 314 History of World Architecture I (4) Survey of global architectural developments from prehistory to the Middle Ages. *Requested to satisfy Category I: Arts and Letters general-education group requirement.*

GEOG 413 The Professional Geographer (2) Explores potential career pathways for geography majors, including strategies for success and critical reflection of how various factors might influence individual career trajectories. *Effective spring 2016.*

PERS 241 Racquetball I (1) Skills, drills, strategies, rules, and participation in this fast-moving indoor sport. A fun way to get a great workout.

PERS 242 Racquetball II (1) Intermediate to advanced players. Practicing fundamental skills and learning advanced skills: drive, lob and 'Z' serves; passing shots; back-wall kill.

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

- A new **graduate specialization in politics, culture, and identity** offered jointly by the Department of English and the Department of Political Science, with the recommendation of the dean of CAS and the Graduate Council, has been approved by the provost. *Effective Spring 2016.*
- The dean of CAS, with approval of the Graduate Council and with endorsement of the dean of the Graduate School, has approved the addition of a **classical archaeology and material culture track** within the master of arts degree in classics. *Effective fall 2016.*
- The dean of CAS, with endorsement by the assistant vice provost for academic affairs, has approved **minor changes to the degree requirements for the PhD in comparative literature**. The approved changes shift the timing of the third-year article requirement previously approved in the winter 2015 curriculum report. *Effective fall 2016.*

SCHOOL OF JOURNALISM AND COMMUNICATION

- The dean of SOJC, with approval of the Graduate Council and with endorsement of the dean of the Graduate School, has approved **changes to the degree requirements for the master of arts, master of science, and PhD in media studies**. *Effective fall 2016.*

Proposed change:

Replace J 640 Proseminar I with a three-course sequence of Media Theory courses:

J 612 Media Theory I

J 613 Media Theory II
J 614 Media Theory III

For master's students, this change adds two courses to the core requirements and reduces the need for additional conceptual courses. The overall minimum credit requirement remains at 46.

For PhD students, this change adds two courses to the core requirements and reduces the need for additional conceptual courses. The overall minimum credit requirement remains at 80.

ROBERT DONALD CLARK HONORS COLLEGE

- Upon recommendation of the dean of the Clark Honors College and the dean of the School of Law, with approval of the Undergraduate Council and the Graduate Council, the provost has approved a **3 + 3 program for CHC students who go on to attend the UO School of Law**. The program outlines an agreement between CHC and the School of Law that allows students who meet certain requirements to complete their bachelor's degree in CHC and their law degree within six years instead of the standard seven years. *Effective fall 2016.*

SCHOOL OF LAW

- The dean of the School of Law, with approval of the Graduate Council and with endorsement of the dean of the Graduate School, has approved **changes to the degree requirement options for the master of arts and master of science in conflict and dispute resolution**. The change adds a course concentration final project option to the degrees, giving students the option of a terminal project, a thesis, or a course concentration of three to four courses totaling at least 9 credits. *Effective fall 2016.*

COLLEGE OF EDUCATION

- A new **undergraduate certificate in special education**, offered by the Department of Special Education and Clinical Sciences, with the recommendation of the dean of COE and approval of the Undergraduate Council, has been approved by the provost. *Effective fall 2016.*
- The Office of the Registrar has confirmed and the UOCC approved availability of a **new subject code, PREV**, for use by the College of Education for courses in prevention science. *Effective spring 2016.*
- A new **graduate specialization in quantitative research methods** offered by the Department of Educational Methodology, Policy, and Leadership with the recommendation of the dean of COE and the Graduate Council, has been approved by the provost. *Effective fall 2016.*

UNIVERSITY ACADEMIC POLICY

- Upon recommendation of the Undergraduate Council and the Academic Council, on February 10, 2016, the University Senate approved the following Course Repeat Policy (*Effective fall 2016*):

Course Repeat Policy

UOCC Preliminary Winter 2016 Curriculum Report. Request additional copies from kathyw@uoregon.edu. After March 16, 2016 report errors in writing to kathyw@uoregon.edu and jefferis@uoregon.edu

Undergraduate students may not register, without prior approval by the Academic Requirements Committee (ARC) and the Office of the Registrar, for nonrepeatable courses in which they are currently enrolled or for which they have already earned a C or a Pass or better at the UO or from a transferring institution.

Students may register, without prior approval by the ARC and the Office of the Registrar, for a nonrepeatable course for which they have already earned a C– or less or a No Pass at the UO or from a transferring institution.

All grades for all courses taken at the UO appear on both the official and unofficial transcript and are included in the term GPA calculation. Only the second attempt of the repeated course is calculated into the cumulative GPA. Credit for nonrepeatable courses is given only once.

Some courses are repeatable for credit if the content of the course differs from that of a previous offering of the course (e.g., topics courses) or may be repeated for credit for a limited number of credits or a limited number of times. If a course is approved by the Committee on Courses to be repeatable for credit, the description of the course as published within the *University of Oregon Catalog* will state the restrictions for repeating the course. All grades and credits earned in repeatable courses are calculated in both the term and cumulative GPAs, up to the prescribed limits.

Repeated courses are annotated on the transcript as either being “repeated, included in GPA” or “repeated, excluded from GPA.”

Students receiving federal financial aid should remember that failed course work is calculated in the overall financial aid satisfactory academic progress (SAP) review each year, and a student is required to meet SAP standards to remain eligible for financial aid. The SAP is calculated differently than the UO GPA and the UO academic standing.

- Upon recommendation of the academic council, on November 11, 2015, the University Senate approved the following changes to the university summer session calendar (*Effective fall 2016*):

Formally do away with the two-day final exam period at the end of week eight, beginning summer session 2016; this returns two teaching days to the second four-week session and the first eight-week sessions. Final exams may be given during the last class period.

Formally change to a 12-week summer session (with degree conferral and all end-of-term processes at the end of that 12 weeks), beginning summer session 2016.

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, 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

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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 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.)

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:

“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.

UOCC Preliminary Winter 2016 Curriculum Report. Request additional copies from kathyw@uoregon.edu. After March 16, 2016 report errors in writing to kathyw@uoregon.edu and jefferis@uoregon.edu

“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.

Contact Hours

- Classes at the 1xx and 2xx level have one classroom contact hour and two hours of out-of-class work per week for each credit hour earned. For example, a four-credit class will meet for a minimum of fifty minutes per day, for a total of 200 minutes per week.
- Classes at the 3xx and 4xx level must have a minimum of three contact hours per week for a four credit class, with sufficient demonstrated lab or activities outside of class to warrant the additional credit hour beyond contact.

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 (uocatalog.uoregon.edu/readersguide/)

Existing UO Policies and Procedures

Source: University of Oregon Committee on Courses: *Procedures for Curricular Changes, Revised August 2009* (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 (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 and 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

Code	Subject
EDUC	Education
ENG	English
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

Code	Subject
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]
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
OIVI	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

Code	Subject
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
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

Code	Subject
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 (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		
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 Preliminary, 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 May XX, 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.
- 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.