Fall 2016
Final
Curriculum Report

December 5, 2016

Prepared by the
University of Oregon Committee on Courses
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FALL 2016 FINAL CURRICULUM REPORT
December 5, 2016

OVERVIEW

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

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2017, 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 2017
December 7, 2016—First round winter submissions due to the UOCC. Courses must be entered into CourseLeaf by this date.
February 15, 2017—Preliminary report due to the Senate
March 1, 2017—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
Colin Brand
Christian Cherry
Gordon Hall
Roberta Mann
Boyana Norris
Jana Prikyl
Mike Urbancic
Frances White, chair
Ex officio
Ron Bramhall
Sue Eveland
Sara Hodges
Mike Jefferis

Bil Morrill
Scott Skelton

Staff
Brian Lowery
Kathy Warden
COURSE PROPOSALS

Unless indicated otherwise, courses may be taken either pass/no pass or for letter grades. “Pass/No pass 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)


REINSTATE COURSE(S)

UO administrative action)
ANTH 280 Introduction to Language and Culture (4) Relationship and methodology of language and culture. Effective spring 2017.

(UO administrative action)

ASIAN STUDIES

NEW COURSE(S)

ASIA 111 Great Books on Modern Asia (4) [Graded only for majors] Students learn about Asia and how knowledge about Asia is produced by reading and discussing four great books written by different authors in various writing genres and perspectives. Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective winter 2017.
CHEMISTRY

NEW COURSE(S)

(Course previously taught as CH 410/510)

**CH 454/554 Advanced Electrochemistry (4)** Advanced topics in electrochemistry including fundamental concepts (thermodynamics, kinetics, transport) and applications (analytical techniques, electrolysis, batteries). Prereq: CH 411. *Effective winter 2017.*

EXISTING COURSE(S)

(UO administrative action)

CH 221: General Chemistry (4)

(Title change)

**CH 221 General Chemistry I (4)** First of the three-term university chemistry sequence: components of matter, quantitative relationships, atomic structure, thermochemistry, and major classes of chemical reactions of the elements. Lectures. Students cannot receive credit for both CH 221 and CH 224H. Prereq: high school chemistry; pre- or coreq: MATH 111. *Previously approved to satisfy Category III: Science general-education group requirement. Effective fall 2016.*

(UO administrative action)

CH 222: General Chemistry (4)

(Title change)

**CH 222 General Chemistry II (4)** Second of the three-term university chemistry sequence: molecular structure, chemical bonding, gases and kinetic molecular theory, intermolecular forces, solutions, and kinetics. Lectures. Students cannot receive credit for both CH 222 and CH 225H. Prereq: CH 221 or CH 224H; pre- or coreq: MATH 112. *Previously approved to satisfy Category III: Science general-education group requirement. Effective fall 2016.*

(UO administrative action)

CH 223: General Chemistry (4)

(Title change)

**CH 223 General Chemistry III (4)** Third of the three-term university chemistry sequence: thermodynamics, equilibrium, electrochemistry, nuclear chemistry. Lectures. Students cannot receive credit for both CH 223 and CH 226H. Prereq: CH 222 or CH 225H and MATH 112. *Previously approved to satisfy Category III: Science general-education group requirement. Effective fall 2016.*

CLASSICS

EXISTING COURSE(S)

(UO administrative action)

GRK 101: Basic Greek

(Title change)

**GRK 101 First-Year Greek (5)** Fundamentals of the Attic Greek language; readings in Attic Greek and in Koine. *Effective fall 2016.*
(UO administrative action)
GRK 102: Basic Greek
(Title change)
**GRK 102 First-Year Greek (5)** Fundamentals of the Attic Greek language; readings in Attic Greek and in Koine. Prereq: GRK 101 or equivalent. *Effective fall 2016.*

(UO administrative action)
GRK 103: Basic Greek
(Title change)
**GRK 103 First-Year Greek (5)** Fundamentals of the Attic Greek language; readings in Attic Greek and in Koine. Prereq: GRK 102 or equivalent. *Effective fall 2016.*

(UO administrative action)
LAT 101: Basic Latin
(Title change)
**LAT 101 First-Year Latin (5)** Fundamentals of Latin grammar; selected readings from classical and medieval authors. *Effective fall 2016.*

(UO administrative action)
LAT 102: Basic Latin
(Title change)
**LAT 102 First-Year Latin (5)** Fundamentals of Latin grammar; selected readings from classical and medieval authors. Prereq: LAT 101 or equivalent. *Effective fall 2016.*

(UO administrative action)
LAT 103: Basic Latin
(Title change)
**LAT 103 First-Year Latin (5)** Fundamentals of Latin grammar; selected readings from classical and medieval authors. Prereq: LAT 102 or equivalent. *Effective fall 2016.*

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**COMPUTER AND INFORMATION SCIENCE**

**EXISTING COURSE(S)**

(UO administrative action)
CIS 631: Parallel Processing (4) Prereq: CIS 429/529.
(Change prerequisites)
**CIS 631 Parallel Processing (4)** Advanced topics in parallel processing including massively parallel computer architecture, supercomputers, parallelizing compiler technology, performance evaluation, parallel programming languages, parallel applications. Prereq: CIS 529, CIS 531.
EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)


**CHN 106 Accelerated First-Year Chinese II (5)** Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Prereq: CHN 102 with a grade of A or higher or CHN 105 with a grade of B+ or higher. *Effective spring 2017.*

**CHN 204 Accelerated Second-Year Chinese I (5)** Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Prereq: CHN 103 with a grade of A or higher or CHN 106 with a grade of B+ or higher.

**CHN 205 Accelerated Second-Year Chinese II (5)** Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Prereq: CHN 201 with a grade of A or higher or CHN 204 with a grade of B+ or higher. *Effective winter 2017.*

**CHN 206 Accelerated Second-Year Chinese III (5)** Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of grounding in listening comprehension, speaking, reading, and writing. Prereq: CHN 202 with a grade of A or higher or CHN 205 with a grade of B+ or higher. *Effective spring 2017.*

ECONOMICS

NEW COURSE(S)

(Previously taught as EC 410/510)

**EC 448/548 Political Economy (4)** Covers the economic problems that arise when the government is a self-interested actor in the economy. We study political agency, voting, the economic origins of political institutions and the size and number of nations. Prereq: EC 311, EC 313, EC 320. *Effective winter 2017.*

ETHNIC STUDIES

NEW COURSE(S)

**ES 258 Introduction to Pacific Islander Studies (4)** [Graded only for majors] Focuses on historical, social, and cultural issues in Pacific Islander communities and surveys scholarship in Pacific Island Studies. Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.
FOLKLORE

NEW COURSE(S)

(Previously taught as FLR 410/510)
**FLR 450/550 Folklore in the Public Sector (4)** Investigates the history of the field of public folklore as well as training students in contemporary practices including fieldwork methods, grant writing, and project development. *Effective winter 2017.*

HISTORY

NEW COURSE(S)

**HIST 340 US Military History (4)** [Graded only for majors] Survey of US military history from the colonial period to the present with a focus on the organization, operations, and strategy of the US Army in wartime. *Approved to satisfy Category II: Social Science general-education group requirement. Effective winter 2017.*

(Previously taught as HIST 410)

HUMAN PHYSIOLOGY

NEW COURSE(S)

(Previously taught as HPHY 399)
**HPHY 375 Metabolism and Nutrition (4)** [Graded only] Exploration of cellular, tissue, and whole body integrated metabolic processes as the basis of physiologic function. Integrating the metabolism of macronutrients at the cellular, tissue, and whole body systems level in the context of human growth, function, and disease. Prereq: HPHY 325, HPHY 371 with a mid-C or better.

(Previously taught as HPHY 410)
**HPHY 444 Clinical Anatomy (4)** [Graded only] Through case-based learning, students have the opportunity to apply the knowledge of anatomy and physiology in the context of clinical practice and diagnosis. Prereq: HPHY 325 with a mid-C or better. *Effective winter 2017.*

(Previously taught as HPHY 610)
**HPHY 631 Human Performance and Sports Products (3)** Exploration of sciences of human performance: physiology and kinesiology, which inform the sports product industry at the level of product development, product design, and marketing. Available to nonmajors only.
INTERNATIONAL STUDIES

NEW COURSE(S)

(Previously taught as INTL 410/510)

**INTL 424/524 United Nations Intervention in Global Crises (4)** [Graded only for majors] Explores the theory and practice of humanitarian aid, peace-building, and development during or after violent conflict. Focuses on work of international organizations in conflict areas or on issues of conflict.

LINGUISTICS

EXISTING COURSE(S)

SWAH 302: Contemporary Swahili Literature (5) Prereq: SWAH 301 or equivalent
(Change credit, change prerequisite)


PHILOSOPHY

NEW COURSE(S)

(Previously taught as PHIL 399)

**PHIL 372 Teaching Children Philosophical Inquiry (4)** Explores ways to tap into children’s wonder and curiosity about their world, lives, and relationships. Teaches undergraduates to become skillful facilitators of elementary classroom philosophical discussions. *Effective winter 2017.*

POLITICAL SCIENCE

NEW COURSE(S)

(Previously taught as PS 399)

**PS 374 Politics of the Middle East (4)** Provides an overview of current political developments in the Middle East. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective winter 2017.*

(Previously taught as PS 607)

**PS 618 American Political Institutions (5)** [Graded only for majors] One of three required seminars for PhD students planning to take a comprehensive examination in American politics. Explores how political science approaches the study of institutional contributions to political and policy developments.
PS 626 International Political Economy (5) [Graded only for majors] One of two required seminars for PhD students planning to take a comprehensive examination in international relations. Explores how politics and economics interact in shaping economic relations among states. 

(Previously taught as PS 607)

PS 628 States and State-Society Relations (5) [Graded only for majors] Examines how scholars have studied the state and its relationship to society. Students develop a comparative perspective of contentious politics ranging from peasant rebellions to revolutions to transnational social movements. Effective winter 2017.

(Previously taught as PS 607)

PS 629 Comparative Political Economy (5) [Graded only for majors] Doctoral-level survey of how political factors explain variations in national or regional trajectories of economic development, including industrialization, wealth, growth, and inequality.

### SOCIOLOGY

**EXISTING COURSE(S)**

(UO administrative action)
SOC 310: Development of Sociology (4)  
(Title change)
SOC 310 Social Theory (4) Analysis of the major writers and ideas that have shaped contemporary sociology. Focuses on recurring concepts and issues that continue to challenge sociological inquiry.

(UO administrative action)
SOC 311: Introduction to Social Research (4)  
(Title change)
SOC 311 Research Methods (4) The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prereq: SOC 204 or 207.

(UO administrative action)
SOC 312: Quantitative Methods (4)  
(Title change)
SOC 312 Statistical Analysis in Sociology (4) Construction and interpretation of tables and graphs, descriptive statistics, measures of association and contingency relationships, basic ideas of probability, and elementary statistical inference applied to nonexperimental research.

(UO administrative action)
(Title change; remove prerequisites)
SOC 416/516 Issues in Environmental Sociology [Topic] (4R) Analysis of selected topics in environmental sociology, including the environmental movement; impacts of technological change; environmental policy and the state; environmental values, attitudes, and behaviors. Repeatable twice when topic changes for maximum of 12 credits.
(UO administrative action)
(Change repeatability, change prerequisites)

DROPPED COURSE(S)

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

WOMEN’S AND GENDER STUDIES

EXISTING COURSE(S)

(UO administrative action)
WGS 361: Gender in Film and Television (4)
(Title change)
WGS 361 Gender, Film, and the Media (4) Students read, view, examine, discuss, and write about film and media in terms of gender and feminist and queer theory. Offered alternate years. Previously approved to satisfy Category I: Arts and Letters general-education group requirement. Previously approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

(UO administrative action)
WGS 451: Global Issues and Perspectives: [Topic] (4R)
(Title change)
WGS 451/551 Global Perspectives on Gender [Topic] (4R) Designed to deepen understanding of diverse global issues and perspectives related to women’s and gender studies. Repeatable twice when topic changes for a maximum of 12 credits.

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.
PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

EXISTING COURSE(S)

(UO administrative action)
ARTS 493: Advanced Sculpture (4)
(Adding repeatability)
**ARTS 493 Advance Sculpture (4R)** Designed for students who have completed several upper-division sculpture courses. Individual and group critiques; development and articulation of individual voice. Repeatable once for a maximum of 8 credits. Prereq: ARTS 288, ARTS 393. Effective fall 2016.

ARTS AND ADMINISTRATION

DROPPED COURSE(S)

(UO administrative action)
**AAD 450/550 Art in Society (4)**
Course has been deactivated to create undergraduate course AAD 301 (approved) and graduate course AAD 650 (in process of submission).

HISTORY OF ART AND ARCHITECTURE

NEW COURSE(S)

(Previously taught as ARH 399)
**ARH 350 History of Manga (4)** Survey of the history of manga (Japanese comics) from the 19th century to the present. *Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring 2017.*
CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

BUSINESS ADMINISTRATION

NEW COURSE(S)

(Previously taught as BA 610)

**BA 661 Oregon Advanced Strategy (3)** [Graded only] Examines advanced strategic analysis in corporate setting and integrates multidisciplinary values such as sustainability, product-service excellence, cultural values, financial strength, advanced marketing, entrepreneurial thinking, customer relationship management, big data analytics. This course is taught through the C-level practitioner’s perspective. Prereq: MGMT 614. Effective spring 2017.

BUSINESS ENVIRONMENT

(Previously taught as BE 610)

**BE 625 Business Law and Ethics (3)** [Graded only] Examines the legal and ethical facets of real-life business cases and develops the core knowledge and critical thinking skills around law and ethics for today’s successful business leaders.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

**CPSY 420 Positive Psychology (2)** Introduction to the field of positive psychology, the scientific study of human strengths and virtues that contribute to meaning and well-being.

EDUCATION STUDIES

NEW COURSE(S)

EDST 663: Fronteras Pedagógicas: Education and Immigration (4)
(Title change)

**EDST 663 Education and Immigration (4)** Examines the way educational institutions have responded to human migration generally and to immigrant students, with an emphasis on bilingual education policy. Offered alternate years.
SCHOOL OF JOURNALISM AND COMMUNICATION

No courses submitted.

SCHOOL OF LAW

NEW COURSE(S)

(Previously taught as LAW 610)
LAW 694 Professional Sports Law (2–3) [Graded only] Is the NFL an illegal cartel? What rights do players and unions have? Explores the regulation of professional leagues, players, teams, coaches, and agents.

(Previously taught as LAW 610)
LAW 695 Amateur Sports Law (2–3) [Graded only] Are student athletes pampered or victimized? What has Title IX accomplished? What’s next for the National Collegiate Athletic Association? Explores the regulation of intercollegiate and interscholastic sports.

LAW 696 Sports Licensing (1) [Pass/no pass only] Explores sports licensing by dissecting real-world contracts under the direction of the Nike-Adidas lawyer who negotiated them.

LAW 729 Legal Writing for the Bar (2) [Pass/no pass only] Offers a head start on bar preparation by helping students to develop and solidify the fundamental skills needed to pass the bar.

(Previously taught as LAW 610)
LAW 732 Intensive Writing (3) Students produce documents in a wide variety of practice settings, including office memoranda, contracts, and client letters. Students receive extensive feedback and opportunities to revise their work.

(Previously taught as LAW 610)
LAW 750 Forensic Science in Criminal Law (3) [Graded only] Introduction to forensic science and criminal law. Topics include crime scene investigation, trace evidence, serology, DNA analysis, fingerprints, firearms, documents, and pathology. Prereq: LAW 652, LAW 685.

(Previously taught as LAW 607)
LAW 781 LLM Seminar (2) [Pass/no pass only] Students studying for a master of laws (LLM) degree explore professional development topics and develop practice skills through in-class workshops, legal writing, a simulated symposium, and negotiation exercises.
(Previously taught as LAW 610)
**LAW 791 Contemporary Issues in American Indian Law (2)** Provides in-depth study of current issues in American Indian law and US public policy regarding Native Americans.

(Previously taught as LAW 610)
**LAW 792 Comparative Law of Indigenous Peoples (2)** [Graded only] Examines the historical and contemporary legal and policy treatment of indigenous peoples in select countries with significant indigenous populations.

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**SCHOOL OF MUSIC AND DANCE**

**MUSIC**

**NEW COURSE(S)**


**DROPPED COURSE(S)**

(Course replaced by MUS 367)
**MUS 459/559 African Music (4)** Authentic musical instruments, repertoire, and recordings illustrate how different societies use music to express identity in a contemporary and ever-changing Africa. Traditional and recent popular styles. Effective winter 2017.

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**PHYSICAL EDUCATION AND RECREATION**

**NEW COURSE(S)**

DENIED PROPOSALS

None.

PENDING PROPOSALS

**AAA 425 Reflective Practice (2)** Students use research to develop a professional vision statement, portfolio, and synthesis paper that reflect on their academic, internship, practicum, or field experiences. Provides critical context for their final terms of study. *Effective winter 2017.*

**AEIS 421/521 Academic Discourse (3)** Strategies for effective interaction and discussion in academic settings, including lectures, seminars, and campus events, with feedback on overall intelligibility, accuracy in language use, and cultural appropriateness.

**AEIS 624 Teaching in US University Settings (3)** Strategies for successful communication with undergraduate students in a university teaching context. Focuses on increasing cross-cultural awareness and developing language and interaction skills for effective instruction. Prereq: AEIS 421/521 or SPEAK test score of 45 or higher.

**AEIS 631 Graduate and Scholarly Writing I (3)** Prepares first-year international graduate students to write academic papers; emphasis on fluency, organization, discourse conventions, accuracy in writing, documentation, and appropriateness for specific writing tasks.

**AEIS 634 Graduate and Scholarship Writing II (3)** For advanced international graduate students currently writing about their own research; emphasis on conventions for writing proposals, theses, dissertations, and articles for publication; attention on accuracy in language use. Prereq: AEIS 631.

**ANTH 173 Evolution of Human Sexuality (4)**
(Online component added)


**BI 160 From Brains to Intelligent Machines (4)** Basic concepts on how brains and artificial systems process information. Analysis of the similarities, differences, and complementarity between these systems. *Request to satisfy Category III: Science general-education group requirement. Effective spring 2017.*

**CH 670 Industrial Polymer Projects Laboratory (4)** Three-week summer intensive course focused on polymer industry projects. Emphasis on formulation and optimization of adhesives, coatings, thermoplastics, thermosets, drug delivery systems, biopolymers, personal care products. Prereq: CH 667, CH 668, CH 669. *Effective summer 2017.*


CH 683 Surface Analysis (4) Introduction to the theory and best practices for surface analysis techniques, with a focus on applications for materials science. Preference given to majors in applied chemistry. Effective winter 2017.


CINE 425 Cinema Production: [Topic] (4) (Change repeatability)
CINE 425 Cinema Production [Topic] (4R) Exploration of intermediate to advanced techniques used in cinema production, from music videos to digital sound recording to 16-millimeter film. Topics include directing, digital single-lens reflex camera production, music video production. Repeatable three times for a maximum of 16 credits when topic changes. Prereq: ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, CINE 270, J 208.

CRES 351 Diplomat’s Role in Conflict Resolution (2) Examines diplomats and diplomatic practice in international conflict situations.

CRES 665 Family Mediation (4) Preparation for work-related experiences in family mediation, specifically domestic relations in custody and parenting time.


FLR 150 Folklore and Sports (4) Explores the interrelationship of sports, culture, history, society, and politics, analyzing the intersection of folklore and sports in human history, particularly as part of American culture. Request to satisfy Category I: Arts and Letters general-education group requirement. Effective winter 2017.

GEOG 419 The Importance of Geography (2) Explores the geographical perspective on world cultures and global issues, preparing students on how to articulate a spatial perspective and effectively communicate geographic training and skills to broader audiences.

HIST 273: Introduction to American Environmental History (4) Introduction to concepts, concerns, and methods of environmental history, especially in the context of American history to the present. (Title change, catalog description change, multicultural status change)
HIST 273 Introduction to Environmental History (4) Introduction to concepts, concerns, and methods of environmental history. Previously approved to satisfy Category II: Social Science general-education group requirement. Previously approved to satisfy Category A: American Cultures multicultural requirement.
Requesting to change status from American Cultures to International Cultures. Request to satisfy Category C: International Cultures multicultural requirement.

**PSY 479/579 Infancy (4)** Mechanisms and processes that underlie and promote rapid changes in physical, cognitive, and linguistic capabilities from birth to 24 months. Covers innovative methodologies and cultural attitudes towards infants. Prereq: PSY 303; one course from PSY 308, PSY 376.

### WITHDRAWN PROPOSALS

**PHYS 290: Foundations of Physics Laboratory (1)** Repeatable. Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Lab aligns with course material in PHYS 251 Foundations of Physics I. Repeatable twice for maximum of 3 credits. 
*(title change, change repeatability, catalog description change)*

**PHYS 290 Foundations of Physics Laboratory I (1)** Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Lab aligns with course material in PHYS 251 Foundations of Physics I. Co-requisite: PHYS 251 Foundations of Physics I lecture offered fall term.


### 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

- A new graduate specialization in Asian Studies offered by the Asian Studies Program, with the recommendation of the Dean of CAS and the graduate council, has been approved by the Provost. Effective fall 2017.

- The provost and dean of CAS, has approved a name change for the Department of Women’s and Gender Studies. The department name is changed to Women’s, Gender, and Sexuality Studies. The bachelor of arts, bachelor of science, undergraduate minor, and graduate certificate will now be offered as Women’s, Gender, and Sexuality Studies majors. Effective fall 2017.

- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost for undergraduate studies, has approved minor changes to the requirements for the bachelor of arts and the bachelor of science degrees in international studies. The requirements will be modified in the Geographic Focus Area (Block C) so that one of the four courses must be an INTL prefix course (or the HUM Africa course, which will be the one exception). The geographic areas are also modified such that East Asia and Southeast Asia are now one area, "Southeast and East Asia", and Eastern Europe/Russia are now combined with Europe as “Europe”. Effective fall 2016.

- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost for undergraduate studies, has approved minor changes to the international studies premajor requirements. The writing requirement for the premajor should read, “UO writing requirement (WR 121) completed or equivalency demonstrated.” This change should be reflected in the Degree Audit Report for the premajor. Effective fall 2016.

- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost for undergraduate studies, has approved minor changes to the requirements for the bachelor of arts and the bachelor of science degrees in mathematics and computer science. The changes are as follows: (1) update prerequisites for CIS 313 and 314 to require a B- or better grade in lower division classes; (2) require 8 credits of CIS upper-division elective classes be taken for a grade; (3) update criteria for satisfactory progress in the upper division of the major. Effective fall 2016.

- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence, has approved minor changes to the requirements for the bachelor of arts degree in linguistics. The changes are reflected below. Effective fall 2016.

OLD Requirements
- 44 total credits
- 8 required courses – 32 credits (LING 301, 411, 435, 450, 451, 452, 460, 491)
- 12 Elective credits – 6 credits of upper division and one LING 407
- Two languages
NEW Requirements

- 44 total credits
- 6 required courses – 24 credits (LING 301, 302, 411, 435, 450, 451)
- 3 specialization courses – 12 credits from (LING 396, 415, 444, 452, 460, 491)
- 8 Elective credits – including LING 407
- Two languages

**Lundquist College of Business**

- The Provost, upon recommendation of the Dean of LCB and the graduate council, has approved the reinstatement of the Master of Science in Finance as a stand-alone degree with requirements specific to that degree and a new CIP code (270305), and discontinuance of the Master of Science in Finance degree in passing.  *Effective summer 2017.*

**School of Architecture and Allied Arts**

- The Dean of the School of Allied Arts and Architecture, with endorsement by the associate vice provost for academic excellence and the graduate council, has approved *minor changes to the requirements for the master in community and regional planning.* The changes are reflected below.  *Effective fall 2016.*

Old requirements:
- PPPM 620: Research Methods I (4 cr) in Spring term
- PPPM 621: Research Methods II (4 cr) in Fall term

New requirements (using experimental numbers until permanent courses are approved winter 2017):
- PPPM 610: Research Skills I (2 cr) in Winter term
- PPPM 610: Research Design II (2 cr) in Fall term
- PPPM 610: Professional Project Colloquium II (2 cr) in Fall term

**School of Music and Dance**

- With a recommendation by the Undergraduate Council, a *new minor in Audio Production* offered by the Department of Music has been approved by the provost.  *Effective fall 2017.*

- The Dean of the School of Music and Dance, with approval by the undergraduate council, has approved *curriculum changes to the bachelor of science in music: music technology.*  The change involves the removal and addition of required courses.  The changes result in a net decrease of 1 required credit.  *Effective fall 2017.*

- The Dean of the School of Music and Dance, with approval by the undergraduate council, has approved *curriculum changes to the bachelor of music in jazz studies.*  Old requirement reads: “Classical Performance Studies requirement: 0-12 credits, including proficiency that allows enrollment in MUP 200 level.  Jazz guitarists are exempt from this requirement.”  New requirement should read: “Classical Performance Studies requirement: 12 credits.  Jazz guitarists are exempt from this requirement.”  *Effective fall 2017.*
College of Education

- With a recommendation by the Undergraduate Council, a new certificate in Educational Foundations: Secondary offered by the Department of Education Studies has been approved by the provost. Effective fall 2017.

- The Dean of the College of Education, with endorsement by the Graduate School and approval by the graduate council, has approved a curriculum change to reduce the required credits within the Doctor of Philosophy degree in Counseling Psychology from 175 to 165 credits. Effective fall 2017.

- The Dean of the College of Education, with endorsement by the Graduate School and approval by the graduate council, has approved curriculum changes to the Doctor of Philosophy and Master of Science degrees in Prevention Science. The Doctor of Philosophy will require 105 credits instead of the current 119 credits. The Master of Science will require 65 credits instead of the current 72 credits. Effective fall 2017.

- The Dean of the College of Education, with endorsement by the Graduate School and approval by the graduate council, has approved hybrid delivery of the Doctor of Education degree program in Educational Leadership to students outside the state of Oregon. Effective summer 2017.

University Academic Policy

- Upon recommendation of the graduate council. The Senate approved US16/17-05: Policy on Graduate Online & Hybrid Courses: Student Engagement. Effective Fall 2017
SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

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

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

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

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

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

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

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

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

Temporary general-education group-satisfying courses will be numbered “100” for lower division credit and “300” for upper division credit. A course may be taught for general-education group-satisfying credit once using a “100” or “300” number if (a) a course proposal to obtain a permanent course number has been submitted for review, and (b) an initial review of this proposal by determines its suitability for group-satisfying status. (Approved on May 11, 2011.) This review is by UOCC.

Expanded Course Descriptions for Group-Satisfying Courses: All proposals for courses that would satisfy a group requirement for general education must include a suitable expanded course description, for use with the course, as specified in senate legislation:
“For all group-satisfying courses to be offered during a particular term, faculty members or departments are asked to post electronically, in the Schedule of Classes, course descriptions that are substantially expanded over those provided in the catalog. The posted course information should be understandable to someone unfamiliar with the field and should emphasize the questions or issues that reveal, by their breadth and significance, why the course has earned group-satisfying status.” (US03/04-8, May 12, 2004)

**Multicultural Courses Policy:**

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

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

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

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

**Contact Hours**

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

January 12, 2015

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

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

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

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

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

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

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

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

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

Procedures for Requesting New Subject Codes

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

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<td>Overseas Studies: Khon Kaen, Khon Kaen University [Thailand]</td>
</tr>
<tr>
<td>OLAT</td>
<td>Overseas Studies: La Trobe University [Australia]</td>
</tr>
<tr>
<td>OLEG</td>
<td>Overseas Studies: Legon, University of Ghana</td>
</tr>
<tr>
<td>OLIS</td>
<td>Oregon Leadership in Sustainability</td>
</tr>
<tr>
<td>OLOO</td>
<td>Overseas Studies: London, NICSA Program [England]</td>
</tr>
<tr>
<td>OLYO</td>
<td>Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France]</td>
</tr>
<tr>
<td>OMAL</td>
<td>Overseas Studies: Malang, Institut Keguran Dan Ilmu Pendidikan [Indonesia]</td>
</tr>
<tr>
<td>OMCT</td>
<td>Overseas Studies: Macerata, Italy - AHA</td>
</tr>
<tr>
<td>OMEI</td>
<td>Overseas Studies: Tokyo, Meiji University [Japan]</td>
</tr>
<tr>
<td>OMOR</td>
<td>Overseas Studies: Morelia, Mexico - AHA</td>
</tr>
<tr>
<td>OMSE</td>
<td>Oregon Master of Software Engineering</td>
</tr>
<tr>
<td>ONTU</td>
<td>Overseas Studies: National Taiwan University</td>
</tr>
<tr>
<td>ONUS</td>
<td>Overseas Studies: National University of Singapore</td>
</tr>
<tr>
<td>OOOI</td>
<td>Overseas Studies: Oviedo, Spain - AHA</td>
</tr>
<tr>
<td>OPAV</td>
<td>Overseas Studies: Pavia, University of Pavia [Italy]</td>
</tr>
<tr>
<td>OPDG</td>
<td>Overseas Studies: Paderno del Grappa, Italy - CIMBA</td>
</tr>
<tr>
<td>OPI</td>
<td>Overseas Studies: Poitiers, University of Poitiers [France]</td>
</tr>
<tr>
<td>OQUE</td>
<td>Overseas Studies: Querétaro, Summer Study in Mexico</td>
</tr>
<tr>
<td>OQUI</td>
<td>Overseas Studies: Quito, Catholic University of Ecuador</td>
</tr>
<tr>
<td>OROM</td>
<td>Overseas Studies: Rome, Summer Architecture Studio [Italy]</td>
</tr>
<tr>
<td>OROS</td>
<td>Overseas Studies: Rosario, Argentina - AHA</td>
</tr>
<tr>
<td>OSAS</td>
<td>Overseas Studies: Semester at Sea</td>
</tr>
<tr>
<td>OSEG</td>
<td>Overseas Studies: Segovia, Spain - AHA</td>
</tr>
<tr>
<td>OSEN</td>
<td>Overseas Studies: Tokyo, Senshu University [Japan]</td>
</tr>
<tr>
<td>OSEV</td>
<td>Overseas Studies: Seville, Study in Spain</td>
</tr>
<tr>
<td>OSIE</td>
<td>Overseas Studies: NICSA Program [Italy]</td>
</tr>
<tr>
<td>OSIP</td>
<td>Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]</td>
</tr>
<tr>
<td>Code</td>
<td>Subject</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>OSIT</td>
<td>Overseas Studies: School for International Training</td>
</tr>
<tr>
<td>OSLO</td>
<td>Overseas Studies: University of Oslo, Norway</td>
</tr>
<tr>
<td>OSSP</td>
<td>Overseas Studies: Senegal Summer Program, Dakar, Senegal</td>
</tr>
<tr>
<td>OSTP</td>
<td>Overseas Studies: Russia</td>
</tr>
<tr>
<td>OSVL</td>
<td>Overseas Studies: Seville, University of Seville [Spain]</td>
</tr>
<tr>
<td>OTAM</td>
<td>Overseas Studies: Tampere, University of Tampere [Finland]</td>
</tr>
<tr>
<td>OUAB</td>
<td>Overseas Studies: Aberdeen, University of Aberdeen [Scotland]</td>
</tr>
<tr>
<td>OUEA</td>
<td>Overseas Studies: Norwich, University of East Anglia [England]</td>
</tr>
<tr>
<td>OUOT</td>
<td>Overseas Studies: University of Otago, Dunedin, New Zealand</td>
</tr>
<tr>
<td>OUPP</td>
<td>Overseas Studies: Uppsala, University of Uppsala [Sweden]</td>
</tr>
<tr>
<td>OVAL</td>
<td>Overseas Studies: Valdivia, Chile - CWU</td>
</tr>
<tr>
<td>OVIE</td>
<td>Overseas Studies: Vienna, NCSA Program [Austria]</td>
</tr>
<tr>
<td>OWAR</td>
<td>Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]</td>
</tr>
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<td>OWAS</td>
<td>Overseas Studies: Tokyo, Waseda University [Japan]</td>
</tr>
<tr>
<td>OXAF</td>
<td>Overseas Experimental Program: Africa</td>
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<tr>
<td>OXAO</td>
<td>Overseas Experimental Program: Asia and Oceania</td>
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<tr>
<td>OXEU</td>
<td>Overseas Experimental Program: Europe</td>
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<tr>
<td>OXLA</td>
<td>Overseas Experimental Program: Latin American</td>
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<tr>
<td>OXME</td>
<td>Overseas Experimental Program: Middle East</td>
</tr>
<tr>
<td>OYON</td>
<td>Overseas Studies: Seoul, Yonsei University [Korea]</td>
</tr>
<tr>
<td>PD</td>
<td>Product Design</td>
</tr>
<tr>
<td>PEAE</td>
<td>Physical Education Aerobics</td>
</tr>
<tr>
<td>PEAQ</td>
<td>Physical Education Aquatics</td>
</tr>
<tr>
<td>PEAS</td>
<td>Physical Education Aquatics SCUBA</td>
</tr>
<tr>
<td>PEC</td>
<td>Physical Education Certification</td>
</tr>
<tr>
<td>PEF</td>
<td>Physical Education Fitness</td>
</tr>
<tr>
<td>PEI</td>
<td>Physical Education: Individual Activities</td>
</tr>
<tr>
<td>PEIA</td>
<td>Physical Education Intercollegiate Athletics</td>
</tr>
<tr>
<td>PEL</td>
<td>Physical Education Leadership</td>
</tr>
<tr>
<td>PEMA</td>
<td>Physical Education Martial Arts</td>
</tr>
<tr>
<td>PEMB</td>
<td>Physical Education Mind-Body</td>
</tr>
<tr>
<td>PEO</td>
<td>Physical Education: Outdoor Pursuits</td>
</tr>
<tr>
<td>PERS</td>
<td>Physical Education Racquet Sports</td>
</tr>
<tr>
<td>PERU</td>
<td>Physical Education Running</td>
</tr>
<tr>
<td>PETS</td>
<td>Physical Education Team Sports</td>
</tr>
<tr>
<td>PEW</td>
<td>Physical Education Weight Training</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHYS</td>
<td>Physics</td>
</tr>
<tr>
<td>PORT</td>
<td>Portuguese</td>
</tr>
<tr>
<td>PPPM</td>
<td>Planning, Public Policy and Management</td>
</tr>
<tr>
<td>PS</td>
<td>Political Science</td>
</tr>
<tr>
<td>PSY</td>
<td>Psychology</td>
</tr>
<tr>
<td>REES</td>
<td>Russian and East European Studies</td>
</tr>
<tr>
<td>REL</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>RL</td>
<td>Romance Languages</td>
</tr>
<tr>
<td>RUSS</td>
<td>Russian</td>
</tr>
<tr>
<td>SAPP</td>
<td>Substance Abuse Prevention Program</td>
</tr>
<tr>
<td>SBUS</td>
<td>Sports Business</td>
</tr>
<tr>
<td>SCAN</td>
<td>Scandinavian</td>
</tr>
<tr>
<td>SOC</td>
<td>Sociology</td>
</tr>
<tr>
<td>SPAN</td>
<td>Spanish</td>
</tr>
</tbody>
</table>
### Appendix B

**Bachelor’s Degree Requirements, General Limitations (excerpt)**

*Source: 2014-15 University of Oregon Catalog ([uocatalog.uoregon.edu/admissiontograduation/bachelorrequirements/](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></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>Activity</th>
<th>Undergraduate</th>
<th>Graduate Student</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.

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>Course activity</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.
CRITERIA FOR INCLUDING AN “H” SUFFIX IN A COURSE NUMBER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GROUP-REQUIREMENT POLICIES

The following criteria was proposed by the Undergraduate Council and the College of Arts and Sciences Curriculum Committee. The University Senate approved them in May 2001 by Motion US0001-3 Replacement Motion governing the approval of courses meeting general-education requirements and the distribution of courses student must complete within each group. Revised May 11, 2011 to authorize general education credit for courses waiting for permanent numbers. Revised May 22, 2013 to make clear that repeatable courses are not assigned groups satisfying status. Revised May 14, 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.
Winter 2017
Final
Curriculum Report

March 20, 2017

Prepared by the
University of Oregon Committee on Courses
# WINTER 2017
### FINAL CURRICULUM REPORT
March 20, 2017

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WINTER 2017 FINAL CURRICULUM REPORT
March 20, 2017

OVERVIEW

The body of this report consists of two major sections: Course Proposals reviewed winter 2017 and Other Curricular Matters.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2017, unless a specific term is requested by an academic department and stated otherwise in this report.

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

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

LOOKING AHEAD

Spring 2017
March 15, 2017—First-round spring submissions due to UOCC. Courses must be entered into CourseLeaf by this date.
May 17, 2017—Final report due to Senate.
May 24, 2017—Senate votes on report.

Fall 2017
September 27, 2017—First-round fall submissions due to UOCC. Courses must be entered into CourseLeaf by this date.

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
Colin Brand
Christian Cherry
Gordon Hall
Roberta Mann
Boyana Norris
Jana Prikyl
Mike Urbancic
Frances White, chair

Ex officio
Ron Bramhall
Sue Eveland
Sara Hodges
Mike Jefferis

Bil Morrill
Scott Skelton

Staff
Brian Lowery
Kathy Warden
COURSE PROPOSALS

Unless indicated otherwise, courses may be taken either P/N 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

GRADUATE SCHOOL

GRADUATE STUDIES

NEW COURSE(S)

GRST 602 Supervised College Teaching (1–5R) [P/N only] Repeatable.


GRST 608 Colloquium: [Topic] (1–9R) [P/N only] Repeatable.

GRST 610 Experimental Course (1–5R) Repeatable.

GRST 624 Teaching in United States Universities (3) Strategies for successful communication with undergraduates. Focuses on increasing cross-cultural awareness and developing language and interaction skills for effective instruction. Topics include presenting material, fielding questions, leading discussions, supervising labs.

GRST 631 Graduate and Scholarly Writing I (3) Prepares first-year international graduate students to write academic papers; emphasis on fluency, organization, discourse conventions, accuracy, documentation, and appropriateness for writing tasks, including summaries, reviews, projects, reports, and research papers.

GRST 632 Graduate and Scholarly Writing II (3) For advanced international graduate students currently writing about their own research; emphasis on conventions for writing proposals, theses, dissertations, and articles for publication, with attention to accuracy in language use. Prereq: GRST 631.
COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

NEW COURSE(S)

ANTH 650 African Studies Seminar (4) Introduction to the ways researchers study Africa-related topics by surveying the types of data, analytical methods, and research questions asked in different subjects, from the natural sciences to the humanities. *Effective spring 2017.*

EXISTING COURSE(S)

ANTH 173 Evolution of Human Sexuality (4) (Add online version of course)


ANTH 417 Field Methods in Cultural Anthropology (4) (Reactivate graduate level)

ANTH 417 Field Methods in Cultural Anthropology (4) Techniques of participant observation, community definition and extension, nondirective interviewing, and establishing rapport. Provides theoretical perspectives and emphasizes investigator’s ethical responsibilities. *Effective spring 2017.*

BIOLOGY

NEW COURSE(S)

BI 620 Molecular Genetics (4) [Graded only] Use of modern genetic techniques to analyze gene function. Illustrates the use of model organisms including yeast, worms, flies, and mice. Covers forward genetics (function-driven gene discovery) and reverse genetics.

EXISTING COURSE(S)

BI 426/526 Genetics of Cancer (4) Prereq: BI 320 or BI 322.

BI 426/526 Genetics of Cancer (4) Genetic regulation of cancer. Topics include oncogenes and tumor suppressor genes, signal transduction pathways, genetic animal models, and rationale treatment design. Lectures, discussions. Prereq: BI 214 or BI 282H; one course from BI 320, BI 322.
CHEMISTRY

NEW COURSE(S)

CH 670 Industrial Polymer Projects Laboratory (4) Polymer industry–focused projects with emphasis on formulation and optimization of adhesives, coatings, thermoplastics, thermosets, drug delivery systems, biopolymers, personal care products. Prereq: CH 667, CH 668, CH 669. Effective summer 2017.


CH 681 Introduction to Electron Microscopy (4) Introduction to theory and best practices for applying scanning electron (SEM) and transmission electron microscopy (TEM) in materials science. Effective spring 2017.


CH 683 Surface Analysis (4) Introduction to theory and best practices for surface analysis techniques (XPS and ToF-SIMS), with focus on applications for materials science. Effective spring 2017.

CINEMA STUDIES

EXISTING COURSE(S)

CINE 425 Cinema Production [Topic] (4R) Repeatable twice for a maximum of 12 credits. (Change conditions of repeatability)

CINE 425 Cinema Production: [Topic] (4R) Exploration of intermediate-to-advanced techniques used in cinema production, from music videos to digital sound recording to 16-millimeter film. Topics include Directing, Digital Single-Lens Reflex Camera Production, Music Video Production. Repeatable three times for a maximum of 16 credits when topic changes. Prereq: ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, CINE 270, J 208.

ENGLISH

NEW COURSE(S)

ENG 209 The Craft of the Sentence (4) [Graded only for majors] Study of basic sentence mechanics, grammatical terminology, and the conventions of punctuation. Includes some historical background on the development of English grammar. Students cannot receive credit for both ENG 209 and LING 494. Effective spring term.
EXISTING COURSE(S)

ENG 313 Teen and Children’s Literature (4) Books for young readers, their social implications and historical context, from the 19th century to the present.
(Change course description.)

**ENG 313 Teen and Children’s Literature (4)** [Graded only for majors] Books for young readers, their social implications and historical context, from the 19th century to the present. Explores interplay between the classroom experience and internships—volunteering at K–12 schools. *Request for Category I: Arts and Letters general-education group requirement denied.*

HISTORY

EXISTING COURSE(S)

HIST 273 Introduction to American Environmental History (4) Introduction to concepts, concerns, and methods of environmental history, especially in the context of American history to the present.
(Title change, description change, multicultural status)

**HIST 273 Introduction to Environmental History (4)** Introduction to concepts, concerns, and methods of environmental history. *Previously approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Removed Category A: American Cultures multicultural requirement.*

(UOCC administrative action)
HIST 482/582 Latin America’s Indian Peoples (4)
(Title change)

**HIST 482/582 Aztecs and Incas (4)** Impact of Iberian conquest and settlement on the lives of the indigenous peoples of the Caribbean, Mexico, Central America, and South America. *Previously approved to satisfy Category C: International Cultures multicultural requirement.*

LINGUISTICS

EXISTING COURSE(S)

(UOCC administrative change)
LING 302 Introduction to Linguistic Behavior (4) Prereq: prior course work at the 200 or 300 level in linguistics is required.
(Remove prerequisite)

POLITICAL SCIENCE

EXISTING COURSE(S)

(UOCC administrative action)
PS 368 Gendering the Law
(Title change)
PS 368 Gender in the Law (4) Examines the role courts play in framing and shaping policies in which gender is featured. Focuses on reproductive rights, pregnancy and abortion, domestic violence, rape, family issues, prostitution, sexual harassment. Offered alternate years. Previously approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

PSYCHOLOGY

NEW COURSES

PSY 479/579 Infancy (4) Mechanisms and processes that underlie and promote rapid changes in physical, cognitive, and linguistic capabilities, from birth to 24 months. Covers innovative methodologies and cultural attitudes toward infants. Prereq: PSY 303; one course from PSY 308, PSY 376.

SOCIOLOGY

EXISTING COURSE(S)

(UOCC administrative action)
SOC 455/555 Issues in Sociology of Gender: [Topic] (4R) Prereq: SOC 310, 311, 312
(Remove prerequisite)

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.
PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

NEW COURSE(S)

AAA 425 Reflective Practice (2) Use of research in developing professional vision statements, portfolios, and synthesis papers that reflect on academic, internship, practicum, or field experiences. Identifies possibilities for future professional trajectories.

PRODUCT DESIGN

NEW COURSE(S)

SPD 601 Research: [Topic] (1–6R) Repeatable.

SPD 604 Internship: [Topic] (1–6R) Repeatable.

SPD 605 Reading and Conference: [Topic] (1–6R) Repeatable.

SPD 606 Special Problems: [Topic] (1–6R) Repeatable.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

No courses submitted.
COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

EXISTING COURSE(S)

(UOCC administrative action; previously taught as CPSY 633)
(Change effective date)

DROP COURSE(S)

(UOCC administrative action. Drop Course)
(Change effective date)
CPSY 633 Epidemiology (3) Introduction to approaches, concepts, methods, and perspectives of epidemiology as applied to current public health issues and prevention science research and practice. Effective spring 2017.

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP

NEW COURSE(S)

EDLD 211 Exploring Leadership (4) [Graded only for majors] Understanding the context of leadership for the common good and for change in educational and social systems; establishing basic skill-building in project management fundamentals to promote effective leadership.

EDLD 311 Equity Leadership and Social Change (4) [Graded only for majors] Provides foundational exposure to current scholarship and practice in approaches that promote equity and inclusion within professional educational and social service settings. Prereq: EDLD 211.

EDLD 312 Effective Leadership Decision-Making (4) [Graded only for majors] Introduces basic concepts of evidence-based decision-making. Addresses theoretical frameworks for decision-making, statistical applications, common decision-making errors, and ways to involve diverse individuals and groups in making decisions. Prereq: EDLD 211.

EDLD 313 Program Evaluation for Future Leaders (4) [Graded only for majors] Introduction to evaluation theory and evaluation research design; potential uses and limitations of program evaluation in the public and private sector through study, discussion, and application of course materials. Prereq: EDLD 211.

EDLD 411 Examining Leadership Effectiveness (4) [Graded only for majors] Designed for students who enroll in a proposed minor program yet to be named. Focuses on analysis of personal commitments and goals in the context of leadership for social change. Prereq: EDLD 211.
**EDLD 412 Leading Change in Organizations (4)** [Graded only for majors] Development of skills for leading change within an organization: planning, managing, enacting, surviving, and evaluating personal and organizational change. Prereq: EDLD 211.

**EDLD 614 Literacy for Learning (4)** Focuses on instructional strategies for designing and delivering effective literacy instruction and content area supports for intermediate and middle school students with diverse learning and/or linguistic abilities. Prereq: EDLD 612.

**EDLD 691 Research Writing I (1)** [Graded only for majors] First in a course sequence providing students in the doctor of education degree (DEd) program with a structured, guided opportunity to complete dissertation proposals.

**EDLD 692 Research Writing II (1)** [Graded only for majors] Second in a course sequence providing students in the doctor of education degree (DEd) program with a structured, guided opportunity to complete dissertation proposals. Prereq: EDLD 691.

**EDLD 693 Research Writing III (2)** [Graded only for majors] Third in a course sequence providing students in the doctor of education degree (DEd) program with a structured, guided opportunity to complete dissertation proposals. Prereq: EDLD 691, EDLD 692.

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**EDUCATION STUDIES**

**EXISTING COURSE(S)**

**EDST 225 School and Representation in Film (4)** (Request for multicultural group)

**EDST 225 School and Representation in Film (4)** Examines popular culture’s influence on schools and teachers along with the various mediating factors such as race, ethnicity, social class, gender, sexuality, religion, and nationality. *Approved to satisfy Category A: American Cultures multicultural requirement.*

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**SCHOOL OF JOURNALISM AND COMMUNICATION**

No courses submitted.
SCHOOL OF LAW

NEW COURSE(S)

**CRES 351 Roles of a Diplomat (2)** Students learn about diplomats and diplomatic practice in international conflict situations.

**CRES 665 Family Mediation (4)** [Graded only] Preparation for work-related experiences in family mediation, specifically domestic relations involving custody and parenting time.

EXISTING COURSE(S)

(UOCC administrative change)
LAW 712 Small Business Clinic (3) Replicates the environment of a small law firm. Students represent small companies and entrepreneurs who need legal assistance in forming and operating their businesses. Each student assists several clients during the course of the semester under the supervision of an attorney. Includes a weekly seminar offering instruction in substantive law, ethical issues, and practical lawyering, with an emphasis on the skills required in drafting documents, interviewing and counseling clients, and representing clients in organizational and contractual matters.

(Title change, catalog description change)

(UOCC administrative action)
LAW 781 LLM Spring Seminar (2)

(title change)
**LAW 781 LLM Seminar: In Practice (2)** [P/N only] Students studying for a master of laws (LLM) degree explore professional development topics and develop practice skills through in-class workshops, legal writing, a simulated symposium, and negotiation exercises.

SCHOOL OF MUSIC AND DANCE

DANCE

EXISTING COURSE(S)

DAN 301 Dance in Traditional Cultures: Africa [Topic] (4R)

(Title change, remove repeatability)
**DAN 301 African Dance Aesthetics (4)** Using the field of dance studies to examine African dance aesthetics in popular culture, daily media landscapes, and expressive cultures in Africa and the diaspora. *Approved to satisfy*

MUSIC

NEW COURSE(S)

MUS 346 Music, Money, and the Law (4) Explores theory and history of relationship between money and music, and corresponding laws that govern and shape that relationship. Topics include copyright, contract rights, media distribution technology, marketing, unions. Request to satisfy Category II: Social Science general-education group requirement denied. Effective spring 2017.

EXISTING COURSE(S)

MUS 393 Oregon Electronic Device Orchestra (2)  
(Add repeatability)  
MUS 393 Oregon Electronic Device Orchestra (2R) Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions. Repeatable nine times for a maximum of 20 credits.

PHYSICAL EDUCATION AND RECREATION

See withdrawn courses.

DENIED PROPOSALS

COLLEGE OF ARTS & SCIENCES

ENG 313: Teen and Children's Literature (4) Request to satisfy Category I-Arts and Letters general-education group requirement denied.

SCHOOL OF LAW

(UOCC administrative action)  
LAW 780: LLM Seminar (2)  
(title change)  
LAW 780: LLM Fall Seminar (2) Master of laws students will explore the United States legal system and legal profession through in-class workshops, legal research and writing, and oral presentations.
SCHOOL OF MUSIC AND DANCE

MUS 346: Music, Money, and the Law (4) Course approved and request to satisfy Category II-Social Science general-education group requirement denied.

PENDING PROPOSALS

COLLEGE OF ARTS AND SCIENCES

AEIS 421/521 Academic Discourse (3) For international graduate students, scholars, and upper-division undergraduates. Strategies for effective interaction and discussion in academic settings, including lectures, seminars, and campus events. With feedback on overall intelligibility, accuracy in language use, and cultural appropriateness.

ENG 250 Literature and Digital Culture (4) This course will focus on the intersection of digital culture and literary studies. Students will learn how to use digital tools to study literature. Simultaneously, they will use literary analysis approaches to study contemporary digital culture. Request to satisfy Category I: Arts and Letters general-education group requirement.

FLR 150 Folklore and Sports (4) This course will explore the interrelationship of sports, culture, history, society, and politics, analyzing the intersection of folklore and sports in human history and particularly as part of American culture. Request to satisfy Category I: Arts and Letters general-education group requirement. Effective spring 2017.

COLLEGE OF EDUCATION

EDLD 626 Social and Cultural Foundations of Education (4) This survey course examines education in U.S. society from sociological, cultural, and structural perspectives with a focus on inequity and the intersecting roles of race, language, class, gender, and ability/disability.

EDLD 631 Meeting the Needs of English Learners (2) This course reviews historical and current approaches to meeting the needs of English learners (ELs) in the US. The focus is on federal, state, and local policies that support ELs acquisition of English, as well as research on effective programs and practices.

EDLD 638 Advanced School Law (2 OR 4) An overview of legal issues in school board--superintendent relations, media relations, personnel evaluation practices, student and employee rights, collective bargaining, contract management, and Teacher Standards and Practices Commission and Office of Civil Rights complaints.

EDLD 643 Data-Based Decision Making (2) The purpose of this course is to introduce the basic concepts of evidence-based decision making. Prereq: EDUC 614, EDUC 611, EDLD 560.

EDLD 696 Professional Writing I: Foundations in Professional Writing (2) [Graded only for majors] This two-credit course covers foundational knowledge of the American Psychological Association’s (APA) writing style as well as how to synthesize research for academic purposes.
EDLD 697 Professional Writing II: Organization (2) [Graded only for majors] This two-credit course provides an opportunity to explore the types of writing required of the three D.Ed dissertation options: scholarly article, policy analysis, and grant proposal. Prereq: EDLD 696.

EDLD 698 Professional Writing III: Literature Review (2) [Graded only for majors] By successfully completing this course a student will write a review of research manuscripts on a professional topic and continue to learn the nuances of APA writing style. Prereq: EDLD 696, EDLD 697.

EDLD 699 Dissertation Methods Apprenticeship (3) [Graded only for majors] This course provides doctoral students in the D.Ed. program a structured opportunity to complete (a) their dissertation proposal and (b) a PowerPoint presentation on their respective proposals.

WITHDRAWN PROPOSALS

COLLEGE OF ARTS AND SCIENCES

BI 160 From Brains to Intelligent Machines (4) Basic concepts on how brains and artificial systems process information. Analysis of the similarities, differences, and complementarity between these systems. Request to satisfy Category III: Science general-education group requirement.

PHYSICAL EDUCATION AND RECREATION

(UOCC administrative action)
PEAS 375 Scuba
(title change)
PEAS 375 Deep Diver (1) Learn to dive to greater depths and develop special skills for deep dive planning, organization, procedures, techniques and hazards. R once for a maximum of 2 credits. R

(UOCC administrative action)
PEAS 368 Scuba
(title change)
PEAS 368 Basic (2) Repeatable. Open water certification. Techniques and equipment used in underwater diving. Water safety, diving physics, medical aspects of diving, and decompression. Leads to basic scuba certification. Equipment provided. Repeatable once for maximum of 4 credits. R

(UOCC administrative action)
PEAS 369 Scuba
(title change)
PEAS 369 Advanced (1) Repeatable. Advanced open water diver certification. Navigation, deep diving, night diving and other topics. Develop underwater skills and learn specialty diving activities. Equipment provided. Repeatable once for a maximum of 2 credits. Prereq: PEAS 368 or equivalent. R

(UOCC administrative action)
PEAS 370 Scuba
(title change)
PEAS 370 Rescue Diver (1) Repeatable. Rescue Diver certification. Concepts of self rescue, psychological and
physical stress, tows, assists, in-water resuscitation and rescue techniques. Equipment provided. Repeatable once for a maximum of 2 credits. Prereq: PEAS 369 or equivalent. R

(UOCC administrative action)
PEAS 378 Scuba
(titled change)
PEAS 378 Nitrox (1) Instruction in diving with enriched air to extend ‘no decompression’ limits, increasing time spent underwater. Repeatable once for a maximum of 2 credits. R

(UOCC administrative action)
PEAS 381 Scuba
(titled change)
PEAS 381 Dive Master I (1–2) Repeatable. Dive master certification. Preparation toward becoming a diving instructor. In-depth knowledge of general diving theory and watermanship skills. Assist a PADI instructor with the supervision of underwater diving students, dive planning and organization. Equipment provided. Repeatable once for a maximum of 4 credits. Prereq: PEAS 370; 18 years old, 20 logged dives. R

(UOCC administrative action)
PEAS 382 Scuba
(titled change)
PEAS 382 Dive Master II (1–2) Repeatable. Advanced watermanship skills, leading to certification as a Dive Master. Responsible for demonstrating techniques and skills, class management, and assist students with common problems. Construct an underwater map. Repeatable once for a maximum of 4 credits. Prereq: PEAS 381 or equivalent. R

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

- The University Senate, provost, UO Board of Trustees, and the Higher Education Coordinating Commission have approved a new bachelor of arts and bachelor of science in spatial data science and technology offered by the department of geography. Effective fall 2017.

- The dean of the College of Arts and Sciences, with approval by the Undergraduate Council, has approved changes to the degree requirements for the minor and the bachelor of arts degree in Russian, East European, and Eurasian studies. The changes include reducing the number of credits in the minor from 28 to 24 and in the bachelor of arts from 40 to 36. In addition, the number of tracks in the major are reduced from five to two—one with a humanities emphasis and one with a social science emphasis. Effective fall 2017.

- The dean of the College of Arts and Sciences, with approval by the Graduate Council, has approved a new track in functional thin films for the master of science in chemistry and the master of science in applied physics. Effective fall 2017.

- The dean of the College of Arts and Sciences, with approval by the Graduate Council, has approved a new track in electron microscopy for the master of science in chemistry and the master of science in applied physics. Effective fall 2017.

- The dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost for undergraduate studies, has approved a minor correction to the changes to the international studies premajor requirements that was approved in the fall 2016 Curriculum Report. The writing requirement for the premajor should read thus: “UO writing requirement (WR 121 and WR 122 or WR 123) completed or equivalency demonstrated.” This change should be reflected in the degree audit report for the premajor. Effective fall 2016.

- The dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the dean and vice provost of undergraduate studies, has approved minor changes to the degree requirements for the bachelor of arts and bachelor of science in human physiology to require that HPHY 321, 322, 323, 324, and 325 be taken in residence at the University of Oregon. The change formalizes and makes transparent to prospective students the existing practice. Effective fall 2017.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

- The dean of the School of Allied Arts and Architecture, with endorsement by the associate vice provost for academic excellence and the dean and vice provost of undergraduate studies, has approved minor changes to the requirements for the bachelor of arts in art history. The changes clarify both the lower-division and upper-division options for students but do not change the total credit requirements. Effective fall 2017.
COLLEGE OF EDUCATION

- The dean of the College of Education, with endorsement by the associate vice provost for academic excellence, has approved **discontinuing the education studies major** previously offered by the Department of Education Studies. The major has not been in use since 2007, when the educational foundations major was approved, and has no students enrolled in the major. *Effective fall 2017.*

- The dean of the College of Education, with endorsement by the associate vice provost for academic excellence, has approved **discontinuing the bachelor of education in educational foundations** offered by the Department of Education Studies. The degree has not been awarded since 2011, and the department no longer advises students to pursue this option. Students either complete the bachelor of arts or the bachelor of science in educational foundations. There are currently no students pursuing the bachelor of education. *Effective fall 2017.*

SCHOOL OF LAW

- With a recommendation by the Undergraduate Council, a **new minor in legal studies** offered by the School of Law has been approved by the provost. *Effective fall 2017.*

- **A new graduate specialization in regional and international conflict**—sponsored by the graduate program in conflict and dispute resolution, the School of Law, and the Departments of Anthropology, Geography, International Studies, and Political Science, and with the recommendation of the Graduate School and the Graduate Council—has been approved by the provost. *Effective fall 2017.*

- The dean of the School of Law, with endorsement by the Graduate School and approval by the Graduate Council, has approved **changes to the degree requirements for the doctor of jurisprudence degree.** The change replaces the previous requirement (one skills-based course) with a six-hour experiential learning requirement to comply with new American Bar Association accreditation standards. *Effective fall 2017.*

SCHOOL OF MUSIC AND DANCE

- The dean of the School of Music and Dance, with approval by the Graduate Council, has approved **curriculum changes to the doctor of musical arts degree in performance (data-driven instruments track).** The change involves the addition of a digital portfolio dissertation. *Effective fall 2017.*

GRADUATE SCHOOL

- The Committee on Courses has approved a **new subject code, GRST,** for use by the Graduate School. *Effective fall 2017.*

UNIVERSITY ACADEMIC POLICY

- Upon recommendation of the Undergraduate Council, the University Senate approved **US16/17-13: Amendment to the Credit-Bearing General Limitations to the Bachelor’s Requirements.** *Effective fall 2017.*

The policy is amended as follows:
The University Senate approves to amend the credit-bearing general limitations to the bachelor’s requirements to create a new addition of category “d” of Point 4 of the “General Limitations,” as follows (amendments in red):

“Point 4. A maximum of 24 credits may be earned or accepted as transfer credits in the following areas (a, b, c, and d) with not more than 12 credits in any one area.

- Lower-division professional or technical courses
- Physical education and dance activity courses
- Performance in music (subject code MUP), except for majors in music
- Applied and/or experiential courses, courses focusing on academic support skills, or career and professional development courses

and

Point 7 of the “General Limitations” will be revised as follows:

“Point 7. A maximum of 12 credits in University Teaching and Learning Center courses (subject code TLC) and a maximum of 12 credits in field experience courses, whether earned or transferred, may be counted toward the bachelor’s degree. These limits (12 credits in TLC courses, 12 credits in field experience courses) are independent of the limits of category 4(d).”

APPENDICES

https://blogs.uoregon.edu/uocc/appendices/
Spring 2017
Final
Curriculum Report

June 13, 2017

Prepared by the
University of Oregon Committee on Courses
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SPRING 2017 FINAL CURRICULUM REPORT

June 13, 2017

OVERVIEW

The body of this report consists of two major sections: Course Proposals reviewed spring 2017 and Other Curricular Matters.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2017, 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 each term with the exception of summer and will submit a quarterly report to the University Senate. 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 2017

September 22, 2017—First-round spring submissions due to UOCC. Courses must be entered into CourseLeaf by this date.

Winter 2018

December 6, 2017—First-round spring submissions due to UOCC. Courses must be entered into CourseLeaf by this date.

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
Colin Brand
Christian Cherry
Gordon Hall
Roberta Mann

Boyana Norris
Jana Prikyl
Mike Urbancic
Frances White, chair

Ex officio
Ron Bramhall
Sue Eveland
Sara Hodges
Mike Jefferis

Bil Morrill
Scott Skelton

Staff
Brian Lowery
Kathy Warden
COURSE PROPOSALS

Unless indicated otherwise, courses may be taken either P/N 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

GRADUATE SCHOOL

NEW COURSE(S)

GRST 621 Academic Discourse (4) [Pass/no pass only] For international graduate students. Strategies for effective interaction and discussion in academic settings, including lectures, seminars, and campus events. Feedback on intelligibility, accurate language use, and cultural appropriateness.

EXISTING COURSE(S)

(UOCC administrative action-credit correction 3 to 4)
GRST 624 Teaching in United States Universities (4)

(UOCC administrative action-credit correction 3 to 4)
GRST 631 Graduate and Scholarly Writing I (4)

(UOCC administrative action-credit correction 3 to 4)
GRST 632 Graduate and Scholarly Writing II (4)
COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

NEW COURSE(S)

ANTH 243 Island Archaeology (4) Provides an in-depth understanding about the prehistory of various island regions in a comparative perspective as seen in the material culture and how islands help archaeologists decipher patterns of changing human behavior over time, including migration processes, settlement patterns, environmental interactions, and exchange systems. Approved to satisfy Category III-Science general-education group requirement.

ANTH 274 Animals and People (4) This course explores contemporary and historical examples of human-animal interactions around the globe from a cross-cultural perspective. We analyze the influences of culture and biology on these interactions, explore perspectives, and engage in hypothesis testing. Approved to satisfy Category III-Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.

EXISTING COURSE(S)

ANTH 163: Origins of Storytelling (4) (Adding online instructional type)

ANTH 165: Sexuality and Culture (4) (Adding online instructional type)

ANTH 278: Scientific Racism (4) (Adding online instructional type)

BIOLOGY

NEW COURSE(S)

BI 160 From Brains to Intelligent Machines (4) Basic concepts on how brains and artificial systems process information. Analysis of the similarities, differences, and complementarity between these systems. Approved to satisfy Category III: Science general-education group requirement.
EXISTING COURSE(S)

BI 370: Ecology (4)
Relationship of organisms to their environment in space and time. Factors controlling the distribution and abundance of organisms, introductions to community systems, and paleoecology. Required fieldwork. Lectures, laboratories, field trips. (Credit, description change)

BI 370 Ecology (5) Relationship of organisms to their environment in space and time. Factors controlling the distribution and abundance of organisms, introductions to community systems, and ecosystems. Required fieldwork. Lectures, laboratories, field trips. Prereq: BI 213 or BI 283H.

CH 111: Introduction to Chemical Principles (4)
Chemical concepts for students in health care, biological applications, and environmental studies. Topics include atomic structure, solutions, acids, bases, stoichiometry, equilibrium, biomolecules, and organic functional groups. Lecture, demonstration.

CHEMISTRY

EXISTING COURSE(S)

(UOCC administrative action)

CH 111: Introduction to Chemical Principles (4) Chemical concepts for students in health care, biological applications, and environmental studies. Topics include atomic structure, solutions, acids, bases, stoichiometry, equilibrium, biomolecules, and organic functional groups. Lecture, demonstration.

(Catalog description change)

CH 111 Introduction to Chemical Principles (4) Introduction to modern chemistry with emphasis on problem-solving skills and critical thinking. Fundamental mathematical techniques and skills are incorporated to illustrate the quantitative aspects of chemistry. Prereq: MATH 95 or satisfactory placement test score; MATH 111 recommended. Previously approved to satisfy Category III: Science general-education group requirement.

CINEMA STUDIES

NEW COURSE(S)

CINE 415 Cinema Careers (2) [Graded only for majors] Explores the values and strengths of cinema-oriented jobs in the humanities, industry, and otherwise. Résumé, cover letter, portfolio, and interview assignments hone oral and written communication skills. (Course approved under category “d” of point 4 of the General Limitations; applied and/or experiential courses, courses focusing on academic support skills, or career and professional development courses.)

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

KRN 403 Thesis (1-6R) [Pass/no pass only] Repeatable.

KRN 503 Thesis (1-6R) [Pass/no pass only] Repeatable
**ENGLISH**

NEW COURSE(S)

**ENG 240: Introduction to Disability Studies (4)** [Graded only for majors] Introduces students to central concepts and essential texts in disability studies and applies them to literary and cultural texts, with a focus on racial diversity and learning directly from writers and scholars who experience a wide spectrum of bodymind variabilities. **Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B-Identity, Pluralism, and Tolerance multicultural requirement.**

**ENG 250: Literature and Digital Culture (4)** [Graded only for majors] This course will focus on the intersection of digital culture and literary studies. Students will learn how to use digital tools to study literature. Simultaneously, they will use literary analysis approaches to study contemporary digital culture. **Approved to satisfy Category I-Arts and Letters general-education group requirement.**

**ENG 386: Bodies in Comics (4)** [Graded only for majors] Examines questions and representations of bodily identity in comics through the lenses of disability studies and gender theory. **Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy Category B-Identity, Pluralism, and Tolerance multicultural requirement.**

**ENG 470/570: Technologies And Texts Capstone (4)** [Graded only for majors] This course examines the way humanities disciplines use digital technologies to forge a new role in the public sphere, exploring how digital and print cultures (re)shape forms of cultural expression and knowledge production. Students will create their own digital projects in this course. Prereq: ENG 250.

**GEOGRAPHY**

NEW COURSE(S)

**GEOG 285 Mapping with Drones (4)** Understanding and applying the technologies, theories, and skills needed to acquire and convert drone photography into mapping applications.

(UOCC administrative action; omitted from fall report)

**GEOG 419 Professional Geographer (2)** [Graded only] Explores the geographical perspective on world cultures and global issues, and prepares students to articulate a spatial perspective and effectively communicate geographic training and skills to broader audiences. **(Course approved under category “d” of point 4 of the General Limitations; applied and/or experiential courses, courses focusing on academic support skills, or career and professional development courses.)**

**GEOLOGY**

EXISTING COURSE(S)

(UOCC administrative action)

**GEOL 403 Thesis (1-6R)** Prereq: Geological sciences honors students only. **(Prerequisite change)**
GEOL 403 Thesis (1–6R) [Pass/no pass only] Prereq: Earth sciences honors or senior thesis students only. Effective spring 2017.

**GERMAN AND SCANDINAVIAN**

**NEW COURSE(S)**

**GER 470/570 German for Reading Knowledge I (4)** Introduction to the reading of German, introducing most of the major grammatical categories and providing substantial basic and advanced vocabulary training. Students translate passages in their chosen fields.

**GER 471/571 German for Reading Knowledge II (4)** Completes the overview of German grammar, reviews selected grammatical points, expands knowledge of vocabulary, and enhances capacity to read and translate. Second term in a two-term sequence. Prereq: GER 470.

**DROP COURSE(S)**

(Being replaced by GER 470/570 and GER 471/571)

**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.

(Being replaced by GER 470/570 and GER 471/571)

**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. Prereq: GER 327.

**HUMAN PHYSIOLOGY**

**EXISTING COURSE(S)**

**HPHY 420/520 Human Anatomy Dissection (1)**

(Title, credit change)

**HPHY 420/520 Human Anatomy Dissection (2) [Pass/no pass only]** Dissection of one region of a preserved donated human cadaver and preparation of the specimen for the HPHY 321, 323, 325 laboratory experience. Students are accepted by application, due early February. Prereq: HPHY 323.

**DROP COURSE(S)**

(UOCC administrative action)

**HPHY 441 Clinical Exercise Physiology**. Previously taught by adjunct faculty. Faculty no longer available to teach.

(UOCC administrative action)

**HPHY 460 Lumbar and Pelvic Function**. Previously taught by adjunct faculty. Faculty no longer available to teach.
INTERNATIONAL STUDIES

EXISTING COURSE(S)

(UOCC administrative action)
INTL 280: Global Environmental Issues (4)
(Title change)
INTL 280 Global Environmental Issues and Alternatives (4) [Graded only for majors] Examines root causes of environmental problems at local, regional, national, and global scales. Critically compares approaches to addressing international environmental challenges. Previously approved to satisfy Category II: Social Science general-education group requirement.

(UOCC administrative action)
INTL 420: International Community Development (4)
(Title change)
INTL 420/520 Global Community Development (4) Introduction to communitarian theory and local-level, grassroots development practices. Comparison across the North-South divide of efforts to alleviate poverty, promote sustainability, and ensure mobilization and cohesion. Prereq: INTL 240.

LINGUISTICS

NEW COURSE(S)

LING 493/593 Corpus Linguistics (4) Corpus-based approaches to the study of natural human language, focusing on the use of computer-based methods to conduct empirical analyses of written and spoken language. Developing computer-programming skills for linguistic analysis. Prereq: LING 301, LING 302.

EXISTING COURSE(S)

(UOCC administrative action)
LING 444/544: Second-Language Acquisition (4) Prereq: LING 301 passed with a grade of C- or better
(Prerequisite change)
LING 444/544 Second-Language Acquisition (4) Introduction to cognitive and social processes of acquiring second languages. Students cannot receive credit for both LING 440/540 and 444/544.

MATHEMATICS

NEW COURSE(S)

MATH 201 Algebra Math Lab (2) [Pass/no pass only] Exploratory course in mathematics. Focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from algebra.

MATH 202 Geometry Math Lab (2) [Pass/no pass only] Exploratory course in mathematics. Focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from geometry.

MATH 203 Analysis and Number Theory Math Lab (2) [Pass/no pass only] Exploratory course in mathematics. Focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from analysis and the theory of numbers.
MATH 204 Probability and Statistics Math Lab (2) [Pass/no pass only] Exploratory course in mathematics. Focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from probability and statistics.

MATH 205 Foundations Math Lab (2) [Pass/no pass only] Exploratory course in mathematics. Focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from the foundations of mathematics.

MATH 206 Combinatorics Math Lab (2) [Pass/no pass only] Exploratory course in mathematics. Focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from combinatorics.

(Previously taught as MATH 315)  
MATH 316 Fundamentals of Analysis I (4) [Graded only for majors] Rigorous treatment of topics introduced in calculus such as limits, sequences, series, the Cauchy condition, and continuity. Development of mathematical proof in these contexts. Sequence with MATH 317. Prereq: MATH 253 or equivalent; one from MATH 232, MATH 262, MATH 307.

MATH 317 Fundamentals of Analysis II (4) [Graded only for majors] Rigorous treatment of topics introduced in calculus such as continuity, uniform convergence, power series, differentiation, and integration. Development of mathematical proof in these contexts. Sequence with MATH 316. Prereq: MATH 316.

MATH 320 Theory of Differential Equations (4) [Graded only for majors] Introduction to differential equations for students with background in linear algebra, with a mixture of applications and theory. Topics include linear and nonlinear equations, systems of equations. Prereq: MATH 281, MATH 342; and one of MATH 307, MATH 232, MATH 262.

(Previously taught as MATH 346)  
MATH 347 Fundamentals of Number Theory I (4) [Graded only for majors] Study of congruences, the Chinese remainder theorem, the theory of prime numbers and divisors, Diophantine equations, and quadratic reciprocity. Development of mathematical proof in these contexts. Sequence with MATH 348. Prereq: MATH 253 or equivalent; one from MATH 232, MATH 262, MATH 307.

MATH 348 Fundamentals of Number Theory II (4) [Graded only for majors] Study of nonlinear Diophantine equations, sums of squares, the theory of partitions, geometric number theory, and the distribution of prime numbers. Development of mathematical proof in these contexts. Sequence with MATH 347. Prereq: MATH 347.

MATH 397 History and Applications of Calculus (4) [Graded only for majors] Historical applications of calculus. Topics may include volumes by the method of exhaustion, Archimedean spiral, Kepler problem, calculus of variations, brachistochrone problem, spread of infectious disease, analysis of savings. Prereq: MATH 253; one from MATH 232, MATH 262, MATH 307.


EXISTING COURSE(S)

(UOCC administrative action)  
MATH 253: Calculus III (4) Standard sequence for students of physical and social sciences and of mathematics. Introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Sequence. Students cannot receive credit for more than one of MATH 253, 263.

(Description change)
MATH 253 Calculus III (4) Standard sequence for students of physical and social sciences and of mathematics. Introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Sequence.

DROP COURSE(S)

(UOCC administrative action)
MATH 233 Elements of Discrete Mathematics III (4) Discrete probability, Boolean algebra, elementary theory of groups and rings with applications. Prereq: MATH 232.

(UOCC administrative action)
MATH 315 Elementary Analysis (4) Rigorous treatment of certain topics introduced in calculus including continuity, differentiation and integration, power series, sequences and series, uniform convergence and continuity. Prereq: MATH 253 or equivalent; one from MATH 232, 262, 307.

(UOCC administrative action)
MATH 346 Number Theory (4) Topics include congruences, Chinese remainder theorem, Gaussian reciprocity, basic properties of prime numbers. Prereq: MATH 253 or equivalent; one from MATH 232, 262, 307.

(UOCC administrative action)
MATH 393 Fundamentals of Abstract Algebra III (4) Introduction to algebraic structures including groups, rings, fields, and polynomial rings. Prereq: MATH 392.

(UOCC administrative action)
MATH 421/521 Partial Differential Equations: Fourier Analysis I (4) To be replaced by MATH 421M/521M.

PHYSICS

NEW COURSE(S)


POLITICAL SCIENCE

NEW COURSE(S)

(Previously taught as PS 430)
PS 310 Roots of Democracy (4) [Graded only for majors] Examines modern conceptions of democracy, citizenship, legality, virtue, equality, and political order, which grew out of ideas initially developed in ancient Greek city-states. Special attention given to ideas of active citizenship. Approved to satisfy Category II: Social Science general-education group requirement.

(Previously taught as PS 431)
PS 311 Sovereignty and Revolution (4) [Graded only for majors] Examines contemporary conceptions of politics springing from European debates about the power of kings, law, and the people. Considers key textual moments in the process by which modern conceptions of democracy emerged. Approved to satisfy Category II: Social Science general-education group requirement.
(Previously taught as PS 432)
PS 312 Shadows of Modernity (4) [Graded only for majors] Explores the distinct critiques of modernity offered by John Stuart Mill, Karl Marx, Friedrich Nietzsche, Michel Foucault, and Sigmund Freud. Concepts explored include liberalism, capitalism, power, morality, and the unconscious. Approved to satisfy Category II: Social Science general-education group requirement.

(Previously taught as PS 420)
PS 320 International Organization (4) Studies efforts by states to cooperate in an effort to avoid or resolve conflict in the realms of security, trade, human rights, and the environment.

DROP COURSE(S)

(Course being redesigned as a 300-level course)
PS 420/520 International Organization (4) Studies efforts by states to cooperate in an effort to avoid or resolve conflict in the realms of security, trade, human rights, and the environment.

(Course being redesigned as a 300-level course)
PS 430/530 Political Theory: Ancient and Medieval (4) Greek, Roman, and medieval political thought covering Socrates, Plato, Aristotle, Cicero, Augustine, and Aquinas.

(Course being redesigned as a 300-level course)
PS 431/531 Political Theory: Renaissance, Reformation, and Early Modern (4) Development of political theory. Primary figures are Machiavelli, Hobbes, Locke, and Rousseau.

(Course being redesigned as a 300-level course)
PS 432/532 Political Theory: Modern and Contemporary (4) Political theory during the 19th and 20th centuries including utilitarianism and radical, revolutionary, and liberal democratic traditions.

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PSYCHOLOGY

EXISTING COURSES

(UOCC administrative action)
PSY 304: Biopsychology (4) One from PSY 201, PSY 202.
(Prerequisite change)

(UOCC administrative action)
(Prerequisite change)
PSY 305 Cognition (4) [Graded only for majors] Major topics addressed in this class include perception, attention, memory, language, reasoning, and decision-making. Prereq: PSY 201. Previously approved to satisfy Category III: Science general-education group requirement.

(UOCC administrative action)
(Prerequisite change)
PSY 306 Social Psychology (4) [Graded only for majors] Processes underlying social perception and social interaction. Topics include aggression, the self-concept, stereotyping and prejudice, conformity, persuasion, attraction, and helping. PSY 202. Previously approved to satisfy Category II: Social Science general-education group requirement. Previously approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

(UOCC administrative action)
(Prerequisite change)

(UOCC administrative action)
(Prerequisite change)
PSY 308 Developmental Psychology (4) Survey of cognitive, social-emotional, and personality development in infancy, childhood, adolescence, adulthood. PSY 202. Previously approved to satisfy Category II: Social Science general-education group requirement.

(UOCC administrative action)
(Prerequisite change)
PSY 309 Psychopathology (4) [Graded only for majors] Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics. Prereq: PSY 202. Previously approved to satisfy Category II: Social Science general-education group requirement.

(UOCC administrative action)
PSY 433/533: Learning and Memory (4) Prereq: PSY 303
(Prerequisite change)
PSY 433/533 Learning and Memory (4) Prereq: PSY 303; one from PSY 304 or PSY 305.

(UOCC administrative action)
PSY 436/536: Human Performance (4) Prereq: PSY 303
(Prerequisite change)
PSY 436/536 Human Performance (4) Prereq: PSY 303, PSY 305.

(UOCC administrative action)
PSY 438/538: Perception (4) Prereq: PSY 303
(Prerequisite change)
PSY 438/538 Perception (4) Prereq: PSY 303, PSY 304.

(UOCC administrative action)
PSY 440/540: Psycholinguistics (4) Prereq: PSY 303
(Prerequisite change)
PSY 440/540 Psycholinguistics (4) Prereq: PSY 303, PSY 305

(UOCC administrative action)
PSY 450/550: Hormones and Behavior (4) Prereq: PSY 303
(Prerequisite change)
PSY 450/550 Hormones and Behavior (4) Prereq: PSY 303, PSY 304.
(UOCC administrative action)
PSY 475/575: Cognitive Development (4) Prereq: PSY 303
(Prerequisite change)
**PSY 475/575 Cognitive Development (4)** Prereq: PSY 303; one from PSY 305, PSY 308

(UOCC administrative action)
PSY 476/576: Language Acquisition (4) Prereq: PSY 303
(Prerequisite change)
**PSY 476/576 Language Acquisition (4)** Prereq: PSY 303; one from PSY 305, PSY 308.

(UOCC administrative action)
PSY 478/578: Social Development (4) Prereq: PSY 303
(Prerequisite change)
**PSY 478/578 Social Development (4)** Prereq: PSY 303; one from PSY 306, PSY 307, PSY 308.

(UOCC administrative action)
PSY 480/580: Development and Psychopathology (4) Prereq: PSY 303
(Prerequisite change)
**PSY 480/580 Development and Psychopathology (4)** Prereq: PSY 303; one from PSY 308, PSY 309.

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**EXISTING COURSE(S)**

SOC 330: Sociology of the Family (4)
(Adding online instructional type)
**SOC 330 Sociology of the Family (4)** Introduction to and historical perspective of the family as a social institution and small-group association. Prereq: SOC 204 or SOC 207. Effective summer 2017.


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<th>WOMEN'S, GENDER, AND SEXUALITY STUDIES</th>
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**NEW COURSE(S)**

**WGS 221 Bodies and Power (4)** Focuses on gender, the body, and ability-disability as a particular nexus of experience and social meaning, influenced as well by race, sexuality, age and class. **Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.**

(Previously taught as WGS 352)

**WGS 250 Gender, Literature, and Culture (4)** Examines literary and other cultural representations of gendered experiences using novels, short stories, poetry, plays, and visual cultural production. **Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.**
WGS 251 Transnational and Indigenous Feminisms (4) Introductory survey of transnational and indigenous feminist scholarship, two intersecting strains of feminism that address the workings of culture, nationalism, and gender in multiple contexts. Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

WGS 350 Literature as Feminist Theory (4) Analyzes literary and media texts while considering intersections of race, gender, sexuality, ability, class, and power, demonstrating how these intersections are sites of knowledge production in feminist theory. Prereq: one 200-level WGS course. Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

WGS 450/550 Literature and Feminist World-Making (4) Examines feminist world-making in literary texts as a form of political theory, a strategy for thinking critically about the present, imagining the world under different circumstances, and building an alternative world from a feminist perspective. Prereq: one 300-level WGS course.

DROP COURSE(S)

(changing to a 200-level course, WGS 250)

WGS 352 Gender, Literature, and Culture (4) Examines literary and other cultural expressions of gendered experience through formal analysis. Genres include novels, short stories, poetry, plays, and visual cultural production. Previously approved to satisfy Category I: Arts and Letters general-education group requirement. Previously approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

SCHOOL OF ART AND ARCHITECTURE

DROP COURSE(S)

(UOCC administrative action, subject code change)
AAA 196 Field Studies: [Topic] (1–2) Repeatable.

(UOCC administrative action, subject code change)
AAA 198 Workshop: [Topic] (1–2) Repeatable.

(UOCC administrative action, subject code change)
AAA 199 Special Studies: [Topic] (1–5) Repeatable.
AAA 321 Inclusive Urbanism. (4) Investigates the relationship between social-economic inclusion and the physical form of cities.

AAA 399 Special Studies: [Topic] (1–5) Repeatable.


AAA 404 Internship: [Topic] (1–12) Repeatable when topics change.

AAA 405 Reading and Conference: [Topic] (1–21) Repeatable.


AAA 408 Workshop: [Topic] (1–21) Repeatable.

AAA 409 Practicum: [Topic] (1–5) Repeatable when topics change.

AAA 410 Experimental Course: [Topic] (1–5) Repeatable.


AAA 510 Experimental Course: [Topic] (1–5) Repeatable.

AAA 604 Internship: [Topic] (1–12) Repeatable when topics change.

AAA 605 Reading and Conference: [Topic] 1–16 Credits. Repeatable.

AAA 606 Special Problems: [Topic] 1-16 Credits. Repeatable.

AAA 608 Workshop: [Topic] 1–16 Credits. Repeatable.
(UOCC administrative action, subject code change)
AAA 609 Practicum: [Topic] (1–5) Repeatable when topics change.

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<td>NEW COURSE(S)</td>
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(UOCC administrative action, subject code change)
**DSGN 196 Field Studies: [Topic] (1–2)** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 198 Workshop: [Topic] (1–2)** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 199 Special Studies: [Topic] (1–5)** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 321 Inclusive Urbanism (4)** Investigates the relationship between social-economic inclusion and the physical form of cities. Previously approved to satisfy category II: Social Science general-education group requirement. Previously approved to satisfy category B: Identify, Pluralism, and Tolerance multicultural requirement.

(UOCC administrative action, subject code change)
**DSGN 399 Special Studies: [Topic] (1–5)** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 401 Research: [Topic] (1–21)** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 404 Internship: [Topic] (1–12)** Repeatable when topics change.

(UOCC administrative action, subject code change)
**DSGN 405 Reading and Conference: [Topic] (1–21)** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 406 Special Problems: [Topic] (1–21)** Repeatable.

(UOCC administrative action, subject code change)

(UOCC administrative action, subject code change)
**DSGN 408 Workshop: [Topic] (1–21)** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 409 Practicum: [Topic] (1–5)** Repeatable when topics change.

(UOCC administrative action, subject code change)
**DSGN 410 Experimental Course: [Topic] (1–5)** Repeatable.
(UOCC administrative action, subject code change)
**DSGN 425 Reflective Practice (2)** Use of research in developing professional vision statements, portfolios, and synthesis papers that reflect on academic, internship, practicum, or field experiences. Identifies possibilities for future professional trajectories.

(UOCC administrative action, subject code change)

(UOCC administrative action, subject code change)

(UOCC administrative action, subject code change)
**DSGN 510 Experimental Course: [Topic] (1–5)** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 604 Internship: [Topic] (1–12)** Repeatable when topics change.

(UOCC administrative action, subject code change)
**DSGN 605 Reading and Conference: [Topic] 1–16 Credits.** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 606 Special Problems: [Topic] 1–16 Credits.** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 608 Workshop: [Topic] 1–16 Credits.** Repeatable.

(UOCC administrative action, subject code change)
**DSGN 609 Practicum: [Topic] (1–5)** Repeatable when topics change.

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**HISTORY OF ART AND ARCHITECTURE**

**NEW COURSE(S)**

**ARH 211 Survey of Latin American Arts (4)** Overview of the rich tradition of visual arts within Latin America from the pre-Columbian period, through the art of the Spanish viceroyalties, to the contemporary artistic landscape. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

**ARH 451/551 Studies in 19th-Century Art [Topic] (4R)** focuses on a specific area, movement, period or issue in visual art of the long 19th century (c. 1770–1914). Repeatable once for a total of 8 credits.

**ARH 457/557 Contemporary Art: [Topic] (4R)** Topics are unified by their emphasis on the historical, socio-cultural, political, and theoretical conditions associated with art since 1945. Offerings vary from year to year and reflect the interests of faculty members. Repeatable twice for a maximum of 12 credits.
EXISTING COURSE(S)

ARH 314: History of World Architecture I (4)
(Multicultural group)
ARH 314 History of World Architecture I (4) [Graded only for majors] Survey of global architectural developments from prehistory to the Middle Ages. Previously approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.

ARH 315: History of World Architecture II (4)
(Multicultural group)
ARH 315 History of World Architecture II (4) [Graded only for majors] Survey of global architectural developments from c. 1400 to the present. Previously approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.

ARH 354: Art since 1945 (4) Modern and postmodern art from abstract expressionism to present in relation to intellectual and historical developments.
(Title, course description and grading change, multicultural group)
ARH 354 Contemporary Art (4) Survey of contemporary art in the West from 1945 to the present in relation to historical, social, cultural, and political concerns. Previously approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

INTERIOR ARCHITECTURE

EXISTING COURSE(S)

(IARC administrative action)
IARC 447/547: Color Theory and Application for the Built Environment (3) 340 or ARCH 484 or IARC 484 or interior architecture minor status.
(Prerequisite change)
IARC 447/547 Color Theory and Application for the Built Environment (3) Use of color in the built environment including principal color systems, methods of color harmony, effects of visual phenomena, and various psychological, cultural, and historic implications. Prereq: PD 350 or ARCH 484 or IARC 484 or interior architecture minor status. Effective spring 2017.

PLANNING, PUBLIC POLICY AND MANAGEMENT

NEW COURSE(S)

PPPM 685 Social Enterprise (4) Introduction to social enterprises and their ecosystem. Earned revenue and social business models, social performance management, balancing financial and social objectives, funding landscape, policy environment, and taking social enterprises to scale.

PPPM 686 Nonprofit 48-Hour Charrette (1) [Graded only for majors] Requires students to complete a management memo on an assigned topic. Work is completed within a 48-hour period, mimicking the high-stakes, deadline-intensive schedule characterizing professional work in the nonprofit sector.
EXISTING COURSE(S)
(UOCC administrative action)
PPPM 452/552: Public Participation in Diverse Communities (4)
(Prerequisite change)
PPPM 452/552 Public Participation in Diverse Communities (4) Prereq: PPPM 432.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

BUSINESS

NEW COURSE(S)

BA 735 Opportunity Recognition (3) [Graded only] Provides students with techniques and models to identify and develop new opportunities and manage innovation processes.

BA 736 Alliances and Acquisitions (3) [Graded only] Using alliances and acquisitions as a strategic tool; emphasis on value creation. Includes deal valuation, deal-making, due diligence, integration, and ecosystem development. Builds on negotiation, strategy, and finance courses.

FINANCE

NEW COURSE(S)

FIN 615 Quantitative Methods for Finance (3) [Graded only] Mathematical and statistical tools fundamental to financial analysis; measuring returns and risk, probability models, statistical inference, regression analysis, all with applications to finance.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

EXISTING COURSE(S)

FHS 328: Theory of Family Systems (4) Examines families from an academic and evidence-based perspective. Integration of relevant contemporary family issues with personal experience to develop competencies related to human services profession.
(Title, catalog description change)
FHS 328 Human Development in the Family Context (4) [Graded only for majors] Examines human development within the context of the family from an evidence-based perspective. Integration of contemporary family issues experienced across the lifespan within the context of the human service profession. Prereq: major status.
FHS 330: Individual and Group Interventions I (4) Strategies and interventions that enhance growth and change in individuals and families. Interventions range from specific individual techniques to strategies for small groups and families.
(Title, catalog description change)
FHS 330 Individual Interventions in Ecological Contexts (4) [Graded only for majors] Introduces the concept of individual interventions within an ecological model. Provides knowledge and development of basic listening skills and how to apply these skills to individuals in diverse contexts. Prereq: major status.

FHS 331: Individual and Interventions II (3) Strategies and interventions that enhance growth and change.
(Title, catalog description change)
FHS 331 Group and Community Interventions (3) [Graded only for majors] Introduces the concept of group intervention within the context of group theory and community development. Provides knowledge and development of group interventions, including group facilitation skills and curriculum development. Prereq: FHS 330.

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP

NEW COURSE(S)

EDLD 626 Social-Cultural Foundations of Education (4) [Graded only for majors] Examines education in US society from sociological, cultural, and structural perspectives with a focus on inequity and the intersecting roles of race, language, class, gender, and ability-disability.

EDLD 631 Meeting the Needs of English Learners (2) [Graded only for majors] Reviews historical and current approaches to meeting the needs of English learners in the US. Focuses on federal, state, and local policies supporting acquisition of English.

EDLD 643 Data-Based Decision Making (2) [Graded only for majors] Introduces basic concepts of evidence-based decision-making. Prereq: EDLD 560, EDUC 611, EDUC 614.

EDLD 696 Professional Writing I: Foundations in Professional Writing (2) [Graded only for majors] Covers foundational knowledge of the American Psychological Association’s (APA) writing style as well as how to synthesize research for academic purposes. Sequence with EDLD 697, EDLD 698.

EDLD 697 Professional Writing II: Organization (2) [Graded only for majors] Explores the types of writing required of the three doctor of education (DEd) dissertation options: scholarly article, policy analysis, and grant proposal. Sequence with EDLD 696, EDLD 698. Prereq: EDLD 696.

EDLD 698 Professional Writing III: Literature Review (2) [Graded only for majors] Students write a review of research manuscripts on a professional topic and continue to learn the nuances of APA writing style. Sequence with EDLD 696, EDLD 697. Prereq: EDLD 697.

EDLD 699 Dissertation Methods Apprenticeship (3) [Graded only for majors] Provides doctoral students in the DEd program a structured opportunity to complete their dissertation proposal and a PowerPoint presentation on their respective proposals.
EXISTING COURSE(S)

(Credit, description change)

EDLD 638 Advanced School Law (2 or 4) [Graded only for majors] Overview of legal issues in school board–superintendent relations, media relations, personnel evaluation practices, student and employee rights, collective bargaining, contract management, and official complaints.

SPECIAL EDUCATION AND CLINICAL STUDIES

NEW COURSE(S)

(Previously taught as ASL 311)
CDS 446 Services for Deaf Students (3) Provides understanding of deaf and hard-of-hearing students’ educational experiences and includes the cultural, linguistic, social, and pedagogical factors contributing to successful service provision.

DROP COURSE(S)

(Being replaced with CDS 446)
ASL 311 American Sign Language for Educators I (3) Designed for students with no knowledge of ASL and who want to pursue professional working with clients who have some degree of hearing loss.

(UOCC administrative action, SAPP program closing)
SAPP 199 Special Studies: [Topic] (1–5R) Repeatable.

(UOCC administrative action, SAPP program closing)

(UOCC administrative action, SAPP program closing)
SAPP 408 Workshop: [Topic] (1–12R) Repeatable.

(UOCC administrative action, SAPP program closing)
SAPP 409 Practicum: [Topic] (1–16R) Repeatable.

(UOCC administrative action, SAPP program closing)
SAPP 410 Experimental Course: [Topic] (1–5R) Repeatable.

(UOCC administrative action, SAPP program closing)

(UOCC administrative action, SAPP program closing)

(UOCC administrative action, SAPP program closing)
SAPP 510 Experimental Course: [Topic] (1–5R) Repeatable.

(UOCC administrative action, SAPP program closing)
SAPP 605 Reading and Conference: [Topic] (1–16R) Repeatable.
(UOCC administrative action, SAPP program closing)

(UOCC administrative action, SAPP program closing)
SAPP 609 Practicum: [Topic] (1–16R) Repeatable.

SCHOOL OF JOURNALISM AND COMMUNICATION

NEW COURSE(S)

J 627 Foundations of Multimedia Journalism (4) [Graded only] Serves as a foundation of theory and technique, with an introduction to storytelling forms, technical production skills, and the visual language. Students will learn how to use the tools of the trade so that they can communicate effectively with other multimedia journalists.

J 628 Multimedia Journalism Practices (4) [Graded only] Building on the J 627 course, students create a narrative video project that focuses on visual storytelling, character development, and present-tense storytelling.

J 654 Reporting within Communities (4) [Graded only] Students explore and practice emerging “community-first” concepts of journalism and reporting to identify the needs of the communities served, codesigning processes and solutions to keep them engaged.

J 656 Producing the Story (4) [Graded only] Students work collaboratively to create a compelling, ethical work of journalism with impact, applying all aspects of community engagement, reporting, storytelling, and production skills learned in previous terms.

EXISTING COURSE(S)

(UOCC administrative action, adding prereqs)
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. Prereq: J 207, J 361 with a grade of mid-C or better. Effective spring 2017.

(UOCC administrative action)
J 603: Dissertation (1-16R) Course may be repeated 17 times for credit after the initial instance. (Repeatability change)
J 603 Dissertation (1–16R) [Pass/no pass only] Course may be repeated 25 times for credit after the initial instance.

J 643: Proseminar II (5) Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 640, J 641, and J 642. Prereq: J 640, J 641, J 642. (Title, description, prerequisite changes)
J 643 Advanced Doctoral Seminar (5) [Graded only] Seminar participants demonstrate competence in broad families of social research by drawing on skills and knowledge obtained in J 612, J 613, J 614, J 641, and J 642. Prereq: J 612, J 613, J 614, J 641, J 642.
SCHOOL OF LAW

NEW COURSE(S)

CRES 633 Professional Development Seminar (1) [Pass no/pass only] Provides incoming students with tools to be successful in the graduate program and the professional world.

CRES 651 Academic Capstone: Course Concentration (1) Fulfills the course component of the course concentration final project for conflict resolution students. Prereq: students must have completed 50 percent or more of their course concentration credits prior to the term in which they enroll in this course.

CRES 660 Environmental Conflict Resolution (4) [Graded only] Students learn and critically examine methods of environmental conflict resolution, including conflict assessment, negotiation, decision-making, adaptive management, collaboration, and public participation.

LAW 250 Introduction to Legal Research (2) [Graded only] Students investigate sources of law and sharpen analytical skills using issues arising in everyday life and scenarios requiring legal information to develop critical legal information literacy skills.

LAW 305 Contracts in Society (4) [Graded only] Examines business deals as tools that shape personal and social realities, including related power dynamics and the nuances and limits of language.

LAW 310 Environmental Regulation (4) Provides students with an understanding of laws regulating activities that affect the environment as well as the skills to analyze and apply these laws to current issues.

LAW 629 Fundamentals of Loans (1) [Graded only] Covers the rights of borrowers and lenders in unsecured and secured loans in less depth than the Secured Transactions course.

LAW 723 Oregon Constitutional Law (2) Covers provisions of the Oregon Constitution that differ from, and usually provide more rights than, the US Constitution, including equal protection, free speech, search and seizure, guaranteed remedy. Prereq: LAW 643, LAW 644.

LAW 793 Environmental Law (3) [Graded only] Overview of environmental law and policy, common-law doctrines, administrative rulemaking, environmental federalism, National Environmental Policy Act, Endangered Species Act, the regulation of hazardous waste, air and water pollution.

LAW 794 Natural Resources Law (3) [Graded only] Provides a foundation in environmental law. Spans international, federal, state, and local jurisdiction, interfacing with classic environmental law (pollution statutes).

LAW 795 Public Trust Law (2) [Graded only] Explores public trust law, which originated as judge-made law and has been enshrined in many statutes and constitutions in the United States and abroad.

EXISTING COURSE(S)

LAW 636: Commercial Law (4)
(Title, credit, format change)
LAW 636 Secured Transactions (3-4) [Graded only] Examines the rules that govern borrowing and lending with collateral; buying and selling promissory notes and other debt; and related transactions essential to large and small transactions.
(UOCC administrative action)
LAW 732: Intensive Writing (3)
(Title change)
**LAW 732 Intensive Legal Writing (3)** Students produce documents in a wide variety of practice settings, including office memoranda, contracts, and client letters. Students receive extensive feedback and opportunities to revise their work. Offered summer only.

(UOCC administrative action)
LAW 780: LLM Seminar (2)
(Title change)
**LAW 780 LLM Seminar: Writing (2)** Master of laws students explore the United States legal system and legal profession through in-class workshops, legal research and writing, and oral presentations.

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**SCHOOL OF MUSIC AND DANCE**

**MUSIC**

**EXISTING COURSE(S)**

(UOCC administrative action)
MUJ 181: Jazz Performance Laboratory (2)
(Prerequisite change)
**MUJ 181 Jazz Performance Laboratory (2)** Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles. Prereq: MUJ 180.

(UOCC administrative action)
MUJ 182: Jazz Performance Laboratory (2)
(Prerequisite change)
**MUJ 182 Jazz Performance Laboratory (2)** Drills and practical application of scales, chords, harmonic progressions, rhythmic patterns, and approach-note groups for development of skills in small jazz ensembles. Prereq: MUJ 181.

(UOCC administrative action, repeatability)

(UOCC administrative action, repeatability)

(UOCC administrative action, repeatability)

(UOCC administrative action, repeatability)


MUP 753 Performance Studies: Clarinet (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral supporting level. Repeatable.


MUP 760 Performance Studies: Tuba (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral supporting level. Repeatable.


MUP 769 Performance Studies: Data-Driven Instruments (2-4R) Examines how recent technology can be performed in real time to actuate and control musical outcomes. Repeatable six times. Prereq: audition to doctoral primary area.


MUP 771 Performance Studies: Piano (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 774 Performance Studies: Voice (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 775 Performance Studies: Violin (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 776 Performance Studies: Viola (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 777 Performance Studies: Cello (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 781 Performance Studies: Flute (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 782 Performance Studies: Oboe (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 783 Performance Studies: Clarinet (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.
MUP 784 Performance Studies: Saxophone (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 785 Performance Studies: Bassoon (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 786 Performance Studies: Trumpet (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 787 Performance Studies: French Horn (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 788 Performance Studies: Trombone (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 789 Performance Studies: Euphonium (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUP 790 Performance Studies: Tuba (2-4R) Studio instruction. Repeatable six times. Prereq: audition to doctoral primary area.

MUS 341: Composition II (3) Prereq: MUS 242 or equivalent

MUS 342: Composition II (3) Prereq: MUS 242 or equivalent

MUS 441/541: Composition III (3) Prereq: MUS 342

MUS 442/542: Composition III (3) Prereq: 342
(Prerequisite change)

MUS 693 Oregon Electronic Device Orchestra (2R) Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions.


MUS 698 Opera Workshop (2R) Traditional and contemporary repertory for musical theater through analysis, rehearsal, and performance of complete and excerpted works; training in stage movement, diction, and rehearsal techniques. Repeatable. Prereq: audition.

PHYSICAL EDUCATION AND RECREATION

No courses submitted.

DENIED PROPOSALS

SCHOOL OF LAW

LAW 310 Environmental Regulation (4) Request to satisfy Category II-Social Science general-education group requirement denied.
PENDING PROPOSALS

FOLKLORE

NEW COURSE(S)

FLR 150 Folklore and Sports (4) Explores the interrelationship of sports, culture, history, society, and politics, analyzing the intersection of folklore and sports in human history and particularly as part of American culture. Request to satisfy Category I-Arts and Letters general-education group requirement. Effective summer 2017.

WITHDRAWN PROPOSALS

COLLEGE OF ARTS AND SCIENCES

AEIS 421: Academic Discourse (3) For international students, scholars, and upper-division undergraduates. Strategies for effective interaction and discussion in academic settings, including lectures, seminars, and campus events. With feedback on overall intelligibility, accuracy in language use, and cultural appropriateness.

ANTH 114: Anthropology of Pirates and Piracy (4)
(Adding online instructional type)

ANTH 114 Anthropology of Pirates and Piracy (4) Examines the political and economic origins and legacies of piracy through 500 years of history in the Americas, Europe, and Africa. Previously approved to satisfy Category II: Social Science general-education group requirement. Previously approved to satisfy Category C: International Cultures multicultural requirement.

ANTH 145: Principles of Archaeology (4)
(Adding online instructional type)

ANTH 145 Principles of Archaeology (4) Introduction to archaeology methods and interpretation. Previously approved to satisfy Category III: Science general-education group requirement.

ANTH 150: World Archaeology (4)
(Adding online instructional type)

ANTH 150 World Archaeology (4) Introduction to prehistoric societies and cultural change through the examination of archaeological case studies from around the world. Taught once or more per academic year. Previously approved to satisfy Category II: Social Science general-education group requirement. Previously approved to satisfy Category C: International Cultures multicultural requirement.

ANTH 220: Introduction to Nutritional Anthropology (4)
(Adding online instructional type)

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. Previously approved to satisfy Category III: Science general-education group requirement.

ANTH 344: Oregon Archaeology (4)
(Adding online instructional type)

ANTH 344 Oregon Archaeology (4) Native American cultural history of Oregon based on archaeological evidence.
Environmental and ecological factors that condition human adaptations and contemporary cultural resource protection. 

Request to satisfy Category II-Social Science general-education group requirement. Request to satisfy Category A: American Cultures multicultural requirement.

**ANTH 365: Food and Culture (4)**
(Adding online instructional type)

**ANTH 365 Food and Culture (4)** Anthropological approach to the role of nutrients in human development (individual and group); cultural determinants and differences among populations; world food policy; applied nutritional anthropology.

**ANTH 413/513: Culture and Psychology (4)**
(Adding online instructional type)

**ANTH 413/513 Culture and Psychology (4)** Bridges anthropology and psychology to explore the relationship between the individual and culture; includes such topics as emotion, personality, mental illness, and sexuality. *Previously approved to satisfy Category C: International Cultures multicultural requirement.*

**ANTH 463/563: Primate Behavior (4)**
(Adding online instructional type)

**ANTH 463/563 Primate Behavior (4)** Ecology and ethology of free-ranging primates. Classification, distribution, and ecological relationships of living primates; social structure and social organizations. Prereq: ANTH 171 or 270.

**ANTH 472/572: Primate Conservation Biology (4)**
(Adding online instructional type)

**ANTH 472/572 Primate Conservation Biology (4)** Evaluates the conservation status of the order Primates. Explores biological-ecological issues and social-cultural influences on primate biodiversity, distribution, and abundance. Prereq: ANTH 171 or 270.

(UOCC administrative action)

**HPHY 414/514: Muscle Metabolism**
(Title change)

**HPHY 414/514 Navigating Metabolism (4)** Metabolic basis for skeletal muscle adaptation to increased and decreased use, and injury models. Emphasizes interorgan communication; uses clinical models. Prereq: HPHY 371 with a C or better.

### 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.

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<td>ARH 467 Chicago Architecture</td>
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**Classics**

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<td>Tsar &amp; Imp Russ: Topic</td>
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**Human Physiology**

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Philosophy
PHIL 475H Honors Seminar last offered: 201301

Physics
PHYS 157M Inf, Quant Mech, & DNA last offered: 201301

Planning, Public Policy & Management
PPPM 614 Planning Analysis II last offered: 201302
PPPM 690 Student Resear Colloq last offered: 201302

Religious Studies
REL 420 Jew/Christ Spir Autobi last offered: 201303
REL 520 Jew/Christ Spir Autobi last offered: 201303

Sociology
SOC 415 Social Demography last offered: 201303
SOC 515 Social Demography last offered: 201303

Spanish
SPAN 537 Lat Am Verse: Topic last offered: 201301

Theater Arts
TA 474 Dramatic Lit: Topic last offered: 201301
TA 574 Dramatic Lit: Topic last offered: 201301

OTHER CURRICULAR MATTERS

College of Arts and Sciences

- The University Senate, Provost, UO Board of Trustees, and the Higher Education Coordinating Commission have approved a master of arts in language teaching studies offered by the department of linguistics. Effective fall 2017.

- With a recommendation by the Undergraduate Council, a new minor in Digital Humanities offered by the English department has been approved by the provost. Effective fall 2017.

- With a recommendation by the Undergraduate Council, a new minor in Disability Studies offered by the English department has been approved by the provost. Effective fall 2017.
• With a recommendation by the Undergraduate Council, a new minor in International Studies offered by the international studies department has been approved by the provost. Effective fall 2017.

• With a recommendation by the Undergraduate Council, a new minor in Global Health offered by the international studies department has been approved by the provost. Effective fall 2017.

• The Dean of the College of Arts and Sciences, with approval by the undergraduate council, has approved changes to the degree requirements for the bachelor of arts and the bachelor of science degrees in mathematics. The changes are summarized below. Effective fall 2017.

  o Create a series of “mathematical thinking” mini-courses, called Math Labs, that majors are required to take in their first two years alongside the more applied calculus courses.
  o Develop a collection of 300-level sequences (two terms each) that will be dedicated to helping students build the skills expected of them in upper-division courses.
  o Require that math majors take some advanced course sequences.
  o Introduce a CIS programming requirement for math majors.
  o Remove or revise courses that haven't been working well.

• The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost and dean for undergraduate studies, has approved minor changes to the degree requirements for the bachelor of arts and bachelor of science in mathematics and computer science. The requirements for the MACS Major should be revised to replace the requirement of Math 315, which is slated for deactivation, with "one of {MATH 316, MATH 347, MATH 391}”. Effective fall 2017

• The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost and dean for undergraduate studies, has approved minor changes to the degree requirements for the bachelor of arts and Bachelor of science in biology. Degrees will now include a requirement for one statistics, modeling or programming course from an approved list. This new requirement does not increase the required number of credits for the major as it fits within the requirement of 44 upper division credits. Effective fall 2017.

• The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost and dean for undergraduate studies, has approved minor changes to the degree requirements for the bachelor of arts and Bachelor of science in marine biology. Degrees will now include a requirement for one statistics, modeling or programming course from an approved list. This new requirement does not increase the required number of credits for the major as it fits within the requirement of 44 upper division credits. Effective fall 2017.

• The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost and dean for undergraduate studies, has approved minor changes to the degree requirements for the minor in religious studies. Changes include a shift in distribution of electives and requiring 12 upper division credits instead of 8. Effective fall 2017.

• The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost and dean for undergraduate studies, has approved minor changes to the
degree options for the bachelor of arts and bachelor of science in international studies. This will change the geographic regions available to fulfill the geographic focus requirement. Effective fall 2017.

- The Dean of the College of Arts and Sciences, with endorsement by the Graduate School and approval by the graduate council, has approved a major concentration track in the Environmental Sciences, Studies and Policy PhD degree (in addition to the focal area track). The Graduate Council also approved the change to update the concentration areas requirement from two concentration areas of at least 16 graduate credits each to a single concentration area of at least 20 graduate credits. Effective fall 2017.

- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost and dean for undergraduate studies, has approved discontinuing the Canadian studies program. Canadian studies should be removed from catalog. Effective fall 2017.

- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost and dean for undergraduate studies, has approved dividing the existing bachelor of arts degree in Italian, which currently requires 48 upper-division credits to be taught in Italian, into two tracks (Effective fall 2017):
  1) Language and Culture (LC) track (requiring 40 upper-division credits to be taught in Italian)
  2) Italian Studies (IS) track (requiring 24 upper-division credits to be taught in Italian).

- The University Senate and Provost have approved moving the cinema studies program into CAS and establishing it as the Department of Cinema Studies. Effective fall 2017.

School of Architecture and Allied Arts

- A new graduate specialization in architectural technology offered by the department of architecture with the recommendation of the Graduate School and the graduate council, has been approved by the Provost. Effective fall 2017.

- A new graduate specialization in urban historic preservation offered by the department of architecture with the recommendation of the Graduate School and the graduate council, has been approved by the Provost. Effective fall 2017.

- The Dean of the School of Allied Arts and Architecture, with endorsement by the associate vice provost for academic excellence and the dean and vice provost of undergraduate studies, has approved changing the requirements for the bachelor of fine arts in product design from a 5-year degree to a 4-year degree. Effective fall 2017.

- The Dean of the School of Allied Arts and Architecture, with endorsement by the Graduate School and approval by the graduate council, has approved changes to the degree requirements for the PhD in art history. The changes are meant to simplify and streamline the requirements. Effective fall 2017.

- The Dean of the School of Allied Arts and Architecture, with endorsement by the Graduate School and approval by the graduate council, has approved changes to the degree requirements for the master of arts in art history. The requirement of “Thesis option (students take 9 total thesis credits)” is changed to
read “Unless otherwise specified, students should enroll in Thesis 503 credits. Students who elect to complete a Terminal Project should take 9 total “Terminal Project” 609 credits.” Effective fall 2017.

- The Dean of the School of Allied Arts and Architecture, with endorsement by the Graduate School and approval by the graduate council, has approved changes to the degree requirements for the master of nonprofit management offered by the department of planning, public policy and management. The changes include the addition of a 1-credit 48-hour nonprofit charrette to the list of core credits required for the degree, and to reduce the number of required internship credits from 4 to 3 credits. Effective fall 2017.

- The Dean of the School of Allied Arts and Architecture, with endorsement by the Graduate School and approval by the graduate council, has approved changes to the requirements for the graduate certificate in nonprofit management offered by the department of planning, public policy and management. The 2-credit PPPM 586 Philanthropy and Grant Making course is changed from a requirement to an elective, but the total number of credits for the certificate remains at 24 credits. Effective fall 2017.

School of Journalism and Communication

- The Dean of the School of Journalism and Communication, with approval by the graduate school, has approved changing the name of the master of arts and master of science degrees in “Journalism: Advertising” to “Advertising and Brand Responsibility”. Effective fall 2017.

College of Education

- The Dean of the College of Education, with endorsement by the associate vice provost for academic excellence and the vice provost and dean for undergraduate studies, has approved changes to the bachelor of arts, bachelor of science and bachelor of education in family and human services. The change reduces the number of required credits from 83-84 to 67-69. Effective fall 2017.

- With a recommendation by the Undergraduate Council, a new minor, LEADS, offered by the department of Educational Methodology, Policy, and Leadership has been approved by the provost. Effective fall 2017.

Lundquist College of Business

- A new graduate specialization in advanced strategy and leadership offered by the Lundquist college of business with the recommendation of the Graduate School and the graduate council, has been approved by the Provost. Effective fall 2017.

Robert D. Clark Honors College

- The Dean of the Clark Honors College, with endorsement by the associate vice provost for academic excellence and the vice provost and dean for undergraduate studies, has approved changes to the waiver to the university writing requirement for Clark Honors students. The proposed language is as follows (Effective fall 2017):
  - Students who drop out of the CHC and have completed the 5 required HC lower-division writing-intensive courses [HC221, HC222, HC231, HC232, HC223/HC233] satisfy the university’s writing
requirement [WR121 and WR122] if they have received an average of a B grade in these five courses, with no grade lower than a C.

- Students who drop out of the CHC and have completed 3 of the 5 required HC lower-division writing-intensive courses satisfy the university’s writing requirement for WR121 if they have received an average of a B grade in these three courses, with no grade lower than a C.

**School of Law**

- The Dean of the School of Law, with endorsement by the Graduate School and approval by the graduate council, has approved **changes to the requirements for the master of arts and master of science in conflict and dispute resolution**. Changes are as follows (Effective fall 2017):
  - reduce the total overall credits required to earn a CRES Master’s Degree from 76 to 70,
  - remove two courses from the list of required core courses, and
  - add four credits of electives.

**UOCC Guidelines for approval of undergraduate online / hybrid classes**
- **passed by UOCC 5/25/2017**

The goal of these guidelines is to aid proposers in addressing UOCC review of online or hybrid classes. Senate Motion US15/16-22, passed April 6th 2016, states:

- that approval by the UOCC of a new undergraduate online or hybrid class will require a description from the proposer of how classroom time will be replaced with alternative forms of engagement of students with the academic content and engagement between the students and the instructor, and perhaps engagement among the students, as appropriate to the instructional context. Providing students with class presentations (e.g. PowerPoint materials with associated recorded audio lecture) may be included in this category but will not be sufficient to account for all engagement; and
- Already existing undergraduate online and hybrid classes will also be required to follow this model and will be reviewed by the UOCC for equivalence and appropriate assignment of credit hours within the next 3 years.

The UOCC online review task force reviewed proposals for online and hybrid classes to develop guidelines that satisfy this requirement for engagement. While many activities are highly useful in courses, not all interactions constitute engagement i.e. replacing 40 hours of lecture for a 4 credit class. Therefore, proposers should detail how many hours are spent on each of the appropriate alternative forms of engagement, in either written or table format.

The UOCC regards the following as appropriate alternative forms of engagement to substitute for contact hours:

1. Recorded lectures, either synchronous or asynchronous.
2. Instructor moderated discussion boards
3. Synchronous learning platform activity with Instructor
4. Quizzes with Instructor feedback
5. Projects with Instructor feedback
6. Other activities with Instructor direct interaction
The UOCC regards the following non-classroom important activities as typically not qualifying as a hybrid or online substitute consideration for classroom time:

1. Posting of supplemental content materials
2. Announcements
3. Assignments
4. Office hours, online or otherwise

The syllabus needs to describe the online activity with clarity. One sample of each online activity must be provided for review (for example, a link to one recorded lecture, an example of a blog post, etc.). Proposals for courses that will be taught only in online or hybrid classes should supply an online Student Engagement Inventory (SEI) whereas courses that will be taught in both online/hybrid format and in regular classroom setting should provide one SEI for each format, as shown for a 4 credit class in the simplified examples below:

### Example 1 for a class that will be taught online only:

<table>
<thead>
<tr>
<th>Student Engagement Inventory</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>replacement for lecture</td>
<td>20</td>
<td>viewing recorded lectures: provide sample</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Activities on Instructor moderated discussion board: provide sample</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Additional project with instructor feedback: provide sample</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>40</td>
<td>x pages total</td>
</tr>
<tr>
<td>Project</td>
<td>4</td>
<td>project for class</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>35</td>
<td>x writing assignments</td>
</tr>
<tr>
<td>Online interaction</td>
<td>1</td>
<td>online quiz taking</td>
</tr>
<tr>
<td>Total hours:</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

### Example 2 for a class that will be taught hybrid only:

<table>
<thead>
<tr>
<th>Student Engagement Inventory</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>10</td>
<td>Discussion sections / labs or short lecture</td>
</tr>
<tr>
<td>replacement for other hours of lecture</td>
<td>20</td>
<td>viewing recorded lectures: provide sample</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Activities on Instructor moderated discussion board: provide sample</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>40</td>
<td>x pages total</td>
</tr>
<tr>
<td>Project</td>
<td>4</td>
<td>project for class</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>35</td>
<td>x writing assignments</td>
</tr>
<tr>
<td>Online interaction</td>
<td>1</td>
<td>online quiz taking</td>
</tr>
<tr>
<td>Total hours:</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

### Example 3 for a class that will be taught both online and in classroom:
<table>
<thead>
<tr>
<th>Student Engagement Inventory</th>
<th>Hours student engaged in classroom course</th>
<th>Hours student engaged in online course</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>40</td>
<td>0</td>
<td>3 hours lecture, 1 hour discussion section or lab</td>
</tr>
<tr>
<td>replacement for lecture</td>
<td>0</td>
<td>20</td>
<td>viewing recorded lectures: provide sample</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>10</td>
<td>Activities on Instructor moderated discussion board: provide sample</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>10</td>
<td>Additional project with instructor feedback: provide sample</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>40</td>
<td>40</td>
<td>x pages total</td>
</tr>
<tr>
<td>Project</td>
<td>4</td>
<td>4</td>
<td>project for class</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>35</td>
<td>35</td>
<td>x writing assignments</td>
</tr>
<tr>
<td>Online interaction</td>
<td>1</td>
<td>1</td>
<td>online quiz taking</td>
</tr>
<tr>
<td><strong>Total hours:</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>

Example 4 for a class that will be taught both hybrid and in classroom:

<table>
<thead>
<tr>
<th>Student Engagement Inventory</th>
<th>Hours student engaged in classroom course</th>
<th>Hours student engaged in hybrid course</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture /discussion section or lab</td>
<td>30</td>
<td>0</td>
<td>lecture</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>10</td>
<td>discussion section / lab</td>
</tr>
<tr>
<td>replacement for lectures</td>
<td>20</td>
<td>0</td>
<td>viewing recorded lectures: provide sample</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>Activities on Instructor moderated discussion board: provide sample</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>40</td>
<td>40</td>
<td>x pages total</td>
</tr>
<tr>
<td>Project</td>
<td>4</td>
<td>4</td>
<td>project for class</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>35</td>
<td>35</td>
<td>x writing assignments</td>
</tr>
<tr>
<td>Online interaction</td>
<td>1</td>
<td>1</td>
<td>online quiz taking</td>
</tr>
<tr>
<td><strong>Total hours:</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>

These guidelines were developed by UOCC following the review of several online course proposals and represent examples of the type of information that helps the committee understand proposed courses. We expect to revise and expand these guidelines as new instructional modalities are proposed.