Fall 2014
Final
Curriculum Report

December 4, 2014

Prepared by the
University of Oregon Committee on Courses
**FALL 2014**  
**FINAL CURRICULUM REPORT**  
**December 4, 2014**

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FALL 2014 FINAL CURRICULUM REPORT
December 4, 2014

OVERVIEW

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

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2015, unless a specific term is requested by an academic department and stated otherwise in this report.

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

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

LOOKING AHEAD

Winter 2015
December 10, 2014—Second round winter submissions due to UOCC
February 25, 2015—Final report due to Senate
March 11, 2015—Senate votes on Final report

Spring 2015
March 18, 2015—Third round spring submissions due to UOCC
May 13, 2015—Final report due to Senate
May 27, 2015—Senate votes on Final report

MOTION

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

Respectfully submitted,

Voting: Christian Cherry
Amalia Gladhart
Chuck Kalnbach
Robert Mann
Boyana Norris
Frances White

Ex officio: Sue Eveland
Mike Jefferis
Scott Skelton
Andy Berglund
Andrew Wahlstrom

Convener: Ruth Keele
Staff: Brian Lowery
Kathy Warden
COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

NEW COURSE(S)

(Course previously taught as Anth 199)
ANTH 349 Origins of Art (4) [Graded only for majors] Examines prehistoric and recent hunter-gatherer art to understand the role that art behavior played in ancestral human life. Approved to satisfy science group requirement. Approved to satisfy international cultures multicultural requirement.

(Course previously taught as 310)
ANTH 373 Psychoactive Substances in Ancient Societies (4) [Graded only for majors] Global review of psychoactive substances in past human societies, including the paraphernalia, iconography, and residues of drugs found in the archaeological record. Prereq: ANTH 145 or ANTH 150. Approved to satisfy social science group requirement. Effective winter 2015.

(Course previously taught as 410)
ANTH 456 Peopling of the Americas (4) Reviews anthropological methods of the Americas including biological, genetic, archaeological, and paleoenvironmental evidence. Prereq: ANTH 145 or ANTH 150. Offered alternate years.

EXISTING COURSE(S)

(UOCC administrative action)
ANTH 161 World Cultures (4) A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world.
(Change course title)
ANTH 161 Introduction to Cultural Anthropology (4) A first look into the work of cultural anthropology and an introduction to the cultural diversity of the world. Effective winter 2015.
ASIAN STUDIES PROGRAM

NEW COURSE(S)

(Course previously taught as GEOG 475/575)
ASIA 480/580 Chinese Economy: Transition, Development, Globalization (4) [Graded only for majors] Comprehensive introduction to the Chinese economy: market transition; macroeconomic conditions and policies; key sectors such as industry, banking, finance, energy, export, technology, agriculture; globalization. Offered alternate years.

BIOLOGY

NEW COURSE(S)

(Course previously taught as BI 410 and BI 510)
BI 427/527 Molecular Genetics of Human Disease (4) Advanced discussions of heritable diseases from single-gene mutations such as cystic fibrosis to complex multigenetic diseases such as autism and schizophrenia. Prereq: BI 320.

EXISTING COURSE(S)

(UOCC administrative action)
BI 322 Cell Biology (4) Prereq: BI 214 and CH 331 or BI 282H. (Change prerequisite)
BI 322 Cell Biology (4) Prereq: BI 214 or BI 282H; CH 331 recommended. Effective winter 2015.

(UOCC administrative action)
BI 420 Cellular Basis of Learning and Memory (4) Prereq: BI 212 or BI 282H. (Change prerequisite)
BI 420 Cellular Basis of Learning and Memory (4) Prereq: BI 320 or BI 322; BI 360. Effective winter 2015.

CHEMISTRY

EXISTING COURSE(S)

(UOCC administrative action)
CH 360 Physiological Biochemistry (4) Prereq: CH 336 or 343; BI 214 or 282H. (Change prerequisite)
CH 360 Physiological Biochemistry (4) Prereq: CH 336 or 343; BI 214 or 282H recommended. Effective fall 2014.

(UOCC administrative action)
CH 432/532 Inorganic Chemistry (4) Prereq: CH 431/531. (Change prerequisite)
(UOCC administrative action)
CH 433/533 Inorganic Chemistry (4) Prereq: CH 432/532.
(Change prerequisite)

(UOCC administrative action)
(Change prerequisite)

**COMPUTER AND INFORMATION SCIENCE**

**DROP COURSE(S)**

(UOCC administrative action)

**CREATIVE WRITING**

Existing Course Change(s)

(UOCC administrative action)
**CRWR 244 Introduction to Creative Writing: Literary Nonfiction (4)** Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing. *(change course title)*
**CRWR 244 Introduction to Creative Nonfiction (4)** Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing. *Effective fall 2014.*

(UOCC administrative action)
**CRWR 336 Intermediate Creative Writing: Literary Nonfiction (4)** Intermediate-level study of literary nonfiction writing. Repeatable twice for a maximum of 12 credits. *(change course title)*

**EAST ASIAN LANGUAGES AND LITERATURES**

**NEW COURSE(S)**

(Course previously taught as 410/510)
**JPN 480/580 Early Modern Comics (4)** [Graded only] Focuses on comic books in 18th and 19th century Japan and their place in the “floating world” of popular culture.
ECONOMICS

EXISTING COURSE(S)

(UOCC administrative action)
EC 427/527 Games and Decisions (4) Prereq: EC 311, 320.
(Change prerequisite)
EC 427/527 Games and Decisions (4) Prereq: EC 311; 320 or 423. Effective fall 2014.

(UOCC administrative action)
EC 428/528 Behavioral and Experimental Economics (4) Prereq: EC 311, 320.
(Change prerequisite)
EC 428/528 Behavioral and Experimental Economics (4) Prereq: EC 311; 320 or 423. Effective fall 2014.

(UOCC administrative action)
EC 430/530 Urban and Regional Economics (4) Prereq: EC 311, 320.
(Change prerequisite)
EC 430/530 Urban and Regional Economics (4) Prereq: EC 311; 320 or 423. Effective fall 2014.

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
EC 440/540 Public Economics (4) Prereq: EC 311, 320.
(Change prerequisite)
EC 440/540 Public Economics (4) Prereq: EC 311; 320 or 423. Effective fall 2014.

(UOCC administrative action)
EC 443/543 Health Economics (4) Prereq: EC 311, 320.
(Change prerequisite)
EC 443/543 Health Economics (4) Prereq: EC 311; 320 or 423. Effective fall 2014.

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
**EC 460/560 Theories of Industrial Organization** (4) Prereq: EC 311, 320.

(Change prerequisite)
**EC 460/560 Theories of Industrial Organization** (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

(Change prerequisite)

(UOCC administrative action)
**EC 470/570 Monetary Policy** (4) Prereq: EC 311, 313, 320.

(Change prerequisite)
**EC 470/570 Monetary Policy** (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)
**EC 471/571 Monetary Theory** (4) Prereq: EC 313, 320.

(Change prerequisite)
**EC 471/571 Monetary Theory** (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)
**EC 480/580 International Finance** (4) Prereq: EC 311, 313, 320.

(Change prerequisite)
**EC 480/580 International Finance** (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)
**EC 481/581 International Trade** (4) Prereq: EC 311, 320.

(Change prerequisite)
**EC 481/581 International Trade** (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)
**EC 484/584 Multinational Corporations** (4) Prereq: EC 311, 320.

(Change prerequisite)
**EC 484/584 Multinational Corporations** (4) Prereq: EC 311; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)
**EC 490/590 Economic Growth and Development** (4) Prereq: EC 311, 313, 320.

(Change prerequisite)
**EC 490/590 Economic Growth and Development** (4) Prereq: EC 311, 313; 320 or 423. *Effective fall 2014.*

(UOCC administrative action)

(Change prerequisite)
(UOCC administrative action)
EC 493/593 The Evolution of Economic Ideas (4) Prereq: EC 311, 313, 320.
(Change prerequisite)
EC 493/593 The Evolution of Economic Ideas (4) Prereq: EC 311, 313; 320 or 423. Effective fall 2014.

ENVIRONMENTAL STUDIES

EXISTING COURSE(S)

(UOCC administrative action)
(Change prerequisite)

GEOGRAPHY

NEW COURSE(S)

GEOG 468/568 Contemporary Food Systems (4) [Graded only for majors] Explores contemporary food systems at local, national, and global scales. Emphasis on the political economy and sociocultural dynamics linking agriculture, food industries, and consumption.

HISTORY

NEW COURSE(S)

(Course previously taught as 410/510)
HIST 373 Shi’ism and Revolution (4) [Graded only for majors] A historical introduction to Shi’ism exploring its connection with revolutionary movements throughout Islamic history and the relationship between ideology and historical change. Approved to satisfy social science group requirement. Approved to satisfy identity, pluralism, and tolerance multicultural requirement. Effective winter 2015.

(Course previously taught as 410)

EXISTING COURSE(S)

(UOCC administrative action)
HIST 388 Vietnam and the United States (4) Vietnamese society and history: the First Indochina War, origins and escalation of United States involvement in Vietnam; de-escalation and defeat.
(Change course title)

INTERNATIONAL STUDIES

NEW COURSE(S)

INTL 323 Islam and Global Forces (4) [Graded only for majors] Addresses interactions between global forces and processes in historical and modern Muslim societies and the salience of Islam in contemporary global arenas. Sequence with INTL 423. Offered alternate years. Approved to satisfy international cultures multicultural requirement.

(int Course previously taught as 410/510)
INTL 463/563 Population Displacement and Global Health (4) [Graded only for majors] Explores health and mental health problems affecting displaced (migrant and refugee) communities and considers underdevelopment as a fundamental cause of displacement and health problems. Offered once per academic year. Effective winter 2015.

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

MATHEMATICS

EXISTING COURSE(S)

(UOCC administrative action)
MATH 463/563 Mathematical Methods of Regression Analysis and Analysis of Variance (4) Prereq: MATH 462. (Change prerequisite)

(UOCC administrative action)
MATH 467/567 Stochastic Processes (4) Prereq: MATH 461. (Change prerequisite)

POLITICAL SCIENCE

NEW COURSE(S)

(Course previously taught as HC431H and PS399)
PS 367 Science and Politics of Climate Change (4) [Graded only for majors] Understanding the causes, impacts, policies, and politics of global climate change from natural and social science perspectives. Approved to satisfy social science group requirement.
(Course previously taught as 399)
**PS 369 Southern Politics (4)** [Graded only for majors] Explores the economic, social, and political aspects of life in the 20th-century US South. *Approved to satisfy social science group requirement. Approved to satisfy American Cultures multicultural requirement.*

(Course previously taught as 607)
**PS 630 States and Regimes (5)** [Graded only for majors] Introduction to the major issues, theories, concepts, and arguments about states and regimes in comparative politics. Offered alternate years.

**REINSTATED COURSE(S)**

(UOCC administrative action; course dropped fall 2014, last taught winter 2012)
**PS 491 Politics of Everyday Life (4)** Examines how we try to influence each other’s behaviors in the course of everyday life. Readings from several disciplines. *Effective spring 2015.*

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**ROMANCE LANGUAGES**

**NEW COURSE(S)**

**ITAL 152 Desire and Resistance: Italian Cinema (4)** The theories and works of the major Italian filmmakers; topics in Italian history and culture; introduction to film analysis. *Approved to satisfy arts and letters group requirement. Approved to satisfy international cultures multicultural requirement. Effective winter 2015.*

**FR 361 French Cinema for Nonmajors (4)** An introduction to the major movements of French cinema for nonmajors. No prior knowledge of film studies or French culture required. Taught in English. *Approved to satisfy arts and letters group requirement. Approved to satisfy international cultures multicultural requirement.*

Н (Course previously taught as 407/507)
**SPAN 431/531 Medieval Iberian Literature and Culture: [Topic] (4R)** [Graded only for majors] Selected topics on the literature and culture of the Iberian Peninsula from the 12th through the 16th centuries. Prereq: two from SPAN 341, 342, 343, 344. Repeatable when topic changes. Offered alternate years. *Prerequisites may be taken concurrently with departmental permission only.*

**(Course previously taught as 407)**
**SPAN 432/532 Spanish Islamic Literature and Culture: [Topic] (4R)** [Graded only for majors] Selected topics on the Islamic literature and culture of the Iberian Peninsula from the 12th through the 17th centuries. Prereq: two from SPAN 341, 342, 343, 344. Repeatable when topic changes. *Prerequisites may be taken concurrently with departmental permission only.*

**SPAN 433/533 Sephardic Literature and Culture: [Topic] (4R)** [Graded only for majors] Selected topics on the literature and culture of the Sephardic Jews from the 12th through the 20th centuries. Prereq: two from SPAN 341, 342, 343, 344. Repeatable when topic changes. Offered alternate years. *Prerequisites may be taken concurrently with departmental permission only.*
EXISTING COURSE(S)

(UOCC administrative action)
SPAN 322 Introduction to Hispanic Linguistics (4) Prereq: two from SPAN 301, 303, 305, 308, 311.
(UOCC administrative action)
SPAN 322 Introduction to Hispanic Linguistics (4) Prereq: two from SPAN 301, SPAN 303, SPAN 305, SPAN 308, SPAN 311 or SPAN 312. Effective winter 2015.

(UOCC administrative action)
SPAN 407 Seminar: [Topic] (1–6R) Prereq: Two survey courses from SPAN 316, 317, 318, or 319.
(Change prerequisite)

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
SPAN 424 History of the Spanish Language (4) Prereq: two from SPAN 315, 320, 322.
(Change prerequisite)

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
SPAN 448 National Identities and Border Cultures in the Americas (4) Prereq: SPAN 311; two from SPAN 318, 319, 328.
(Change prerequisite)
SPAN 448 National Identities and Border Cultures in the Americas (4) Prereq: SPAN 311 or 312; two from SPAN 343, SPAN 344, SPAN 348. Effective winter 2015.

(UOCC administrative action)
(Change prerequisite)
(UOCC administrative action)
SPAN 451 Sor Juana and Her Context (4) Prereq: two from SPAN 316, 317, 318, 319.
(Change prerequisite)
SPAN 451 Sor Juana and Her Context (4) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. Effective winter 2015.

(Change prerequisite)
SPAN 452 Renaissance and Baroque Poetry (4) Prereq: two from SPAN 316, 317, 318, 319, 330 (at least one from 316, 318, 330).
(Change prerequisite)
SPAN 452 Renaissance and Baroque Poetry (4) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. Effective winter 2015.

(Change prerequisite)
SPAN 460 Don Quixote (4) Prereq for majors: three from SPAN 316, 317, 318, 319; prereq for nonmajors: equivalent background in literature.
(Change prerequisite)
SPAN 460 Don Quixote (4) Prereq: three from SPAN 341, SPAN 342, SPAN 343, SPAN 344. Effective winter 2015.

(Change prerequisite)
SPAN 466 Introduction to Spanish Golden Age (4) Prereq: two from SPAN 316, 317, 318, 319.
(Change prerequisite)
SPAN 466 Introduction to Spanish Golden Age (4) Prereq: two from SPAN 341, SPAN 342, SPAN 343, SPAN 344. Effective winter 2015.

(Change prerequisite)
(Change prerequisite)

(Change prerequisite)
(Change prerequisite)

DROPPED COURSE(S)

(To be replaced by ITAL 152)
ITAL 151 Italian Cinema (2) Emphasizes basic oral communication and listening comprehension through weekly viewings of films in Italian. Discussion in English. Repeatable once for a maximum of 4 credits. Effective winter 2015.
RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES

NEW COURSE(S)

(Course previously taught as RUSS 440/540)
RUSS 440/540 Russian Phonology and Morphology (4) [Graded only for majors] Russian phonology and morphology (sound system and word formation) Offered alternate years.

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

EXISTING COURSE(S)

(UOCC administrative action)
ARTD 378 Multimedia Design I (5R) Repeatable. Introduces multimedia design and authoring; use of motion, duration, and time-based interaction as a means of artistic expression. Students build navigational structures and explore stochastic principles in developing an individual approach to interactivity. Sequence with ARTD 478/578.

(Remove course sequence)
ARTD 378 Multimedia Design I (5R) Repeatable. Introduces multimedia design and authoring; use of motion, duration, and time-based interaction as a means of artistic expression. Students build navigational structures and explore stochastic principles in developing an individual approach to interactivity. Effective winter 2015.

(UOCC administrative action)

(Change prerequisite)
ARTO 455/555 Conceptual Strategies in Photography (4R) Prereq: ARTO 250; one additional course with ARTO subject code. Effective fall 2014.
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<td><strong>AAD 434 Entrepreneurship and the Arts (4)</strong> [Graded only] Provides exploration into the evolution of entrepreneurship in the arts; instructs emerging artists to assess their entrepreneurial potential and develop strategic planning skills in finance, legal issues, and cultural leadership.</td>
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<td><strong>AAD 435 Arts Business Development (4)</strong> [Graded only] 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. Sequence with AAD 434.</td>
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<td><strong>ARH 342 Southern Baroque Art (4)</strong> Italian and Spanish art of the late 16th and 17th centuries. Focus on Caravaggio, Carracci, Bernini, Velazquez, other leading artists. <strong>Effective winter 2015.</strong></td>
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<td><strong>PPPM 645 Sustainable Cities (4)</strong> Examines the nexus of sustainability and planning in theory and practice. Explores how cities incorporate principles of sustainability in various systems and policies.</td>
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(UOCC administrative action)
PPPM 441 Growth Management (4)
(Add prerequisite)
**PPPM 441 Growth Management (4)** Prereq: PPPM 205. *Effective winter 2015.*

**DROP COURSE(S)**

**PPPM 545 Green Cities (4)** Keeping 445 Green Cities, but proposing new graduate level course 645 Sustainable Cities.

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**PRODUCT DESIGN**

**EXISTING COURSE(S)**

(UOCC administrative action)
(Change prerequisite)

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**CHARLES H. LUNDQUIST COLLEGE OF BUSINESS**

**FINANCE**

**NEW COURSE(S)**

(Course previously taught as FIN 410/510)
**FIN 464/564 Commercial Banking (4)** [Graded only] Operation and pricing policies of a commercial bank, concentrating on management of institutions that take deposits and make loans and investments through the use of computer-simulated banking operations. Prereq: FIN 316.

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**MANAGEMENT**

**NEW COURSE(S)**

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

(Course previously taught as MGMT 610)
**MGMT 640 Sustainable Business Development (3)** [Graded only] Focuses on corporate environmental...
management, drawing on economic and policy models, strategic analysis, and use of business cases. Issues facing small and mid-sized companies stressed.

(Course previously taught as MGMT 610)

**MGMT 641 Industrial Ecology (3) [Graded only]** Takes a systems approach to the design and manufacture of products and delivery of services with minimized ecological impact.

**COLLEGE OF EDUCATION**

**COUNSELING PSYCHOLOGY AND HUMAN SERVICES**

**EXISTING COURSE(S)**

(UOCC administrative action)

CPSY 606 Special Problems: [Topic] (1-16R)
(Change title)

CPSY 606 Field Studies: [Topic] (1–16R) *Effective fall 2014*

**SPECIAL EDUCATION AND CLINICAL SCIENCES**

**EXISTING COURSE(S)**

(UOCC administrative action to correct credits and grading option; course incorrectly reported spring 2014)

CDS 431 Beginning Clinical Methods (2) [Graded only] Focuses on basic methods for assessment and intervention within an evidence-based framework. Includes 15 hours of guided observation. Sequence with CDS 430. Prereq: CDS 430.
(Change credits, change grading option)


**SCHOOL OF JOURNALISM AND COMMUNICATION**

No courses approved.
SCHOOL OF LAW

NEW COURSE(S)

CRES 620 Facilitation (2) Fundamentals of facilitating group discussions and decision-making.

SCHOOL OF MUSIC AND DANCE

DANCE

EXISTING COURSE(S)

DAN 260 Anatomy of Human Movement (4) (Changed Course Description, General-Education Requirements)

DAN 260 Anatomy of Human Movement (4) An introduction to scientific reasoning focusing on methodology and current research in dance anatomy and kinesiology. Approved to satisfy science group requirement.

MUSIC

NEW COURSE(S)

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

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

PEIA 346 Sand Volleyball (1R) [P/NP only] Prereq: varsity athletes only. All PE activity classes are repeatable once for credit.
DENIED PROPOSALS

NEW COURSE(S)

HIST 450/550 The Iraq War, 2003–11 (4) Course approved. Request for this course to satisfy international cultures multicultural requirement denied.

(Course previously taught as 410/510)

INTL 463/563 Population Displacement and Global Health (4) Course approved. Request for this course to satisfy international cultures multicultural requirement denied.

PENDING PROPOSALS

NEW COURSE(S)

(Course previously taught as 410/510)

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

WITHDRAWN PROPOSALS

NEW COURSE(S)

(Course previously taught as 410/510)

PS 474/574 International Political Economy of Developing Countries (4) [Graded only for majors] Explores the relationship between politics and economic globalization in developing countries.

EXISTING COURSE(S)

J 464/564 Newspaper Design (4)
(Changed Course Title)
J 464/564 News Design (4)

(UOCC administrative action)

MUS 480/580 Audio Recording Techniques I (3)
(Add repeatability)

MUS 480/580 Audio Recording Techniques I (3R) Repeatable once for a total of 6 credits. Effective fall 2014.
DROPPED COURSES

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

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

Dropped courses will be listed in the spring curriculum report.
OTHER CURRICULAR MATTERS

College of Arts and Sciences

With the approval of the dean, the bachelor’s program in history has revised the list of distribution fields that count toward the major. A sixth field, global history, has been added, and the existing African history field has been retitled “African and Middle Eastern history.” Effective winter 2015.

Requirements for the political science bachelor of arts and bachelor of science programs are amended with the approval of the dean. Options for fulfilling subfield requirements in comparative politics, international relations, and United States politics are expanded to include 100-level as well as 200-level courses. Students are encouraged to take these courses before taking upper-division political science courses. Effective retroactively to fall 2014.

A new premajor in international studies is established with the approval of the dean and the Office of Academic Affairs, acting on behalf of the provost. Effective retroactively to fall 2014.

A new graduate specialization in translation studies, upon recommendation of the Graduate Council, has been approved by the provost. The specialization will be housed in the Romance languages department. Effective fall 2015.

School of Architecture and Allied Arts

Degree requirements for the master’s degree in community and regional planning have been changed with the approval of the dean and endorsement of the Graduate School. The land-use and design requirement is replaced with a land-use requirement, removing two of the four course options to better align with accreditation criteria. The single GIS course is replaced with two options. Effective fall 2015.

School of Journalism and Communication

Correction: The Winter 2003 Curriculum Report erroneously reported the removal of the MA/MS program in journalism.

School of Law

With the approval of the provost and notification to the State Board of Higher Education, the master of laws (LLM) program has been expanded to a general LLM with majors in environmental and natural resources law, business law, and American law. Effective retroactively to fall 2014.
SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

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

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

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

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

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

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

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

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

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

Temporary general-education group-satisfying courses will be numbered “100” for lower division credit and “300” for upper division credit. A course may be taught for general-education group-satisfying credit once using a “100” or “300” number if (a) a course proposal to obtain a permanent course number has been submitted for review, and (b) an initial review of this proposal by the ICGER committee determines its suitability for group-satisfying status. (Approved on May 11, 2011.)
Expanded Course Descriptions for Group-Satisfying Courses: All proposals for courses that would satisfy a group requirement for general education must include a suitable expanded course description, for use with the course, as specified in senate legislation:

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Undergraduates Engaged</th>
<th>Hours Graduate Students Engaged</th>
<th>Undergraduate Assessment</th>
<th>Graduate Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readings</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>35</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Preparation</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Activities</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>120</strong></td>
<td><strong>160</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Undergraduate Assessment</th>
<th>Graduate Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>2 quizzes</td>
<td>20% (10% each)</td>
<td>10% (5% each)</td>
</tr>
<tr>
<td>Critical review</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Analytical report</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Proposal for field sampling</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Essay</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
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.*

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab or workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field work, experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performances, creative activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definition of terms:**

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

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

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

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

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

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

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

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

Departments following these recommendations could then represent the full range of their curricular offerings and could maintain a sustainable list of courses in the catalog.
CRITERIA FOR INCLUDING AN “H” SUFFIX IN A COURSE NUMBER

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

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

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

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

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

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

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

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

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

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

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

REPORT OF THE UNIVERSITY OF OREGON COMMITTEE ON COURSES TO THE UNIVERSITY SENATE
MAY 13, 1998
Revised May 11, 2011

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

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

1. Multilisted courses can be established, changed, or dropped only with the concurrence of all departments involved. The departments must select a home department for the course and prepare a single Multilisted Course form, submitted to the Committee on Courses through the home department’s college or school.

2. A set of multilisted courses must have identical course numbers, titles, credits, grading options, descriptions, and pre- or corequisites. Only the subject codes differ.

3. Courses that are repeatable for credit (identified in University of Oregon Catalog by an R after the credits) are ineligible for multilisting. This includes generic courses (numbered 196, 198, 199, 399, 401-410, 503, 601-610, 704-710).

4. Student credits remain with the employing department. For any term that a course will be taught by more than one instructor, the percentage of each faculty member’s responsibility for the course must be specified in advance of registration.

5. All subject codes in a multilisted set are printed in the UO Schedule of Classes whenever one course in the set is listed.

6. Under the home department in the UO Undergraduate and Graduate Catalog, a descriptive statement at the end of the course description specifies all other subject codes for the same course and indicates that it may be taken only once for credit.

7. In the UO catalog, each multilisted course in another department provides a cross-reference to the complete entry in the home department.

8. The Office of the Registrar prepares separate class lists and grade rosters for each department offering multilisted courses.

9. Each multilisted course is denoted by an “M” suffix to the course number. A course may have only one suffix letter.

10. Temporary multilisted courses may be offered without formal course approval only once, under the numbers 200M (lower division), 400M (upper division), 500M, or 600M (graduate).
UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS

GROUP-REQUIREMENT POLICIES

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

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

1.1. **Group-satisfying courses in arts and letters** must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives). Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.

1.2. **Group-satisfying courses in the social sciences** must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g., involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.

1.3. **Group-satisfying courses in the sciences** should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.

2. Specific Criteria:

2.1. Group-satisfying courses must be numbered at the 100, 200, and 300 levels.

2.2. Lower division courses must be offered annually, and upper division courses at least every other year.

2.3. Approved courses must be at least 4 credits each.

2.4 Approved courses cannot be repeatable for credit.

2.5. Upper-division group-satisfying courses must provide depth and rigor beyond that of typical lower-division general-education courses. Departments must justify, in terms of content, workload, and method of instruction, the assignment of a course to the upper level.

2.6. Courses that are offered for majors only are excluded from group status, but courses that are designed for both majors and other students may qualify.

2.7. Although laboratory courses are not automatically excluded from group status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.

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

3.1. Before submission to the Senate, such courses proposed by departments must be reviewed at several levels:
3.1.1. By the curricular committees of the various colleges and schools

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

3.1.3. By the University Committee on Courses.

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

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

4. Completion of group requirements (student progress):

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

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

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

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

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

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

Category C: International Cultures. The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B (namely, race and ethnicity, pluralism and monoculturalism, prejudice and tolerance) or explicitly describe and analyze a worldview (i.e., a system of knowledge, feeling, and belief) that is substantially different from those prevalent in the 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.
Winter 2015
Final
Curriculum Report

March 12, 2015

Prepared by the
University of Oregon Committee on Courses
WINTER 2015
FINAL CURRICULUM REPORT
March 12, 2015

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OVERVIEW

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

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2015, unless a specific term is requested by an academic department and stated otherwise in this report.

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

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

LOOKING AHEAD

Spring 2015

March 18, 2015—Third round spring submissions due to UOCC
May 13, 2015—Final report due to Senate
May 27, 2015—Senate votes on Final report

Fall 2015

September 30, 2015—First round fall submissions due to UOCC
November 18, 2015—Final report due to Senate
December 2, 2015—Senate votes on Final report

MOTION

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

Respectfully submitted,

Voting: Christian Cherry
        Samantha Cohen
        Amalia Gladhart
        Chuck Kalnbach
        Roberta Mann
        Boyana Norris
        Frances White

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

Staff: Brian Lowery
      Kathy Warden
COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

NEW COURSE(S)

(Course previously taught as ANTH 298 in 201402)
ANTH 250 Introduction to Middle East Studies (4) [Graded only for majors] Explores national, familial, religious, and gendered identities in the Middle East as well as colonial histories, historical memory, politics, globalization, and world view. Approved to satisfy category II: social science general-education group requirement. Approved to satisfy category C: international cultures multicultural requirement.

(Course previously taught as ANTH 310 in 201103)
ANTH 260 Domestic Animals (4) Explores human relationships with domestic animals, examining the domestication process and the effects of animal domestication on human society. Offered alternate years. Approved to satisfy Category III-Science general-education group requirement. Effective spring 2015.

(Course previously taught as ANTH 410/510 in 201303)
ANTH 450/550 The Anthropology Museum (4) Social, historical, ethical, and practical dimensions of the curation and exhibition of anthropological collections in museum contexts. Offered alternate years. Effective spring 2015.

(Course previously taught as ANTH 399 in 201004)
ANTH 473/573 Advanced Forensic Anthropology (4) [Graded only for majors] Teaches theory and analysis of human remains for medico-legal professionals, including estimating biological parameters from skeletons and outdoor crime scene processing and testimony. Prereq: ANTH 176 with a grade of B– or better or ANTH 366 with a C– or better. Offered alternate years.
BIOLOGY

EXISTING COURSE(S)

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


CINEMA STUDIES

NEW COURSES

(Course previously taught as CINE 399 in 201202)

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

COMPARATIVE LITERATURE

NEW COURSES

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

EAST ASIAN LANGUAGES AND LITERATURES

EXISTING COURSE(S)

(UOCC administrative action)

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

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

(UOCC administrative action)

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

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

(UOCC administrative action)

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

(UOCC administrative action)
CHN 308 Literature of Modern Taiwan (4) Surveys the literature of Taiwan from the postwar era to the present. Discussion focuses on national identity, gender, class, modernization, and globalization. Taught in English.
(Add prerequisite)
**CHN 308 Literature of Modern Taiwan (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)
CHN 350 Gender and Sexuality in Traditional Chinese Literature (4) Examines the changing constructions of gender and sexuality in premodern China. Topics include arranged marriage and concubinage, attitudes toward the body and transgender identities. No background in Chinese necessary; readings in English.
(Add prerequisite)
**CHN 350 Gender and Sexuality in Traditional Chinese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)
CHN 351 Gender and Sexuality in Modern Chinese Literature (4) Primary and secondary works about women, sexuality, and changing gender roles in republican, socialist, and post-Mao China. Readings in English.
(Add prerequisite)
**CHN 351 Gender and Sexuality in Modern Chinese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)
JPN 305 Introduction to Japanese Literature (4) Historical survey of Japanese literature from the eighth century to the present. Analysis and appreciation of major works, genres, and authors such as *The Tale of Genji*, haiku, Kawabata, and Mishima. Readings in English.
(Add prerequisite)
**JPN 305 Introduction to Japanese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)
JPN 306 Introduction to Japanese Literature (4) Historical survey of Japanese literature from the eighth century to the present. Analysis and appreciation of major works, genres, and authors such as *The Tale of Genji*, haiku, Kawabata, and Mishima. Readings in English.
(Add prerequisite)
**JPN 306 Introduction to Japanese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*

(UOCC administrative action)
JPN 307 Introduction to Japanese Literature (4) Historical survey of Japanese literature from the eighth century to the present. Analysis and appreciation of major works, genres, and authors such as *The Tale of Genji*, haiku, Kawabata, and Mishima. Readings in English.
(Add prerequisite)
**JPN 307 Introduction to Japanese Literature (4)** Prereq: WR 121 or equivalent. *Effective spring 2015.*
ECONOMICS

NEW COURSE(S)

(Course previously taught as EC 410 in 201401)
EC 435/535 Natural Resource Economics (4) [Graded only for majors] Applications of economic theory and empirical methods to natural resources problems: ecosystems and renewable resources (land, water, fisheries, forests); exhaustible resources (energy, minerals). Prereq: EC 311, EC 320.

DROPPED COURSE(S)

EC 433/533 Resource and Environmental Economics (4)

GERMAN AND SCANDINAVIAN

NEW COURSE(S)

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

EXISTING COURSE(S)

(UOCC administrative action) GER 102 First-Year German (5) Prereq: GER 101.
(Change prerequisite)
GER 102 First-Year German (5) Prereq: GER 101 or GER 104. Effective winter 2015.

(UOCC administrative action)
GER 202 Second-Year German (4) Prereq: GER 201.
(Change prerequisite)
GER 202 Second-Year German (4) Prereq: GER 201 or GER 204. Effective winter 2015.

(UOCC administrative action)
GER 311 Intermediate Language Training (4) Prereq: GER 203 or equivalent.
(Change prerequisite)
GER 311 Intermediate Language Training (4) Prereq: GER 203, GER 205, or equivalent. Effective winter 2015.

(UOCC administrative action)
GER 312 Intermediate Language Training (4) Prereq: GER 203 or equivalent.
(Change prerequisite)
GER 312 Intermediate Language Training (4) Prereq: GER 203, GER 205, or equivalent. Effective winter 2015.
GER 327 German for Reading Knowledge (4) Intensive practice in grammar; reading texts in the student’s own field. Primarily for graduate students in other disciplines; recommended for students who want extra training in translation. Sequence with GER 328, GER 329. Effective winter 2015.

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

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


HISTORY

NEW COURSE(S)

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

**EXISTING COURSE(S)**

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

(Change course title)
**HPHY 414/514 Muscle Metabolism (4)**

**INTERNATIONAL STUDIES**

**EXISTING COURSE(S)**

(UOCC administrative action; course approved fall 2014)
INTL 465/565 Global Reproductive Health (4) [Graded only for majors] Overview of issues in global reproductive health, including politics, economics, historical and cultural factors. Implications for international health and development programs reviewed. Offered alternate years.

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

**PHYSICS**

**REINSTATED COURSE(S)**

(UOCC administrative action)

**ROMANCE LANGUAGES**

**NEW COURSE(S)**

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

(Course previously taught as SPAN 298 in 201401)
**SPAN 238 Spanish Around the World (4)** Introduction to language variation (dialects) through the study of the places, peoples, history, and social differences that make the Spanish language what it is today. Prereq: SPAN 103 or SPAN 112 or equivalent proficiency in Spanish language. Approved to satisfy category II: social science general-education group requirement. Approved to satisfy category C: international cultures multicultural requirement.
WOMEN'S AND GENDER STUDIES

NEW COURSE(S)

(Course previously taught as WGS 399 in 201302)

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

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

NEW COURSE(S)

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

(Course previously taught as ARTS 410 in 201203)

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

HISTORIC PRESERVATION

NEW COURSE(S)

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

EXISTING COURSE(S)

(UOCC administrative action)
PPPM 201 Introduction to Planning, Public Policy and Management (4)
(Changed course title)
PPPM 201 Introduction to Public Policy

(UOCC administrative action)
PPPM 432/532 Urban Revitalization in Minority Communities (4)
(Changed course title)
PPPM 432/532 Justice and Urban Revitalization

(UOCC administrative action)
PPPM 440/540 Land Use and Growth Management (4)
(Changed course title)
PPPM 440/540 Land-Use Policy

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

FINANCE

EXISTING COURSE(S)

(UOCC administrative action)
FIN 380 Financial Markets and Investments (4) Prereq: FIN 316.
(Change prerequisite)

COLLEGE OF EDUCATION

EDUCATION STUDIES

NEW COURSE(S)

EDST 627 Introduction to Supportive Learning Communities (1) [Graded only] Introduces the teacher candidate to the necessary components for creating supportive and successful classroom communities, including interaction between motivation, “classroom management,” and teacher-student relationships. Sequence with EDST 628.
EDST 628 Creating Supportive Classroom Communities (3) [Graded only] Builds on EDST 627 by providing specific research, experience, and strategies for developing classroom environments where student behaviors are focused on learning. Sequence with EDST 627. Prereq: EDST 627.

EXISTING COURSE(S)

EDST 612 Foundations of Learning (4)
(Changed credits, workload)
EDST 612 Foundations of Learning (3)

(UOCC administrative action)
EDST 646 English Language Learners Pedagogy for Elementary Classrooms (4) Prereq: EDST 641.
(Remove prerequisite)
EDST 646 English Language Learners Pedagogy for Elementary Classrooms (4) Effective winter 2015.

DROPPED COURSE(S)

EDST 613 Motivation and Management (4)
Being replaced by courses EDST 627 and EDST 628 that will deliver more effective instruction to teacher candidates at the time they need it.

SCHOOL OF JOURNALISM AND COMMUNICATION

EXISTING COURSE(S)

(UOCC administrative action)
J 404 Internship: [Topic] (1–4R) Repeatable for maximum of 4 credits.
(Change variable credit, maximum credits)

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

SCHOOL OF LAW

No courses submitted.
SCHOOL OF MUSIC AND DANCE

DANCE

EXISTING COURSE(S)

(UOCC administrative action)
DAN 260 Anatomy of Human Movement (4)
(Changed course description, general-education requirements)

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

MUSIC

EXISTING COURSE(S)

(UOCC administrative action; course approved fall 2014)
MUS 365 Regional Ethnomusicology (4R) [Graded only for majors] Students analyze the music and dance of a specified geographic region in relation to its culture. Covers local performance and genres, social constructions. Repeatable when geographic region changes. Approved to satisfy category C: international cultures multicultural requirement.

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

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

(To replace PEF 325)
PEF 344 Healthy Weight Loss (2) For students in need of weight management guidance who are motivated to use a lifestyle approach (nutrition, exercise, stress management) to lose a moderate amount of weight.

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

PEO 412 Leading in Nature (2) [Graded] Focuses on the natural history of the regions explored on field outings and on developing outdoor teaching skills. Prereq: PEO 285.
PEO 413 Field Leadership (2) [Graded only] Focuses on campcraft, field leadership, navigation, and safety skills. Includes a three-day outing and van driver training. Prereq: PEO 285 and PEO 351 or equivalent experience.

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

EXISTING COURSE(S)

PEMA 116 Women’s Self Defense (1R)
(Changed credits, workload)
Minimum credits: 1
Maximum credits: 2
Contact hours per week: 2 or 3
Required out-of-class workload: Reading and writing assignments, physical and verbal skills practice, preparation for physical training and lecture-based tests.

DROPPED COURSE(S)

PEF 325 Healthy Weight Loss (3R)
(Changed credits, workload)
Minimum credits: 2.
Contact hours per week: 3.
Required out-of-class workload: Reading and writing assignments, fitness assessments, activity and nutrition planning, and preparation for two exams.
DENIED PROPOSALS

NEW COURSE(S)

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

(Course previously taught as CINE 425 in 201304)

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

PENDING PROPOSALS

EAST ASIAN LANGUAGES AND LITERATURES

EXISTING COURSE(S)

**CHN 150 Introduction to Chinese Novel (4)**
(Changed Course Description, Course Title)

**CHN 150 Introduction to Chinese Narrative**
Introduction to specific features of Chinese narrative. Readings may span traditional to contemporary literature. Focus is on analysis of characterization, symbolism, causality, and formal issues. No background in Chinese necessary; taught in English.

HUMAN PHYSIOLOGY

NEW COURSE(S)

(Course previously taught as 410/510)

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

MARKETING
NEW COURSES

(Course previously taught as MKTG 610 in 201402)
**MKTG 645 New Product Development (3) Graded only.** Process and best practices for new product development in new ventures and in existing businesses. Explore decisions necessary from concept idea to product launch.

(Course previously taught as SBUS 610 in 201402)
**SBUS 645 Sports Product (3) [Graded only]** Companies and organization of international sports product industry, innovation through manufacturing of products, company management, branding, retail and wholesale.

PRODUCT DESIGN

NEW COURSE(S)

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

(Course previously taught as 410 in winter 2014)
**PD 390 Epic Challenges (4)** Learn how to attack problems of local and international significance using methods of design thinking. Learn the philosophical and theoretical bases for design thinking methods. Prereq: Junior level class standing. *Requesting that this course satisfy Arts and Letters group requirement.*

EXISTING COURSE(S)

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

WITHDRAWN PROPOSALS

None.
DROPPED COURSES

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

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

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

College of Arts and Science

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

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

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

Lundquist College of Business

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

Academic Policies

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

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

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

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

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

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

**Amendment to Concurrent Degree Policy**

Approved by Undergraduate Council October 30, 2014

The Undergraduate Council approved the following new policy regarding concurrent degrees:
“Concurrent degrees are awarded under the following conditions:

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

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

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

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

UGC Policy Recommendation on Premajors

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

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

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

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

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

The Committee on Courses offers the following reminders:

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

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

Minor edits of course description may be made without review by the full committee. Changes may be submitted in writing directly to the Office of the Registrar and to Design and Editing Services, in care of Mike Jefferis (jefferis@uoregon.edu) 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.

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

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

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

January 12, 2015

Subject Code Definition (UO)
An abbreviation used with a course number to indicate an academic subject area.
*Source: 2014-15 University of Oregon Catalog ([http://uocatalog.uoregon.edu/readersguide/](http://uocatalog.uoregon.edu/readersguide/))*

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

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

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

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

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

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

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

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

Procedures for Requesting New Subject Codes

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

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

*Source: Registrar’s Office ([http://registrar.uoregon.edu/current_students/subject_codes](http://registrar.uoregon.edu/current_students/subject_codes))*

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<td>OBWU</td>
<td>Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany]</td>
</tr>
<tr>
<td>OCAM</td>
<td>Overseas Studies: Cambridge International Summer School, England</td>
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<tr>
<td>OCBS</td>
<td>Overseas Studies: Copenhagen Business School, Denmark</td>
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<td>OCFP</td>
<td>Overseas Studies: Chinese Flagship Program</td>
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<tr>
<td>OCHA</td>
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<td>OCIE</td>
<td>Overseas Studies: Council for International Educational Exchange</td>
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<td>OCUR</td>
<td>Overseas Studies: Curtin University [Australia]</td>
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<td>ODIS</td>
<td>Overseas Studies: Copenhagen, Denmark’s International Study Program</td>
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<td>ODUB</td>
<td>Overseas Studies: Dublin, Ireland - AHA</td>
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<td>OEWH</td>
<td>Overseas Studies: Seoul, Ewha Womans University [Korea]</td>
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<td>Overseas Studies: Galway, Ireland - USAC</td>
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<td>OGHIA</td>
<td>Overseas Studies: Journalism Program, Accra, Ghana</td>
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<td>OHAN</td>
<td>Overseas Studies: Hanoi, Hanoi University [Vietnam]</td>
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<td>OHAU</td>
<td>Overseas Studies: Hanyang University, Seoul, South Korea</td>
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<td>Overseas Studies: University of Hong Kong</td>
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<td>OHOU</td>
<td>Overseas Studies: Hokkaido University, Sapporo, Japan</td>
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<td>OHIU</td>
<td>Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel]</td>
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<td>OINT</td>
<td>Overseas Studies: Internship program</td>
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<td>OLAT</td>
<td>Overseas Studies: La Trobe University [Australia]</td>
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<td>OLEG</td>
<td>Overseas Studies: Legon, University of Ghana</td>
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<td>Oregon Leadership in Sustainability</td>
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<tr>
<td>OOLON</td>
<td>Overseas Studies: London, NICSAP Program [England]</td>
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<tr>
<td>OLOY</td>
<td>Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]</td>
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<td>OMAL</td>
<td>Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan [Indonesia]</td>
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<td>OMCT</td>
<td>Overseas Studies: Macerata, Italy - AHA</td>
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<td>OMSE</td>
<td>Oregon Master of Software Engineering</td>
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<td>ONTU</td>
<td>Overseas Studies: National Taiwan University</td>
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<td>ONUS</td>
<td>Overseas Studies: National University of Singapore</td>
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<td>OOV</td>
<td>Overseas Studies: Oviedo, Spain - AHA</td>
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<td>OPAV</td>
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<td>Overseas Studies: Paderno del Grappa, Italy - CIMBA</td>
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<td>OQUE</td>
<td>Overseas Studies: Querétaro, Summer Study in Mexico</td>
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<td>OQUI</td>
<td>Overseas Studies: Quito, Catholic University of Ecuador</td>
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<td>Overseas Studies: Rome, Summer Architecture Studio [Italy]</td>
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<td>OROS</td>
<td>Overseas Studies: Rosario, Argentina - AHA</td>
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<tr>
<td>OSAS</td>
<td>Overseas Studies: Semester at Sea</td>
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<td>OSEG</td>
<td>Overseas Studies: Segovia, Spain - AHA</td>
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<tr>
<td>OSEN</td>
<td>Overseas Studies: Tokyo, Senshu University [Japan]</td>
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<td>OSEV</td>
<td>Overseas Studies: Seville, Study in Spain</td>
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<tr>
<td>OSIE</td>
<td>Overseas Studies: NICSAP Program [Italy]</td>
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<tr>
<td>OSIP</td>
<td>Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]</td>
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<td>OSIT</td>
<td>Overseas Studies: School for International Training</td>
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<td>OSLO</td>
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<td>OSSP</td>
<td>Overseas Studies: Senegal Summer Program, Dakar, Senegal</td>
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<td>OSTP</td>
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<td>OSVL</td>
<td>Overseas Studies: Seville, University of Seville [Spain]</td>
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<td>OTAM</td>
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<td>OUEA</td>
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<td>Subject</td>
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<td>OUPP</td>
<td>Overseas Studies: Uppsala, University of Uppsala [Sweden]</td>
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<td>OVAL</td>
<td>Overseas Studies: Valdivia, Chile - CWU</td>
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<td>OVIE</td>
<td>Overseas Studies: Vienna, NCSA Program [Austria]</td>
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<td>OWAR</td>
<td>Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]</td>
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<td>OWAS</td>
<td>Overseas Studies: Tokyo, Waseda University [Japan]</td>
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<tr>
<td>OXAF</td>
<td>Overseas Experimental Program: Africa</td>
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<td>OXAO</td>
<td>Overseas Experimental Program: Asia and Oceania</td>
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<td>OXEU</td>
<td>Overseas Experimental Program: Europe</td>
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<td>OXLA</td>
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<td>OXME</td>
<td>Overseas Experimental Program: Middle East</td>
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<td>Physical Education Aquatics</td>
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<td>PEAS</td>
<td>Physical Education Aquatics SCUBA</td>
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<td>PEMB</td>
<td>Physical Education Mind-Body</td>
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<td>PEO</td>
<td>Physical Education: Outdoor Pursuits</td>
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<td>PERS</td>
<td>Physical Education Racquet Sports</td>
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<td>PERU</td>
<td>Physical Education Running</td>
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<td>PETS</td>
<td>Physical Education Team Sports</td>
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<td>PEW</td>
<td>Physical Education Weight Training</td>
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<td>Physics</td>
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<td>PORT</td>
<td>Portuguese</td>
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<td>PPPM</td>
<td>Planning, Public Policy and Management</td>
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<td>PS</td>
<td>Political Science</td>
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<td>Psychology</td>
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<td>REES</td>
<td>Russian and East European Studies</td>
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<td>REL</td>
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<td>Russian</td>
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<td>SAPP</td>
<td>Substance Abuse Prevention Program</td>
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<td>SBUS</td>
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<td>Scandinavian</td>
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<td>SPAN</td>
<td>Spanish</td>
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<td>SPSY</td>
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<td>Swahili</td>
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<td>SWED</td>
<td>Swedish</td>
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<td>TA</td>
<td>Theater Arts</td>
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<td>TLC</td>
<td>University Teaching and Learning Center</td>
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<td>WGS</td>
<td>Women’s and Gender Studies</td>
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<td>WR</td>
<td>Expository Writing</td>
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</table>
Appendix B

Bachelor’s Degree Requirements, General Limitations (excerpt)

Source: 2014-15 University of Oregon Catalog
(http://uocatalog.uoregon.edu/admissiontograduation/bachelorrequirements/)

1. A maximum of 124 credits may be transferred from an accredited junior or community college; of this, only 90 credits may be transferred from an international junior college

2. A maximum of 60 credits may be earned in correspondence study

3. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree

4. A maximum of 24 credits may be earned in the following areas (a, b, and c) with not more than 12 in any one area:
   a. Lower-division professional-technical courses
   b. Physical education and dance activity courses
   c. Studio instruction in music (MUP), except for majors in music

5. For music majors, a maximum of 24 credits in music performance (MUP), of which not more than 12 may be taken in the student’s freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree

6. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the B.A. or B.S. degree

7. A maximum of 12 credits in TLC (University Teaching and Learning Center) courses and a maximum of 12 credits in FE (field experience) courses may be counted toward the 180, 220, 225, or 231 credits required for a bachelor’s degree (bold added for emphasis)
INSTRUCTIONS FOR EXPLAINING THE 4XX/5XX DIFFERENTIAL

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>Hours Undergraduates Engaged</th>
<th>Hours Graduate Students Engaged</th>
<th>Undergraduate Assessment</th>
<th>Graduate Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>40</td>
<td>40</td>
<td>15%</td>
<td>15%</td>
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<tr>
<td>Readings</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>35</td>
<td>48</td>
<td></td>
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<tr>
<td>Lab</td>
<td>7</td>
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<tr>
<td>Review Preparation</td>
<td>20</td>
<td></td>
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<td>Class Activities</td>
<td>5</td>
<td>5</td>
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<tr>
<td><strong>Total Hours</strong></td>
<td><strong>120</strong></td>
<td><strong>160</strong></td>
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</tbody>
</table>

Attendance and participation
2 quizzes
Critical review
Analytical report
Presentation
Proposal for field sampling
Essay

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate Student</th>
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<tbody>
<tr>
<td>15%</td>
<td>10% (5% each)</td>
<td>10%</td>
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<td>5%</td>
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<tr>
<td>20% each</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>15%</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>25%</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
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!)
Rationale
Historically, the student credit hour (SCH), derived from the Carnegie Unit, has meant, in broad terms, 1 hour per week of engagement with the instructor in a classroom setting and 2 hours per week of student work outside the classroom for each academic credit. From that model emerged our understanding of the standard 4-credit UO class, with its 120 hours per term of “student engagement”: 40 “hours” of contact with instructor + 80 “hours” of student-driven activity for undergraduates and 160 “hours” for graduate students. That model has worked well for courses where the instructor and the students are in a classroom, involved in bilateral engagement, for 4 hours per week over a 10-week term. Bilateral engagement in this sense refers to the iterative, responsive nature of a classroom experience. Furthermore, some well-established deviations from this general guideline nonetheless follow the principles behind the model; for example, grad courses provide rich occasions for bilateral engagement through the exchange of student work and formative instructor feedback. We assume in this model that bilateral engagement between instructor and student in the classroom has educational value. This kind of engagement characterizes effective pedagogy, whether in a large lecture hall, small seminar, discussion section or an online environment.

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

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

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

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

A strict definition of bilateral engagement will not work here. Instead, course approvals that depart from the standard SCH model will rely on the collective judgment of faculty on the appropriate committees. That judgment should be based on
the idea that replacing the traditional bilateral engagement attained in the classroom cannot be done by merely reducing
the instructor role and increasing the work of the student.

**Implementation**

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

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

This prompt will be located in the appropriate field in the Courseleaf system used for course proposals.
STUDENT ENGAGEMENT INVENTORY (SEI)

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

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.

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.

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

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<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any):</th>
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<tr>
<td>Course attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
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<tr>
<td>Writing assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab or workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field work, experience</td>
<td></td>
<td></td>
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<tr>
<td>Online interaction</td>
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<td></td>
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<tr>
<td>Performances, creative</td>
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</tr>
<tr>
<td>activities</td>
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<tr>
<td>Total hours</td>
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Definition of terms:

<table>
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<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Course attendance</td>
<td>Actual time student spends in class with instructor or GTF</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>Estimated time it takes for a student with average reading ability to read all assigned readings</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>Estimated time it takes for a student with average writing ability to produce a final, acceptable written product as required by the assignment</td>
</tr>
<tr>
<td>Project</td>
<td>Estimated time a student would be expected to spend creating or contributing to a project that meets course requirements (includes individual and group projects)</td>
</tr>
<tr>
<td>Lab or workshop</td>
<td>Actual time scheduled for any lab or workshop activities that are required but are scheduled outside of class hours</td>
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<tr>
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SUSTAINABLE COURSE DESCRIPTIONS

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

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

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

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

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

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

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

Departments following these recommendations could then represent the full range of their curricular offerings and could maintain a sustainable list of courses in the catalog.
CRITERIA FOR INCLUDING AN “H” SUFFIX IN A COURSE NUMBER

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

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

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

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

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

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

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

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

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

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

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

REPORT OF THE UNIVERSITY OF OREGON COMMITTEE ON COURSES TO THE UNIVERSITY SENATE
MAY 13, 1998
Revised May 11, 2011

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

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

1. Multilisted courses can be established, changed, or dropped only with the concurrence of all departments involved. The departments must select a home department for the course and prepare a single Multilisted Course form, submitted to the Committee on Courses through the home department’s college or school.

2. A set of multilisted courses must have identical course numbers, titles, credits, grading options, descriptions, and pre- or corequisites. Only the subject codes differ.

3. Courses that are repeatable for credit (identified in University of Oregon Catalog by an R after the credits) are ineligible for multilisting. This includes generic courses (numbered 196, 198, 199, 399, 401-410, 503, 601-610, 704-710).

4. Student credits remain with the employing department. For any term that a course will be taught by more than one instructor, the percentage of each faculty member’s responsibility for the course must be specified in advance of registration.

5. All subject codes in a multilisted set are printed in the UO Schedule of Classes whenever one course in the set is listed.

6. Under the home department in the UO Undergraduate and Graduate Catalog, a descriptive statement at the end of the course description specifies all other subject codes for the same course and indicates that it may be taken only once for credit.

7. In the UO catalog, each multilisted course in another department provides a cross-reference to the complete entry in the home department.

8. The Office of the Registrar prepares separate class lists and grade rosters for each department offering multilisted courses.

9. Each multilisted course is denoted by an “M” suffix to the course number. A course may have only one suffix letter.

10. Temporary multilisted courses may be offered without formal course approval only once, under the numbers 200M (lower division), 400M (upper division), 500M, or 600M (graduate).
UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS

GROUP-REQUIREMENT POLICIES

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

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

1.1. **Group-satisfying courses in arts and letters** must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives). Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.

1.2. **Group-satisfying courses in the social sciences** must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g., involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.

1.3. **Group-satisfying courses in the sciences** should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.

2. Specific Criteria:

2.1. Group-satisfying courses must be numbered at the 100, 200, and 300 levels.

2.2. Lower division courses must be offered annually, and upper division courses at least every other year.

2.3. Approved courses must be at least 4 credits each.

2.4 Approved courses cannot be repeatable for credit.

2.5. Upper-division group-satisfying courses must provide depth and rigor beyond that of typical lower-division general-education courses. Departments must justify, in terms of content, workload, and method of instruction, the assignment of a course to the upper level.

2.6. Courses that are offered for majors only are excluded from group status, but courses that are designed for both majors and other students may qualify.

2.7. Although laboratory courses are not automatically excluded from group status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.

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

4. Completion of group requirements (student progress):
   4.1. Within the full set of courses that fulfills all of the requirements, students may not count
   4.1.1. more than one course that has the subject code of the major, or
   4.1.2. more than three courses that have the same subject code.
   4.2. Within the smaller set of courses that fulfills the requirements of each group, students must complete at least two
   courses that have the same subject code.

MULTICULTURAL CATEGORY DEFINITIONS

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

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

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

MULTICULTURAL REQUIREMENTS FOR STUDY ABROAD

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

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

- Students must be enrolled full-time and maintain satisfactory academic progress throughout their academic programs
  abroad.
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.
Spring 2015
Final
Curriculum Report

June 3, 2015

Prepared by the
University of Oregon Committee on Courses
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SPRING 2015 FINAL CURRICULUM REPORT
June 3, 2015

OVERVIEW

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

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2015, unless a specific term is requested by an academic department and stated otherwise in this report.

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

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

LOOKING AHEAD

Fall 2015
September 30, 2015—First round fall submissions due to UOCC
November 18, 2015—Final report due to Senate
December 2, 2015—Senate votes on report

Winter 2015
December 9, 2015—Second round winter submissions due to UOCC
February 24, 2016—Final report due to Senate
March 9, 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
Samantha Cohen
Amalia Gladhart
Chuck Kalnbach
Roberta Mann
Boyana Norris
Frances White

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

Staff: Brian Lowery
Kathy Warden
COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

ASIAN STUDIES

EXISTING COURSE(S)

(UOCC administrative action)
ASIA 612 Issues in Asian Studies: [Topic] (3R)
(course title)
ASIA 612 Theory and Methodology in Asian Studies: [Topic] (3R)

ANTHROPOLOGY

NEW COURSE(S)

ANTH 220 Introduction to Nutritional Anthropology (4) Human nutrition from a biocultural anthropological perspective, including the relationship of food consumption patterns to evolution, contemporary issues relating to malnutrition, and diseases of nutrition. Approved to satisfy Category III: Science general-education group requirement.

ANTH 414/514 Activist Anthropology (4) Explores how anthropologists link research with advocacy, public policy processes, activism, and public outreach. Offered alternate years.

EXISTING COURSE(S)

ANTH 331 Cultures of South Asia (4)
(Changed course title)
ANTH 331 Cultures of India and South Asia (4)
ARTS AND SCIENCE

NEW COURSE(S)

(UOCC administrative action)
CAS 402 Supervised College Teaching (1–5R) [optional grading for all majors] Repeatable.

BIOLOGY

NEW COURSE(S)

(Course previously taught as BI 321; 410/510 in 201402)
BI 421/521 Advanced Molecular Genetics Research Laboratory (5/4) Intensive multipart research project using fungus Neurospora; includes mutagenesis, genetic selection-screening, complementation testing, mapping, DNA purification, restriction analysis, polymerase chain reaction, Southern blotting. Five credits for BI 421, 4 credits for BI 521. Prereq: BI 320.

EXISTING COURSE(S)

(UOCC administrative action)
BI 121 Introduction to Human Physiology (4) Study of normal body function with emphasis on organs and systems. Cell function, genetics, nutrition, and exercise; function of the organs, vessels, nerves, and muscles with practical applications. Lectures, laboratories.
(Change course description)
BI 121 Introduction to Human Physiology (4) Study of body functions with emphasis on organs and systems. Cell function, genetics, nutrition, and exercise; function of the gut, heart, vessels, glands, lungs, nerves, and muscles with practical applications. Lecture, laboratories.

DROP COURSE(S)

BI 321 Molecular Genetics Research Lab No longer being offered as a 300-level course. Was redeveloped into a 400-level course and taught as a 410 course for a couple of years and will be offered as BI 421/521.

CINEMA STUDIES

NEW COURSES

(UOCC administrative action)
(Course previously taught as ENG 270)
CINE 270 Introduction to Narrative Cinema Production (4) Focuses on basic theory and practice of digital video for narrative production. Prereq: ENG 260, J 201; two from ENG 265, 266, 267.

EXISTING COURSE(S)

(Course previously taught as CINE 399 in 201202)
CINE 230 Remix Cultures (4) [Graded only for majors] Study of issues surrounding media production and...
consumption in relation to intellectual property laws in modern society. Approved to satisfy Category I: Arts and Letters general-education group requirement.

(UOCC administrative action)
CINE 408 Workshop: [Topic] (1–12R)
(Add prerequisite)

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| CIT 281 Advanced Business Systems (4)  
(Changed course title, change prerequisite)  |
| **CIT 281 Web Applications Development I** Prereq: CIS 110, 111; or CIS 115. |
| CIT 382 Information Architectures and Intranets (4)  
(Changed course title) |
| **CIT 382 Web Applications Development II (4)** |
| CIT 383 Enterprise Networks (4)  
(Changed course title) |
| **CIT 383 Networking Fundamentals** |

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| CHN 150 Introduction to Chinese Novel (4)  
(Changed course description, course title)  |
| **CHN 150 Introduction to Chinese Narrative (4)** Introduction to specific features of Chinese narrative.  
Readings may span traditional to contemporary literature. Focuses on analysis of characterization, symbolism, causality, and formal issues. Taught in English. |

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| EC 434 Environmental Economics (4) Prereq: EC 311, EC 320.  
(Change prerequisite) |
| **EC 434 Environmental Economics (4)** Prereq: EC 311; one from EC 320, EC 423. Effective spring 2015.  
(UOCC administrative action) |
EC 441 Public Economics: Taxation (4) Prereq: EC 311, EC 320.
(Change prerequisite)
**EC 441 Public Economics: Taxation (4)** Prereq: EC 311; one from EC 320, EC 423. **Effective spring 2015.**

### ENGLISH

**EXISTING COURSE(S)**

**ENG 280 Introduction to Comics Studies (4)**
(Changed general-education requirements)
*Approved to satisfy Category I: Arts and Letters general-education group requirement.*

**DROPPED COURSE(S)**

(UOCC administrative action)
(Course will be replaced by CINE 270)
**ENG 270 Introduction to Narrative Cinema Production (4)** Focuses on basic theory and practice of digital video for narrative production. Prereq: ENG 260, J 201; two from ENG 265, 266, 267.

### ENVIRONMENTAL STUDIES

**NEW COURSE(S)**

(Course previously taught as ENVS 298 in 201402)
**ENVS 225 Introduction to Food Studies (4)** Explores the field of food studies and examines the role of food in historical and contemporary life in the United States and around the world. *Approved to satisfy Category II: Social Science general-education group requirement.* *Approved to satisfy Category C: International Cultures multicultural requirement.* **Effective summer 2015.**

### ETHNIC STUDIES

**NEW COURSE(S)**

(Course previously taught as ES 100 in 2001402)
**ES 345M Music, Politics, and Race (4)** Examines a variety of musical forms and their relationship to histories of racial and social justice, inequality, and political movements. Offered alternate years. ES is the home department and it is multilisted with MUS 345M. *Approved to satisfy Category II: Social Science general-education group requirement.* *Approved to satisfy Category A: American Cultures multicultural requirement.*
**FOLKLORE**

**NEW COURSE(S)**

**FLR 245 Folklore and the Pacific Northwest (4)** A survey exploring cultural expression of customary, verbal, and material folklore found in the Pacific Northwest, with a consideration of ethnic and geographical variation. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category A-American Cultures multicultural requirement.*

**FLR 365 Seminar: Folklore Research Methods (4)** A fundamental engagement of archival and library research partnered with fieldwork skills including observation, participation, documentation, interviewing, transcription and presentation of findings.

**GEOGRAPHY**

**EXISTING COURSE(S)**

(UOCC administrative action)
GEOG 493/593 Advanced Cartography (4)
(Add prerequisite)
**GEOG 493/593 Advanced Cartography (4) Prereg: GEOG 481. Effective winter 2016.**

**GEOLOGY**

**EXISTING COURSE(S)**

(UOCC administrative action)
(Change prerequisite)
**GEOL 451/551 Hydrogeology (4) Prereg: CH 222 or CH 225H; GEOL 316.**

**GERMAN AND SCANDINAVIAN**

**NEW COURSE(S)**

**GER 206 Law in Literature (4)** Introduction to German literature and key concepts of Germany’s legal tradition with a focus on the connection between legal codes and their representations in fiction. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*
HISTORY

NEW COURSE(S)

HIST 221 Sex in History (4) Introduces students to the history of sexuality. Comparative overview of sexual politics, ethics, and identities in diverse societies from the ancient world to the present. Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

HIST 298 Medieval Knighthood (4) Introduction to the medieval knight and the concept of chivalry, as well as offering some different ways of understanding the means by which the chivalric ideal influenced noble self-perception in the Middle Ages. Approved to satisfy Category II: Social Science general-education group requirement. (This is a temporary group-satisfying course to be offered only once fall 2015.)

(History previously taught as 410 in various times by various instructors.)

HIST 416/516 Advanced Women’s History: [Topic] (4R) Intensive study of select issues in women’s history. Emphasis on the construction of their diverse identities; the framework for political, social, and economic empowerment; the historical development of gendered categories. Repeatable when topic changes. Offered alternate years.

(History previously taught as 410 in 201303)

HIST 436/536 Medieval Central Europe: [Topic] (4R) Selected topics in the political, cultural, religious and economic history of Germany and neighboring peoples during the Middle Ages, from the eighth through 13th centuries. Repeatable when topic changes. Offered alternate years.

HUMAN PHYSIOLOGY

NEW COURSE(S)

(UOCC administrative action)

(History previously taught as 410/510)

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

EXISTING COURSE(S)

(UOCC administrative action)

HPHY 321 Human Anatomy I (5) Prereq: HPHY 211, BI 212 or BI 282H (Change prerequisite)

HPHY 322 Human Anatomy I (5) Prereq: HPHY 211, BI 211 or BI 281H, BI 212 or BI 282H, CH 221 or CH 224H, CH 222 or CH 225H, CH 223 or CH 226H, MATH 246 or MATH 251. Effective summer 2015.

(UOCC administrative action)

HPHY 322 Human Physiology I (5) Prereq: HPHY 212, BI 212 or BI 282H (Change prerequisite)
HPHY 322 Human Physiology I (5) Prereq: HPHY 212, BI 211 or BI 281H, BI 212 or BI 282H, CH 221 or CH 224H, CH 222 or CH225H, CH 223 or CH226H, MATH 246 or MATH 251. Effective summer 2015.

(UOCC administrative action)
HPHY 333 Motor Control (4) Prereq: HPHY 371 or PSY 304.
(Change prerequisite)
HPHY 333 Motor Control (4) Prereq: HPHY 321, HPHY 322; or PSY 304. Effective summer 2015.

(UOCC administrative action)
HPHY 362 Tissue Injury and Repair (4) Prereq: HPHY 371.
(Change prerequisite)

(UOCC administrative action)
HPHY 371 Physiology of Exercise (4) Prereq: CH 221 or CH 224H, CH 222 or CH225H, CH 223 or CH226H, BI 212 or BI 281H, BI 212 or BI 282H, BI 213 or BI 283H, HPHY 323, HPHY 324, MATH 246 or MATH 251, PHYS 201 or PHYS 251, PHYS 202 or PHYS 252.
(Change prerequisite)

(UOCC administrative action)
HPHY 381 Biomechanics (4) Prereq: HPHY 371.
(Change prerequisite)
HPHY 381 Biomechanics (4) Prereq: HPHY 323, HPHY 324, PHYS 201. Effective summer 2015.

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
HPHY 412 Sleep Physiology (4) Prereq: HPHY 325, HPHY 371.
(Change prerequisite)

(UOCC administrative action)
(Change prerequisite)
(UOCC administrative action)
HPHY 434 Movement Disorders (4) Prereq: HPHY 333 and 371.
(Change prerequisite)

(UOCC administrative action)
(Change prerequisite)

(UOCC administrative action)
HPHY 462 Therapeutic Techniques (4) Prereq: HPHY 362, HPHY 371.
(Change prerequisite)
**HPHY 462 Therapeutic Techniques (4)** Prereq: HPHY 362 *Effective summer 2015.*

(UOCC administrative action)
HPHY 485 Gait Analysis (4) Prereq: HPHY 371, HPHY 381.
(Change prerequisite)

(UOCC administrative action)
HPHY 486 Orthopedic Biomechanics (4) Prereq: HPHY 371, HPHY 381.
(Change prerequisite)
**HPHY 486 Orthopedic Biomechanics (4)** Prereq: HPHY 381. *Effective summer 2015.*

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**HUMANITIES**

**NEW COURSE(S)**

(Course previously taught as HUM 298 in 201402)
**HUM 240 Medical Humanities (4)** Examines the intersection of literature, philosophy, history, and the arts with medical theory and practice. *Approved to satisfy Category I: Arts and Letters general-education group requirement.*

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**INTERNATIONAL STUDIES**

**NEW COURSE(S)**

(UOCC administrative action)

(UOCC administrative action)
**AFR 603 Dissertation (1–9R)** [pass/no pass only] Repeatable.

(UOCC administrative action)
**AFR 604 Internship: [Topic] (1–4R)** [optional grading] Repeatable once for a maximum of 8 credits.
(UOCC administrative action)

(UOCC administrative action)
**AFR 606 Field Studies: [Topic] (1–4R)** [optional grading] Repeatable once for a maximum of 8 credits.

(UOCC administrative action)
**AFR 609 Supervised Tutoring (1–4R)** [optional grading] Repeatable once for a maximum of 8 credits.

(Course previously taught as INTL 607 in 201303)
**INTL 657 Proseminar: Proposal Writing (2)** [pass/no pass only] An introduction to thesis proposal writing for first-year graduate students in international studies.

**EXISTING COURSE(S)**

(UOCC administrative action)
**INTL 431 Cross-Cultural Communication (4)** Prereq: INTL 250.
(Remove prerequisite)
**INTL 431 Cross-Cultural Communication (4)** Effective spring 2015.

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**POLITICAL SCIENCE**

**NEW COURSE(S)**

(Course previously taught as PS100 in 201402)
**PS 106 Power, Politics, and Inequality (4)** Examines power and politics through the lens of inequality, focusing on the constant struggle between the haves and the have-nots. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

(Course previously taught as PS 100 in 201403)
**PS 109 Politics, Science and the Body (4)** An interdisciplinary examination of the scientific and biological explanations of poverty and social inequality in the United States, historically and in the present day. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

(Course previously taught as PS 199 in 201413)
**PS 111 Introduction to Political Science (4)** Offers students the tools to think for themselves about politics: multiple ideological and analytical viewpoints on varying political arrangements around the world. *Approved to satisfy Category II: Social Science general-education group requirement.*

(Course previously taught as PS 463 563 in Dropping to renumber at 300-level.)
**PS 330 Governments and Politics in Latin America (4)** Social, political, and economic developments in Latin America; causes and consequences of revolutions, democratization, economic politics; examples from Mexico, Brazil, Chile, Argentina, Cuba, Guatemala, Venezuela. Offered alternate years. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*
(Course previously taught as PS 407 in 201401)

**PS 380 Gender and Politics in Developing Countries (4)** Examine gender politics in the developing world and efforts to help women. Topics include female genital cutting, violence against women, economic development, microfinance, migration, trafficking. Offered alternate years. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

**DROPPED COURSE(S)**

**PS 463/563 Government and Politics of Latin America (4)** Better alignment of content at the 300-level. Previously satisfied Identity, Pluralism and Tolerance multicultural requirement. New course should continue to.

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**ROMANCE LANGUAGES**

**NEW COURSE(S)**

(Course previously taught as PORT 399 in 201402)

**PORT 301 Cultura e Lingua: Expressoes Artisticas (4)** Develops advanced language skills through the study of key representations in Brazilian art, literature, film, and music. Taught in Portuguese. Prereq: PORT 203 or equivalent. Offered alternate years. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

(Course previously taught as SPAN 298 in 201403)

**SPAN 248 Spanglish (4)** Investigates the history and social impact of language contact between English and Spanish in what is now the United States. Taught in English, Spanish, and Spanglish. Prereq: SPAN 103 or SPAN 112. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.*
OFFICE OF ACADEMIC AFFAIRS

UNDERGRADUATE STUDIES

NEW COURSE(S)

(UOCC administrative action)
UGST 100 Temporary lower-division group-satisfying course (4)

(UOCC administrative action)
UGST 199 Special Studies: [Topic] (1-4R) Repeatable.

(UOCC administrative action)
UGST 200M Temporary lower-division multilisted course (4)

(UOCC administrative action)
UGST 298 Temporary lower-division group-satisfying course (4)

(UOCC administrative action)
UGST 300 Temporary upper-division group-satisfying course (4)

(UOCC administrative action)
UGST 399 Special Studies: [Topic] (1-4R) Repeatable.

(UOCC administrative action)
UGST 400M Temporary upper-division multilisted course

(UOCC administrative action)
UGST 404 Internship: [Topic] (1-12R) Repeatable.

(UOCC administrative action)
UGST 405 Reading and Conference: [Topic] (1-5R) Repeatable.

(UOCC administrative action)
UGST 407 Seminar: [Topic] (1-4R) Repeatable.

(UOCC administrative action)
UGST 408 Workshop: [Topic] (1-4R) Repeatable.

(UOCC administrative action)
UGST 410 Experimental Course (1-4R) Repeatable.

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.
PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARCHITECTURE AND ALLIED ARTS

NEW COURSE(S)

AAA 321 Inclusive Urbanism (4) Investigates the relationship between social-economic inclusion and the physical form of cities. Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

ART

EXISTING COURSE(S)

(UOCC administrative action)
ARTD 350 Digital Drawing (4R) Repeatable twice for a total of 12 credits.
(Change repeatability)
ARTD 350 Digital Drawing (4R) Repeatable once for a maximum of 8 credits.

(UOCC administrative action)
ARTD 378 Multimedia Design I (5R) Repeatable twice for maximum of 15 credits.
(Change repeatability)
ARTD 378 Multimedia Design I (5R) Repeatable once for a maximum of 10 credits.

(UOCC administrative action)
ARTD 379 Introduction to Video Art (4R) Repeatable twice for a maximum of 12 credits.
(Change repeatability)
ARTD 379 Introduction to Video Art (4R) Repeatable once for a maximum of 8 credits.

(UOCC administrative action)
ARTD 472/572 3-D Computer Animation (5R) Repeatable thrice for maximum of 20 credits.
(Change repeatability)
ARTD 472/572 3-D Computer Animation (5R) Repeatable once for maximum of 10 credits.

(UOCC administrative action)
(Change ARTD 494/remove ARTD 594 prerequisite)

(UOCC administrative action)
ARTS 393 Sculpture II: [Topic] (3-5R) Repeatable. Integration of concepts and materials in sculpture.

(Change course description)

ARTS 393 Sculpture II: [Topic] (3–5R) Integration of concepts and materials in sculpture; investigation of individual methodology. Topics vary by term: wood, moldmaking, steel. Reading, presentation on issues and artists. Repeatable when topic changes.

ARTS AND ADMINISTRATION

NEW COURSE(S)

(Course previously taught as 410/510 in 201401)

AAD 425/525 Ethics in the Arts and Museums (4) Introduces current ethical concerns relevant to museums and the audiences they serve and focuses on the philosophical and practical dilemmas faced by exhibiting institutions.

(UOCC administrative action)

(Course approved fall 2014 with fall 2015 effective term)

AAD 435 Arts Business Development (4) [Graded only] 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. Sequence with AAD 434.

(Change effective term)

AAD 435 Arts Business Development (4) [Graded only] 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. Sequence with AAD 434. Effective spring 2015.

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSE(S)

(UOCC administrative action)

PPPM 412 Internship Development (1)

(Changed course title)

PPPM 412 Internship and Professional Development (1)

PRODUCT DESIGN

PD 101 Introduction to Product Design (4)

(Changed course description, instruction types)

PD 101 Introduction to Product Design (4) Examines how designers invent things that help people through lectures from designers, drawing assignments, photo documentation, model-making, storytelling, and computer-aided design; product innovation, creation, and sales; and portfolio creation. Laboratory, lecture.
CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

BUSINESS

NEW COURSE(S)

(UOCC administrative action)


MARKETING

NEW COURSE(S)

(Course previously taught as SBUS 610 in 201402)

SBUS 645 Sports Product (3) [Graded only] Examines the companies and organizations of the international sports product industry: manufacturing innovation, company management, branding, retail and wholesale.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

(Course previously taught as 610 in 201304)

CFT 612 Parenting Interventions (2) [Graded only for majors] Examines evidence-based practices for parenting children and adolescents, including trauma-focused parenting strategies.

(Course previously taught as 410 in 201402)

CPSY 417 Counseling Psychology Profession (2) An examination of counseling psychology as a specialty that emphasizes multicultural approaches to serving individuals, families, and groups through clinical practice and research.

CPSY 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.

CPSY 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.
CPSY 634 Implementation Science (3) [Graded only] Provides a framework for examining implementation science and its application to clinical and community-based research. Prereq: CPSY 643 or CPSY 631; a graduate-level statistics course.

FHS 320 Instructional Methods in Early Childhood I (1) Explores an array of knowledge- and evidenced-based practices that ensure excellence in teaching young children.

FHS 430 Foundations in Early Childhood Education (3) Explores the history and theories of early education with a focus on societal factors that affect development.

EXISTING COURSE(S)

CFT 616 Family Theory (3)  
(Changed course title)  
**CFT 616 Systems Theory Foundations**

CFT 628 Contemp Iss Addiction (3)  
(Changed course title)  
**CFT 628 Addiction and Recovery**

**EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP**

EXISTING COURSE(S)

EDLD 618 Data-Based Decision-Making (4)  
(Changed course title)  
**EDLD 618 Data-Based Decisions in Literacy**

EDLD 659 Professional Writing (4)  
(Changed course title)  
**EDLD 659 Scholarly Writing (4)** *Effective summer 2015.*

**EDUCATIONAL STUDIES**

EXISTING COURSE(S)

(UOCC administrative action. This is to correct an error on credits reported in the Spring 2014 Curriculum Report)  
EDST 618 Teaching English Language Development, K–12 (4) [Graded only] Examines best practices of English-language development delivery in light of federal and state standards, including teaching methods, technology, and parent involvement.  
(Changed Credits)  
**EDST 618 Teaching English Language Development, K–12 (3)**
SCHOOL OF JOURNALISM AND COMMUNICATION

NEW COURSE(S)

(Course previously taught as J408 in 201403)
**J 469/569 OR Magazine (4R)** [Graded only] Building skills in journalistic storytelling and multimedia production of a digital magazine for distribution via mobile devices. Repeatable once for a maximum of 8 credits.

(Course previously taught as 610 in 201402)
**J 616 Introduction to Strategic Communication Marketing (4)** [Graded only] Discussion of fundamental marketing concepts from the perspective of the manager. Analysis of complex marketing challenges in research, segmentation, targeting, pricing, distribution, and branding.

(Course previously taught as 610 in 20313)
**J 618 Strategic Communication Management (4)** [Graded only] Elements of managing and leading organizations; examination of key issues faced by leaders. Topics include leadership theory, leading change, dealing with conflict, and performance and strategic management.

(Course previously taught as 610 in 2001401)
**J 626 Strategic Marketing Communication (4)** [Graded only] Examination, evaluation, and integration of advertising, public relations, sales promotion, direct marketing, social media, sponsorship and events, packaging, customer service, and personal selling.

SCHOOL OF LAW

NEW COURSE(S)

**LAW 101 Introduction to American Law (4)** Surveys United States legal system: presents structure and methods of the legal system and fundamentals of several substantive areas of law.

**LAW 102 Introduction to Criminal Law (4)** Explores criminal law and statutes using primary and secondary sources. *Approved to satisfy Category II: Social Science general-education group requirement.*

**LAW 103 Introduction to Criminal Investigation (4)** Examines the constitutional limitations on police officers’ authority to detain suspects, search them and their property, and interrogate them.

**LAW 201 Introduction to Environmental Law and Policy (4)** An introduction to environmental policy and law, with an overview of major themes and the regulatory framework. Focuses on community resilience. *Approved to satisfy Category II: Social Science general-education group requirement.*

**LAW 202 Introduction to Public International Law (4)** An introduction to the origins, application, and main actors in international law, international institutions, and international legal processes. *Approved to satisfy Category II: Social Science general-education group requirement.*
EXISTING COURSE(S)
(UOCC administrative action)
LAW 707 Seminar: [Topic] (1–5R)
(Change variable credit)

LAW 712 Small Business Clinic (3)
(Changed course title)
LAW 712 Business Law Clinic (3)

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSE(S)

MUS 141 Popular Piano and Musicianship I (4) [Graded only for majors] 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.

MUS 142 Popular Piano and Musicianship II (4) [Graded only for majors] Continuing study of musicianship—integrated music theory, ear training, and piano—through piano instruction in popular music styles. Sequence with MUS 141, MUS 143. Prereq: MUS 141.

MUS 143 Popular Piano and Musicianship III (4) [Graded only for majors] Continuing study of musicianship—integrated music theory, ear training, and piano—through piano instruction in popular music styles. Sequence with MUS 141, MUS 142. Prereq: MUS 142.

(Course previously taught as ES 100 in 2001402)
MUS 345M Music, Politics, and Race (4) Examines a variety of musical forms and their relationship to histories of racial and social justice, social inequality, and political movements. Offered alternate years. Multilisted with ES 345M. Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.

MUS 382 American Musical Theater (4) [Graded only for majors] Students analyze selected American musicals in relation to social conditions and events at different junctures in the 19th, 20th, and 21st centuries. Offered alternate years. Approved to satisfy Category I: Arts and Letters general-education group requirement.

EXISTING COURSE(S)

MUS 696 Orchestra (2R)
(Changed credits, workload)
MUS 696 Orchestra (1–2R)
PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

(Course previously taught as 199 in 201402)
**PEF 207 Fitness Yoga (1R) [P/NP only]** Incorporates fitness moves with traditional yoga postures in a flowing format. Use of breath and principles of alignment to condition strength, core, balance, and flexibility, along with focus, concentration, and relaxation. Repeatable once for a maximum of 2 credits.

(Course previously taught as 399 in 201401)
**PEO 353 Backcountry Cuisine (1R) [P/NP only]** Students learn how to plan menus, package food, and implement “leave no trace” cooking and baking techniques utilizing backcountry stoves and cooking systems. Repeatable once for a maximum of 2 credits. Prereq: PEO 285.

EXISTING COURSE(S)

(UOCC administrative action)
PEO 252 Rock Climbing II (1R)
(Changed course title)
**PEO 252 Rock-Climbing Fitness**

(UOCC administrative action)
PEO 331 Rock Climbing III (1R)
(Changed course title)
**PEO 331 Outdoor Rock Climbing**
DENIED PROPOSALS

NEW COURSE(S)

HIST 416/516 Advanced Women’s History: [Topic] (4R) Course approved. Request for HIST 416 to satisfy Identity, Pluralism and Tolerance multicultural requirement denied.

LAW 101 Introduction to American Law (4) Course approved. Request to satisfy Social Sciences group requirement.

LAW 103 Introduction to Criminal Investigation (4) Course approved. Request to satisfy Social Sciences group requirement.

MUS 141 Popular Piano and Musicianship I (4) Course approved. Request to satisfy Arts and Letters group requirement denied. Request to satisfy American Cultures multicultural requirement denied.

MUS 142 Popular Piano and Musicianship II (4) Course approved. Request to satisfy Arts and Letters group requirement denied.

MUS 143 Popular Piano and Musicianship III (4) Course approved. Request to satisfy Arts and Letters group requirement denied.

PS 111 Introduction to Political Science (4) Course approved. Request to satisfy International Cultures multicultural requirement denied.

EXISTING COURSE(S)

PD 101 Introduction to Product Design (4) Course approved. Request for course to satisfy Arts and Letters group requirement denied.

PENDING PROPOSALS

NEW COURSE(S)

(Course previously taught as 410/510 in 201401)

AAD 475/575 Performing Arts Industry (4) The business of presenting and promoting performing arts and cultural events. Includes negotiating fees; contracting; copyrights; royalties; technical riders; budgets; revenue management; and artist relations.

LAW 202 Introduction to Public International Law (4) Course approved. Request to satisfy Identity, Pluralism, and Tolerance multicultural requirement pending.
WITHDRAWN PROPOSALS

NEW COURSE(S)

(Course previously taught as MKTG 610 in 201402)

**MKTG 645 New Product Development (3)** [Graded only] Best practices for new-product development in new ventures and in existing businesses. Explores decisions necessary from concept idea to product launch.

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.

### Anthropology

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<tr>
<td>ANTH 421</td>
<td>Anthropology of Gender</td>
<td>201102</td>
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<td>ANTH 424</td>
<td>Feminist Methods Anth</td>
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<td>Intro Lang &amp; Culture</td>
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### Computer & Information Science

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<td>LING 595</td>
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### Special Education & Clinical Sciences

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<td>521 Spec Ed Read Instruct</td>
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<td>SPED</td>
<td>615 Transition Assess/Plan</td>
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OTHER CURRICULAR MATTERS

Faculty-Student engagement policy – rescinded and removed from curriculum report per 5/20/15 Senate vote.

College of Arts and Science

Upon recommendation from the CAS associate dean of undergraduate education and approval by the assistant vice provost for academic affairs, the “global history” distribution field for the bachelor’s program in history that was approved effective winter 2015 has been renamed “world history.” Effective retroactively to winter 2015.

The vice provost for undergraduate studies and the chair of the Undergraduate Council, upon recommendation from the CAS associate dean of undergraduate education, has approved minor changes in the requirements for the environmental studies minor. The changes expand and fine-tune options for fulfilling four upper-division electives. Effective fall 2015.

A new minor in ethics offered by the Department of Philosophy, upon recommendation by the Undergraduate Council, has been approved by the provost. Effective fall 2015.

A new graduate specialization in African Studies, upon recommendation of the Graduate Council, has been approved by the provost. The specialization will be coordinated by the African Studies program in CAS. Effective fall 2015.

A new minor in sociology offered by the Department of Sociology, upon recommendation by the Undergraduate Council, has been approved by the provost. Effective fall 2015.

The Associate Dean for Undergraduate Education in CAS and Academic Affairs have approved minor changes to the Folklore major requirements. The approved changes are:

- To decrease the number of upper division courses from 9 to 8. Folklore majors will still be required to take a minimum of 48 credits, but with 32, rather than 36, at the upper division level
- The addition of a new core requirement – FLR 365 Seminar Research Methods – designed to ensure the academic rigor of the major.

School of Architecture and Allied Arts

A new graduate specialization in interior architecture, upon recommendation of the Graduate Council, has been approved by the provost. The specialization will be housed in the Department of Architecture. Effective fall 2015.

A new graduate specialization in Performance Arts Management, upon recommendation of the Graduate Council, has been approved by the provost. The specialization will be housed in the Department of Arts and Administration (AAD) in AAA. Effective fall 2015.
School of Law

A new concentration in conflict and dispute resolution under the general master of laws degree in the law school, upon recommendation of the Graduate Council, has been approved by the provost. Effective fall 2015.

Charles H. Lundquist College of Business

The registrar’s office has confirmed and UOCC approved availability of a new subject code, SPD, for use with courses in the sports product design graduate program.

The senior vice provost for academic affairs has approved a name change for the decision sciences department. It is now named Department of Operations and Business Analytics. Effective fall 2015.

The senior vice provost for academic affairs has approved a subject code change for DSC (decision sciences). The new subject code for courses previously listed as DSC is OBA (operations and business analytics). Effective fall 2015.

The provost, upon recommendation by the chair of the Graduate Council, has approved a name change for the PhD, MA, and MS degrees in decision sciences. These will now be listed as PhD, MA, and MS degrees in operations and business analytics. The decision sciences graduate-level degree names will be “sunsetted” for seven years. During that time, the default for currently enrolled students will be decision sciences, unless the student requests a change to operations and business analytics. New students entering fall 2015 and later will be listed as operations and business analytics. The Lundquist College of Business will communicate this information with their students. Effective fall 2015.

The chair of the Undergraduate Council and the vice provost for undergraduate studies have approved a name change for the undergraduate business administration concentration of decision sciences. The concentration will now be called operations and business analytics. Effective fall 2015.

Office of Academic Affairs

The Office of the Registrar has confirmed and UOCC approved availability of a new subject code, UGST, for use with courses in Undergraduate studies program, a division of the Office of Academic Affairs.
SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

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

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

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

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

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

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

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

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

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.

“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 (http://uocatalog.uoregon.edu/readersguide/)

Existing UO Policies and Procedures
Source: University of Oregon Committee on Courses: Procedures for Curricular Changes, Revised August 2009 (http://committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures%20for%20Curricular%20Changes-%20August%202009%20.pdf)

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

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

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

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

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

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

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

Procedures for Requesting New Subject Codes

- Prepare a written request from the director/department head and obtain endorsement from the dean’s office. (The Vice Provost for Undergraduate Studies serves as dean for units outside academic schools and colleges.) The proposal should address the following questions:
  - Purpose for the subject code, emphasizing its academic connections
  - Explanation as to why an existing subject code cannot be used (or what existing subject code(s) will be discontinued)
  - Home department/unit which will assume the responsibilities described above
  - Budgetary implications (which unit or units will get credit for SCH generated by the subject code)
  - Expected impact on students (if any)
  - Limitations to credit that can be applied toward a degree (if applicable)
- Submit the request to the Office of the Registrar. The Registrar’s Office will review the proposal and recommend a subject code.
- The request will be forwarded to UO Committee on Courses for approval as an administrative action and recorded in the “Other Curricular Matters” section of the quarterly curriculum report, ratified by a vote of the Senate.
- Where a new or revised subject code is part of a course or program proposal, please contact the Office of the Registrar in advance for recommendations and to reserve a subject code for use in the proposal.
Appendix A
UO Subject Codes (n = 208)
Source: Registrar’s Office (http://registrar.uoregon.edu/current_students/subject_codes)

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<td>Arts and Administration</td>
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Appendix B

Bachelor’s Degree Requirements, General Limitations (excerpt)

Source: 2014-15 University of Oregon Catalog
(http://uocatalog.uoregon.edu/admissiontograduation/bachelorrequirements/)

1. A maximum of 124 credits may be transferred from an accredited junior or community college; of this, only 90 credits may be transferred from an international junior college

2. A maximum of 60 credits may be earned in correspondence study

3. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be accepted toward a degree other than a professional degree

4. A maximum of 24 credits may be earned in the following areas (a, b, and c) with not more than 12 in any one area:
   a. Lower-division professional-technical courses
   b. Physical education and dance activity courses
   c. Studio instruction in music (MUP), except for majors in music

5. For music majors, a maximum of 24 credits in music performance (MUP), of which not more than 12 may be taken in the student’s freshman and sophomore years, may count toward requirements for the B.A. or B.S. degree

6. For dance majors, a maximum of 36 credits of DANC may count toward requirements for the B.A. or B.S. degree

7. A maximum of 12 credits in TLC (University Teaching and Learning Center) courses and a maximum of 12 credits in FE (field experience) courses may be counted toward the 180, 220, 225, or 231 credits required for a bachelor’s degree
   (bold added for emphasis)
INSTRUCTIONS FOR EXPLAINING THE 4XX/5XX DIFFERENTIAL

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

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

For 4XX/5XX level courses, both proposal forms and syllabi must state explicitly the substantive and measurable differences in type and amount of work for the two levels. The following “substantive differences” should be clearly stated in the course syllabus:
1) graduate-level work appropriate to the field (e.g., additional readings, papers, projects, problem sets); and/or
2) course work significantly more rigorous in both depth of study and methodology.

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

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

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

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<td>Class Activities</td>
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<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>120</strong></td>
<td><strong>160</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance and participation</td>
<td></td>
<td>15%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>2 quizzes</td>
<td></td>
<td>20% (10% each)</td>
<td>10% (5% each)</td>
<td></td>
</tr>
<tr>
<td>Critical review</td>
<td></td>
<td>5%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Analytical report</td>
<td></td>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td>15%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Proposal for field sampling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td></td>
<td>25%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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.

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

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assigned readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab or workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field work, experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performances, creative activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Definition of terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>Actual time student spends in class with instructor or GTF</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>Estimated time it takes for a student with average reading ability to read all assigned readings</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>Estimated time it takes for a student with average writing ability to produce a final, acceptable written product as required by the assignment</td>
</tr>
<tr>
<td>Project</td>
<td>Estimated time a student would be expected to spend creating or contributing to a project that meets course requirements (includes individual and group projects)</td>
</tr>
<tr>
<td>Lab or workshop</td>
<td>Actual time scheduled for any lab or workshop activities that are required but are scheduled outside of class hours</td>
</tr>
<tr>
<td>Field work, experience</td>
<td>Actual or estimated time a student would spend or be expected to spend engaged in required field work or other field-based activities</td>
</tr>
<tr>
<td>Online activities</td>
<td>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</td>
</tr>
<tr>
<td>Performance, creative activities</td>
<td>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</td>
</tr>
</tbody>
</table>
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.
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.