



UNIVERSITY OF OREGON

**Spring 2016
Final
Curriculum Report**

June 2, 2016

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



SPRING 2016
FINAL CURRICULUM REPORT
June 2, 2016

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OVERVIEW

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

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2016, unless a specific term is requested by an academic department and stated otherwise in this report.

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

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

LOOKING AHEAD

Fall 2016

September 28, 2016—First round fall submissions due to UOCC. Courses must be entered into CourseLeaf by this date.

November 23, 2016—Preliminary report due to Senate

December 7, 2016—Senate votes on report

MOTION

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

Respectfully submitted,

Voting

Christian Cherry
Gordon Hall
Chuck Kalnbach
Roberta Mann

Boyana Norris
Austin Schrader
Mae Voeun
Frances White, chair

Ex officio

Ron Bramhall
Sue Eveland
Sara Hodges
Mike Jefferis

Bil Morrill
Scott Skelton

Staff

Brian Lowery
Kathy Warden

COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

AFRICAN STUDIES

NEW COURSE(S)

(UOCC administrative action)
AFR 503 Thesis (1–12R).

ANTHROPOLOGY

EXISTING COURSE(S)

ANTH 471/571 Zooarchaeology (4) Analysis and interpretation of bone and shell animal remains from archaeological sites. Prereq: ANTH 145 or ANTH 150.

(Course title, repeatability conditions)

ANTH 471/571 Zooarchaeology: [Topic] (4R) Analysis and interpretation of bone and shell animal remains from archaeological sites. Repeatable once for a maximum of 8 credits when the topic changes. Prereq: ANTH 145 or ANTH 150.

BIOLOGY

NEW COURSE(S)

BI 621 Computational Methods in Genomic Analysis (4) [Graded only] An introduction to Unix shell, Python, and R programming skills for analysis of biological data sets, specifically focusing on high-throughput sequencing data. *Effective summer 2016*.

BI 622 Genomics Techniques (4) [Graded only] Students will be introduced to various genomics laboratory techniques, as well as trained in oral and written scientific communication. *Effective summer 2016*.

BI 623 Advanced Topics in Genomics Analysis (4) [Graded only] Exposure to a variety of topics in genomics analysis including phylogenetics, transcriptome assembly, transcript quantification, and microbial community analysis. Prereq: BI 621. *Effective summer 2016.*

BI 624 Genomics Research Laboratory (4) [Graded only] Group research on high-throughput sequencing data. Prereq: BI 621, BI 622, BI 623.

REINSTATE COURSE(S)

(UOCC administrative action)

BI 140 Science, Policy, and Biology (4) Explores the biology behind important topical issues such as stem cells, cloning, and genetically modified organisms, and the policy decisions that affect research in these areas. Lectures, discussions. *Previously approved to satisfy Category III: Science general-education group requirement.*

DROP COURSE(S)

(UOCC administrative action)

BI 140M Science, Policy, and Biology (4) Explores biology behind topical issues such as stem cells, cloning, genetically modified organisms, gene therapy, and how policy decisions affect related research. Multilisted with CH 140M. *Approved to satisfy Category III: Science general-education group requirement.*

CHEMISTRY

NEW COURSE(S)

CH 677M Semiconductor Device Physics (4) [Graded only] Introduction to the theory behind semiconductors. Elementary theory of inorganic solids; electronic structures and transport properties. Basic theory of devices including diodes, transistors, mosfets, and optoelectronic devices. Offered only in summer. Multilisted with PHYS 677M. *Effective summer 2016.*

CH 678M Semiconductor Processing and Characterization Technology (4) [Graded only] Introduction to the techniques required to make semiconductors and test their properties. Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices. Offered only in summer. Multilisted with PHYS 678M. Prereq: CH 677M. *Effective summer 2016.*

CH 679M Device Processing and Characterization Laboratory (4) [Graded only] Students use theory and techniques learned to design, fabricate, and test a device that performs a specific function, with an emphasis on wafer processing and device realization. Offered only in summer. Multilisted with PHYS 679M. Prereq: CH 678M. *Effective summer 2016.*

DROP COURSE(S)

(UOCC administrative action)

CH 140M Science, Policy, and Biology (4) Explores biology behind topical issues such as stem cells, cloning,

genetically modified organisms, gene therapy, and how policy decisions affect related research. Multilisted with BI 140M. *Approved to satisfy Category III: Science general-education group requirement.*

CH 677 Semiconductor Device Physics (4) Elementary theory of inorganic solids; electronic structures and transport properties of semiconductors. Basic theory of semiconductor devices including diodes, transistors, mosfets, and optoelectronic devices.

CH 678 Semiconductor Processing and Characterization Techniques (4) Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices.

CH 679 Device Processing and Characterization Laboratory (4) Design, fabrication, and testing of semiconductor devices with an emphasis on wafer processing and device realization.

CLASSICS

EXISTING COURSE(S)

CLAS 201 Greek Life and Culture (4) Uses literary sources, art, and architecture to examine Greek civilization from Mycenaean times to the conquest of Rome.

(Course description, multicultural status)

CLAS 201 Greek Life and Culture (4) Introduces students to the literature, history, and art of ancient Greece. Students develop an appreciation for Greek culture and its similarities to and differences from American culture. *Satisfies Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

COMPUTER AND INFORMATION SCIENCES

NEW COURSE(S)

CIS 322 Introduction to Software Engineering (4) Project-intensive introduction to software engineering, building skills, knowledge, and habits of mind that prepare students for 400-level computer science courses, internships, and other software. Prereq: CIS 212.

CIS 473/573 Probabilistic Methods for Artificial Intelligence (4) Fundamental techniques for representing problems as probability distributions, performing inference, and learning from data. Topics include Bayesian and Markov networks, variable elimination, loopy belief propagation, and parameter. Prereq: CIS 315.

CREATIVE WRITING

EXISTING COURSE(S)

(UOCC administrative action)

CRWR 230 Introduction to Poetry Writing (4) Introduction to forms and techniques of writing poetry. Prereq: WR 121 or equivalent.

(Remove prerequisite)

CRWR 230 Introduction to Poetry Writing (4) [Graded only] Introduction to forms and techniques of writing poetry.

(UOCC administrative action)

CRWR 240 Introduction to Fiction Writing (4) Introduction to forms and techniques of writing fiction. WR 121 or equivalent.

(Remove prerequisite)

CRWR 240 Introduction to Fiction Writing (4) [Graded only] Introduction to forms and techniques of writing fiction.

(UOCC administrative action)

CRWR 244 Introduction to Creative Writing: Literary Nonfiction (4)

(Title change)

CRWR 244 Introduction to Literary Nonfiction (4) [Graded only] Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing.

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

EALL 680 Linguistics Research and Bibliography (5) [Graded only] Provides critical training in quantitative and qualitative methods and bibliography research in linguistics and language pedagogy.

ECONOMICS

NEW COURSE(S)

EC 482/582 Economics of Globalization (4) [Graded only] Applications of economic theories and empirical methods to globalization issues: market integration of goods and factors, international labor and environmental standards, economic growth and income inequality, financial stability, global governance. Prereq: EC 311, EC 320.

ENGLISH

NEW COURSE(S)

ENG 205 Genre: [Topic] (4R) [Graded only for majors] Traces the historical development and transformations of key genres for the study of English and American literature and culture, including canonical and popular literary as well as media forms. Repeatable once for a maximum of 8 credits when topic changes.

ENG 301 Foundations of the English Major: Context (4) [Graded only for majors] Chronological study of literary and media works in English, from beginnings to the present, emphasizing their cultural and historical contexts. Sequence with ENG 302, ENG 303. Prereq: ENG 205.

ENG 302 Foundations of the English Major: Theory (4) [Graded only for majors] Chronological study of literary and media works in English, from beginnings to the present, emphasizing disciplinary history and theoretical debates. Sequence with ENG 301, ENG 303. Prereq: ENG 301.

ENG 303 Foundations of the English Major: Text (4) [Graded only for majors] Chronological study of literary and media works in English, from beginnings to the present, emphasizing analytic reading and writing skills. Sequence with ENG 301, ENG 303. Prereq: ENG 302.

DROP COURSE(S)

ENG 220 Introduction to the English Major (4) Chronological study of literary works in English from the beginnings to 17th century, considered in the context of cultural histories.

ENG 221 Introduction to the English Major (4) Chronological study of literary works in English from the 17th to 19th centuries, considered in the context of cultural histories.

ENG 222 Introduction to the English Major (4) Chronological study of literary works in English from the 19th century to present, considered in the context of cultural histories. Prereq: ENG 220 or 221.

FOLKLORE

NEW COURSE(S)

FLR 236 Magic in the Middle Ages (4) Examines how medieval culture defined magic and how the exploration of magic led to the beginnings of science. Analyzes the practices of medieval western Europe, particularly Britain. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Effective summer 2016.*

FLR 414/514 Mythology and Modern Fantasy Fiction (4) Examines the folklore and literary sources that inspired writers such as J. R. R. Tolkien, Neil Gaiman, and George R. R. Martin and gave rise to modern fantasy fiction. Offered only in summer. *Effective summer 2016.*

GERMAN AND SCANDINAVIAN

NEW COURSE(S)

GER 250 The Culture of Money (4) Explores ideas about money, value, and exchange in German-speaking cultures from selected moments in modern history through readings of literature, philosophy, and the arts. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

GER 251 Sexuality (4) Examines discourses on sexuality (e.g., sexual norms, gender roles, and divergences from them) in modern German, Austrian, and Swiss-German contexts through literature, essays, and films. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

GER 252 War, Violence, Trauma (4) Examines works of literature, thought, art, music, and film on subjects of war, violence, and trauma in German and Austrian cultural history during one or more selected postmedieval epochs. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

DROP COURSE(S)

(UOCC administrative action)

GER 257 German Culture and Thought (4) Introduction to German literature, art, music, philosophy, and history, from Luther to Marx, through analysis and discussion of selected documents from different periods, genres, and media. *Satisfied Category I: Arts and Letters general-education group requirement. Satisfied Category C: International Cultures multicultural requirement.*

(UOCC administrative action)

GER 258 German Culture and Thought (4) Introduction to German literature, art, music, philosophy, and history, from Schopenhauer to Musil, through analysis and discussion of selected documents from different periods, genres, and media. *Satisfied Category I: Arts and Letters general-education group requirement. Satisfied Category C: International Cultures multicultural requirement.*

(UOCC administrative action)

GER 259 German Culture and Thought (4) Introduction to German literature, art, music, philosophy, and history, the culture of the Weimar Republic, through analysis and discussion of selected documents from different periods, genres, and media. *Satisfied Category I: Arts and Letters general-education group requirement. Satisfied Category C: International Cultures multicultural requirement.*

HUMAN PHYSIOLOGY

NEW COURSE(S)

HPHY 112 The Science of Health (4) Examines and assesses current health claims and controversies. *Approved to satisfy Category III: Science general-education group requirement.*

EXISTING COURSE(S)

(UOCC administrative action)

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

(Change prerequisite)

HPHY 480/580 Technology Development (4) Provides a foundation in principles of intellectual property and technology transfer, critical to technology development in clinical and sport industries. Prereq: HPHY 323, HPHY 324.

DROP COURSE(S)

HPHY 101 Exercise as Medicine (4) The effects of exercise on health and in the prevention and treatment of disease. *Satisfied Category III: Science general-education group requirement.*

HPHY 102 Exercise and Wellness across the Life Span (4) Processes affecting physical activity and exercise from infancy through elder adulthood. Topics include physiological, sensory-motor, and cognitive factors across the life span. *Satisfied Category III: Science general-education group requirement.*

(UOCC administrative action)

HPHY 417/517 Hypertension (4) Investigates clinical and experimental observations underlying the mechanisms of chronic high blood pressure and clinical therapies used for treatment. Emphasizes integration of theory and practice. Prereq: HPHY 325, 371.

(UOCC administrative action)

HPHY 419/519 Alternative and Complementary Medicine (4) Exploration of alternative and complementary medicine, including scientific evidence for the mechanisms underlying practices such as meditation, acupuncture, and yoga in improving health. Prereq: HPHY 325, 371.

(UOCC administrative action)

HPHY 421 Pathophysiology (4) Representative diseases of the endocrine, renal, pulmonary, gastrointestinal and cardiovascular systems. Prereq: HPHY 325, HPHY 371.

INTERNATIONAL STUDIES

NEW COURSE(S)

INTL 425/525 Global Food Security (4) [Graded only for majors] Explores explanations for, and solutions to, persistent inequities in food access. Considers the political, agricultural, economic and humanitarian aspects of the global food system.

PHYSICS

NEW COURSE(S)

PHYS 626 Physical Optics with Laboratories (4) [Graded only] Fundamentals of applied geometric and wave optics theory, reinforced through homework assignments, and explored in experiments conducted with lasers and optical components. Sequence with PHYS 627, PHYS 628. *Effective summer 2016.*

PHYS 627 Optical Materials and Devices (4) [Graded only] Principles of quantum mechanics and solid-state physics relating to material properties of optoelectronic devices with corresponding laboratories teaching how to operate and characterize these devices. Sequence with PHYS 626, PHYS 628. Prereq: PHYS 626 with B– or better grade. *Effective summer 2016.*

PHYS 628 Laser and Nonlinear Optics with OpticStudio (4) [Graded only] Introduction to the nature of laser and nonlinear optics and the practical systems that utilize these phenomena with computational simulations using Zemax OpticStudio software. Sequence with PHYS 626, PHYS 627. Prereq: PHYS 627 with B– or better grade. *Effective summer 2016.*

PHYS 677M Semiconductor Device Physics (4) [Graded only] Introduction to the theory behind semiconductors. Elementary theory of inorganic solids; electronic structures and transport properties. Basic

theory of devices including diodes, transistors, mosfets, and optoelectronic devices. Offered only in summer. Sequence with PHYS 678M, PHYS 679M. Multilisted with CH 677M. *Effective summer 2016.*

PHYS 678M Semiconductor Processing and Characterization Technology (4) [Graded only] Introduction to the techniques required to make semiconductors and test their properties. Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices. Offered only in summer. Sequence with PHYS 677M, PHYS 679M. Multilisted with CH 678M. Prereq: PHYS 677M. *Effective summer 2016.*

PHYS 679M Device Processing and Characterization Laboratory (4) [Graded only] Students use theory and techniques learned to design, fabricate, and test a device that performs a specific function, with an emphasis on wafer processing and device realization. Offered only in summer. Sequence with PHYS 677M, PHYS 678M. Multilisted with CH 679M. Prereq: PHYS 678M. *Effective summer 2016.*

POLITICAL SCIENCE

NEW COURSE(S)

PS 351 Democratic Dilemmas (4) [Graded only] Core course for the Wayne Morse Scholars Program, exploring significant political and policy challenges confronting our representative democracy.

PS 390 American Indian Politics (4) [Graded only for majors] Examination of the political and constitutional status of American Indian tribes in the United States, with some comparison to Canada. Focus on history, current policy, and potential futures. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.*

PS 617 Political Behavior (5) [Graded only] Provides an overview of the important literature in the subfield of political behavior in United States politics.

PSYCHOLOGY

NEW COURSES

PSY 301 Scientific Thinking in Psychology (4) [Graded only for majors] Fundamentals in the empirical study of human behavior, including hypothesis formation, experiment design, behavioral data basics, and critical evaluation of scientific claims. *Approved to satisfy Category III: Science general-education group requirement.*

PSY 305 Cognition (4) [Graded only for majors] Major topics addressed in this class include perception, attention, memory, language, reasoning, and decision-making. Prereq: One from PSY 201, PSY 202. *Approved to satisfy Category III: Science general-education group requirement.*

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. Prereq: One from PSY 201, PSY 202. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

PSY 307 Personality (4) [Graded only for majors] Theory and methods for studying human traits, including personality tests and measures. Current research in personality. Studies of age, gender, culture, and relation to emotion and motivation. Prereq: One from PSY 201, PSY 202. *Approved to satisfy Category II: Social Science general-education group requirement.*

PSY 308 Developmental Psychology (4) [Graded only for majors] Survey of cognitive, social-emotional, and personality development in infancy, childhood, adolescence, adulthood. Prereq: One from PSY 201, PSY 202. *Approved to satisfy Category II: Social Science general-education group requirement.*

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: One from PSY 201, PSY 202. *Approved to satisfy Category II: Social Science general-education group requirement.*

EXISTING COURSE(S)

PSY 303 Research Methods in Psychology (4) Use of library and bibliographic methods, handling of survey data, coding, interviews, standardized tests, and experiments. Prereq: PSY 201, 202, 302; WR 122 or 123. (Course title, course description, repeatability conditions, prerequisite)

PSY 303 Research Methods in Psychology: [Topic] (4R) [Graded only] Practical experience designing, conducting, analyzing, and communicating original research about human behavior. Sequence. Prereq: PSY 201, PSY 202, PSY 301, PYS 302; one from WR 122, WR 123.

DROP COURSE(S)

PSY 330 Thinking (4) Psychological methods involved in problem-solving, complex learning, and various forms of rational and irrational reasoning and belief systems. *Satisfied Category II: Social Science general-education group requirement.*

PSY 376 Child Development (4) Survey of social, intellectual, and personality development in infancy, childhood, and adolescence. *Satisfied Category II: Social Science general-education group requirement.*

PSY 435/535 Cognition (4) Issues of memory; coding for storage, control processes for storage; attention and cognitive control; analysis of more complex cognitive tasks; approaches to problem solving. Prereq: PSY 303.

PSY 456/556 Social Psychology (4) Processes underlying social perception and social interaction. Topics include aggression, the self-concept, stereotyping and prejudice, conformity, persuasion, attraction, and helping. Prereq: PSY 303.

PSY 469/569 Psychopathology (4) 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 303.

PSY 471/571 Personality (4) Theory and methods for studying human traits, including personality measures and tests; studies of age, gender, and culture. Current research in personality. Prereq: PSY 303.

SOCIOLOGY

EXISTING COURSE(S)

(UOCC administrative action)

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

(Course title, course description)

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

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

HISTORY OF ART AND ARCHITECTURE

EXISTING COURSE(S)

ARH 314 History of Western Architecture I (4) Survey of architectural developments in the West from prehistory to Gothic.
(Course title, description)

ARH 314 History of World Architecture I (4) [Graded only for majors] Survey of global architectural developments from prehistory to the Middle Ages. Sequence with ARH 315. *Previously approved to satisfy Category I: Arts and Letters general-education group requirement.*

ARH 315 History of Western Architecture II (4) Survey of architectural developments in the West from the Renaissance to the present.

(Course title, description)

ARH 315 History of World Architecture II (4) [Graded only for majors] Survey of global architectural developments from the Renaissance to the present. Sequence with ARH 314. *Previously approved to satisfy Category I: Arts and Letters general-education group requirement.*

REINSTATE COURSE(S)

(UOCC administrative action)

ARH 343 Northern Renaissance Art (4) Painting and graphic arts in the Netherlands, Germany, and France in the 15th and 16th centuries. Van Eyck, Durer, Holbein, and other leading artists.

LANDSCAPE ARCHITECTURE

NEW COURSE(S)

LA 423/523 Drawing the Landscape (4) Exploration of the varied ways to represent and understand the form, cultural meaning, social content, history, natural dynamics, regional context, spiritual intentions, and technical functions of urban and rural landscapes.

PRODUCT DESIGN

NEW COURSE(S)

SPD 650 Sports Product Materials and Manufacturing (3) [Graded only for majors] Explores the materials science, manufacturing, and sustainability theories applied in sports product design. Prereq: SPD 684.

SPD 684 Research Methodology and Innovation Process Studio (6) [Graded only for majors] Focuses on the design theories and methodologies used to design innovative sports products.

SPD 685 Sports Product Design Studio I (6) [Graded only for majors] Explores the theories and creative problem-solving methods used to design solutions for sports soft goods. Theories of human thermoregulation, hydroprotection, support, aerodynamics, wearable technology, and kinematics. Prereq: SPD 684.

SPD 686 Sports Product Design Studio II (6) [Graded only for majors] Explores the theories and creative problem-solving methods used to design solutions for sports footwear. Mechanical theories of cushioning, stability, support, traction, and slipping-sliding. Prereq: SPD 650, SPD 685.

SPD 687 Sports Product Design Studio III (6) [Graded only for majors] Explores the theories and creative problem-solving methods used to design solutions for sports hard goods. Performance theories are considered to generate creative solutions. Prereq: SPD 650, SPD 686.

SPD 688 Project Strategy Development Studio (6) [Graded only for majors] First of a two-term capstone studio that critically examines the alignment of design, materials, science, sustainability, research, and business theories to create an innovative sports product design opportunity. Prereq: SPD 650, SPD 687.

SPD 689 Collaborative Creation Launch Studio (9) Second of a two-term capstone studio that critically examines the alignment of design, materials, science, research, and business theories to create an innovative sports product design opportunity. Prereq: SPD 688.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

BUSINESS ADMINISTRATION

NEW COURSE(S)

BA 727 Operations Management (2) [Graded only] Examines methods and processes for providing a competitive advantage through continuous quality and process improvements, supplier management, and efficient production of goods and services.

BA 734 Supply-Chain Strategy (2) [Graded only] Examines strategic and tactical issues in the distribution and delivery of products and services.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

CPSY 611 Ethics in Counseling Psychology (1) [Graded only for majors] Focuses on current ethical standards of professional practice for psychologists and Oregon's legal requirements, applied to roles and settings of counseling psychologists.

EXISTING COURSE(S)

(UOCC administrative action)

CPSY 645 Health Psychology (3)

(Title change)

CPSY 645 Health Promotion and Equity (3)

(Add multicultural group)

FHS 216 Diversity in Human Services (4) [Graded only] Provides glimpses into various social groups and the rudimentary knowledge, awareness, and skills required to function effectively as a social-service worker within diverse populations. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

(UOCC administrative action; previously taught as CPSY 633)

PREV 633 Contemporary Issues in Public Health (3) Introduction to approaches, concepts, methods, and perspectives of epidemiology as applied to current public health issues and prevention science research and practice. *Effective fall 2017.*

DROP COURSE(S)

(UOCC administrative action)

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 fall 2017.*

SPECIAL EDUCATION AND CLINICAL SCIENCES

NEW COURSE(S)

SPED 633 Transition Planning and Instruction I (3) [Graded only] Focuses on preparing youth for postsecondary education and training. Development of skills for using assessment-planning and content-instruction strategies to assist students with disabilities. Sequence with SPED 634.

SPED 634 Transition Planning and Instruction II (3) [Graded only] Focuses on strategies for improving employment and independent-living skills; using individualized assessment and planning strategies, curriculum and instructional strategies, and program delivery to assist students with disabilities. Sequence with SPED 633. Prereq: SPED 633.

EXISTING COURSE(S)

(Add multicultural group)

CDS 201 Communication Disorders in Society (4) Survey of communication disorders and differences, comparing individual and social-cultural perspectives through the popular media and real-case examples. Prereq: WR 121. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

(UOCC administrative action)

CDS 462/562 Acquired Disorders of Communication (4) Explores neurologic disorders that cause or contribute to child and adult speech, language, and voice impairments. Prereq: CDS 470, EDLD 450.

(Change prerequisite)

CDS 462/562 Acquired Disorders of Communication (4) Explores neurologic disorders that cause or contribute to child and adult speech, language, and voice impairments. Prereq: CDS 470. Effective spring 2016.

(UOCC administrative action)

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

(Change credits and workload)

SPSY 630 Introduction to Consultation (3–4) [Graded only] Provides students with basic knowledge and skills in the area of school-based consultation. *Effective fall 2017.*

SCHOOL OF JOURNALISM AND COMMUNICATION

No courses submitted.

SCHOOL OF LAW

NEW COURSE(S)

CREW 435/535 Israel and Palestine (4) [Graded only] Examination of the Palestinian and Israeli conflict. Evolution of the political struggle with a broad look at the human side of conflict and the examination of critical negotiation issues.

CREW 440/540 Dialogue across Differences (2) [Pass/no pass only] Introduction to processes and facilitation of discourse and dialogue, with special emphasis on participation.

CREW 445/545 Conflicts of Incarceration (4) [Graded only] Issues of crime, incarceration, and justice within the Western context.

LAW 104 Introduction to Business Law (4) Examines the context of everyday commerce, shaped by contract, tort, business entity, and securities law, to uncover how the law both affects and is affected by business. *Approved to satisfy Category II: Social Science general-education group requirement.*

LAW 203 Controversies in Constitutional Law (4) In-depth examination of five to seven landmark Supreme Court cases over the course of the term, spending three to four class sessions on each case. *Approved to satisfy Category II: Social Science general-education group requirement.*

LAW 204 Immigration and Citizenship (4) Interdisciplinary study of the way in which the American legal order has constituted citizenship. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

LAW 304 American Law and Families (4) Examines the family through a legal lens: the rules that affect legal relationships among family members and laws related to family property.

LAW 415 Human Rights, Law, and Culture (4) [Graded only] The history, theory, and practice of human rights from a global perspective.

LAW 619 White-Collar Crime (2) For students interested in the practice of criminal law. Assists business lawyers who advise clients on the business practices that constitute criminal activity.

LAW 624 Advanced Legal Research (2) Development of skills in formulating efficient research strategies online and in print; exposure to research methods in particular areas of law.

LAW 627 Accounting for Lawyers (3) Covers the accounting cycle, generally accepted accounting principles, financial statements, and common legal and accounting topics.

LAW 628 Nonprofit Organizations (3) Provides an overview of the theory, purposes, and regulation of nonprofit organizations. Practical skills are developed through drafting assignments.

LAW 634 Contract Drafting (2) The principles of contemporary commercial drafting, introduction to documents typically used in a variety of transactions.

LAW 642 Legislation (3) Covers theories of the legislative process, normative theories of statutory interpretation, and the main judicial doctrines of statutory interpretation.

LAW 650 Interview and Counsel (2) [Pass/no pass only] Explores the client-centered approach to interviewing and counseling through readings, discussions, participatory exercises, and role-playing.

LAW 651 Trial Practice (3) [Graded only] Introduces the essential techniques and theory necessary to conduct a trial in court. Prereq: LAW 652.

LAW 721 Introduction to State Administrative Law (2) Examines Oregon's Administrative Procedure Act and Model State Administrative Procedure Act, with the added context of relevant case law.

LAW 722 Alternative Dispute Resolution Litigation Strategy (2) Provides knowledge, tools, and skills for lawyers to settle cases, help clients make an informed decision about settlement, and identify appropriate processes.

LAW 730 Intensive Writing (2) Introduces students to ways in which lawyers communicate and gives students the opportunity to more extensively study the mechanics of effectively communicating legal analysis.

LAW 731 Writing in Law Practice (2) Provides students with opportunities to develop practice-oriented writing skills in a variety of contexts.

LAW 740 Innovations in Criminal Justice (1) Focuses on advanced approaches to the reduction of recidivism in the federal criminal justice system. Discussion centers on the use of therapeutic jurisprudence grounded in evidence-based practice.

LAW 741 Child Development and the Law (1) [Pass/no pass only] Provides students with an overview of child development with applications for the law. Course topics span the developmental spectrum from prenatal influences through childhood.

LAW 742 Leadership for Lawyers (1) [Pass/no pass only] Examines leadership theories and models. Through intensive readings, exercises, introspection, and open discussion, participants develop workable insights into their own leadership styles and how to improve them.

LAW 743 Law of Settlement (1) [Pass/no pass only] Survey of legal issues and lawyering practices associated with the private resolution of litigated cases, including confidentiality, economic incentives, and enforcement.

LAW 790 Tribal Courts and Tribal Law (2) [Graded only] Examines Indian law from the tribal perspective and focuses on the role of tribal lawmaking and tribal courts.

EXISTING COURSE(S)

(Credits, workload changed from 3 to 4)

LAW 611 Contracts (4) [Graded only] Examines contractual relationships from formation through interpretation and breach to remedies and potential third-party rights. Covers the common law of contracts and Uniform Commercial Code, Article 2, which governs contracts for the sale of goods. *Effective fall 2016.*

(Credits, workload changed from 3 to 4)

LAW 613 Torts (4) [Graded only] Liability for intentional and negligently caused injuries to person and property, strict liability, vicarious liability, abnormally dangerous activities, products liability, nuisance, invasion of privacy, defamation, defenses and immunities, the impact of insurance and risk distribution upon liability, accident compensation plans, damages, losses. *Effective fall 2016.*

(Credits, workload changed from 3 to 4)

LAW 618 Criminal Law (4) [Graded only] Administration of criminal law and the definition of crimes as a technique of social order with primary basic elements of criminal liability. Emphasis on sources of definitions, limitations of culpability, and defenses. *Effective fall 2016.*

(Credits, workload changed from 2 to 3)

LAW 622 Legal Research and Writing I (3) [Graded only] Integrated instruction in legal research, analysis, and writing of legal memoranda emphasizes research strategies, problem solving, and the relationship between research strategies and analysis. Writing assignments, each progressively more difficult, are evaluated by faculty members. Offered in small sections. Includes library workshops and individual conferences. *Effective fall 2016.*

(Credits, workload changed from 2 to 3)

LAW 623 Legal Research and Writing II (3) [Graded only] Building on the research, writing, and analytical skills of Legal Research and Writing I, students focus on persuasive writing as they produce trial memoranda and appellate briefs. Students present final oral arguments in a courtroom setting before a panel of three judges. *Effective fall 2016.*

LAW 678 Indian Law (2-3) Explores the history of American Indian law and its sources in treaties, statutes, case law, regulations, and executive orders; analyzes various policy approaches. Examines the federal trust relationship, tribal sovereignty over internal affairs, criminal and civil jurisdiction over tribal lands, management of natural resources of tribal lands, hunting and fishing rights, and cultural preservation. Inquires into the extent to which tribes are free to operate as independent sovereign nations.

(Course description)

LAW 678 Indian Law (2-3) [Graded only] Provides students with an understanding and overview of the fundamental principles of American Indian law. *Effective fall 2016.*

DROP COURSE(S)

(UOCC administrative action)

LAW 612 Contracts (3) Examines contractual relationships from formation through interpretation and breach to remedies and potential third-party rights. Covers the common law of contracts and Uniform Commercial Code, Article 2, which governs contracts for the sale of goods.

(UOCC administrative action)

LAW 614 Torts (3) Liability for intentional and negligently caused injuries to person and property, strict liability, vicarious liability, abnormally dangerous activities, products liability, nuisance, invasion of privacy, defamation, defenses and immunities, the impact of insurance and risk distribution upon liability, accident compensation plans, damages, losses.

SCHOOL OF MUSIC AND DANCE

DANCE

NEW COURSE(S)

DAN 452/552 Dance Composition III (3R) Advanced skills in dance composition to engage critical creative processes for the development of substantial choreographies. Repeatable once for a maximum of 6 credits. Sequence with DAN 351, DAN 352. Prereq: DAN 352.

MUSIC

NEW COURSE(S)

MUS 347 Music, Gender, Sexuality (4) [Graded only for majors] Focuses on the intersections of gender, sexuality, race, and identity in popular music and the Western classical canon. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective summer 2016.*

EXISTING COURSE(S)

(UOCC administrative action)

MUE 386 Teaching Laboratory I (1)

(Add corequisite)

MUE 386 Teaching Laboratory I (1) Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Prereq: admission to music education major; coreq: MUE 442.

(UOCC administrative action)

MUE 387 Teaching Laboratory I (1)

(Add corequisite)

MUE 387 Teaching Laboratory I (1) Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Prereq: admission to music education major; coreq: MUS 484 or MUS 486.

(UOCC administrative action)

MUE 388 Teaching Laboratory I (1)

(Add corequisite)

MUE 388 Teaching Laboratory I (1) Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Prereq: admission to music education major; coreq: MUE 411 or MUE 413.

(UOCC administrative action)

MUJ 270 Jazz Theory (2) Introduction to jazz harmony: chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines. Prereq: MUS 132.

(Remove prerequisite)

MUJ 270 Jazz Theory (2) Introduction to jazz harmony: chord symbols, chord voicing practices, analysis, reharmonization practices, scale choices for improvisation, creation of bass lines.

(UOCC administrative action)

MUS 384 Introduction to Conducting (2) Introduction to conducting with emphasis on the art and study of conducting, baton and left-hand technique, nonverbal communication, leadership, terminology, transpositions, and score reading. Prereq: MUS 233, 239, 267, 268, and 269.

(Change prerequisite)

MUS 384 Introduction to Conducting (2) Introduction to conducting with emphasis on the art and study of conducting, baton and left-hand technique, nonverbal communication, leadership, terminology, transpositions, and score reading. Prereq: MUS 233, MUS 236, MUS 239.

(UOCC administrative action)

MUS 484/584 Choral Conducting and Literature (3R) Choral conducting, gesture and communication, rehearsal technique, and choral literature appropriate for secondary school choral music programs (grades 6–12), community youth choirs, and collegiate ensembles. Repeatable once for maximum of 6 credits. Prereq: MUP 140 or higher.

(Add corequisite)

MUS 484/584 Choral Conducting and Literature (3R) Choral conducting, gesture and communication, rehearsal technique, and choral literature appropriate for secondary school choral music programs (grades 6–12), community youth choirs, and collegiate ensembles. Repeatable once for maximum of 6 credits. Prereq: MUP 140 or higher; coreq: MUE 387, MUE 406.

(UOCC administrative action)

MUS 486 Instrumental Conducting (3R) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Repeatable once for a maximum of 6 credits. Prereq: major standing.

(Add corequisite)

MUS 486 Instrumental Conducting (3R) Conducting techniques as applied to band and orchestral music with emphasis on various styles and periods of music; study of 20th-century rhythms and related conducting problems. Repeatable once for a maximum of 6 credits. Prereq: major standing; coreq: MUE 387.

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

PERS 241 Racquetball I (1R) Introduction to this fast-moving indoor sport. Skills, drills, strategies, rules, and participation in game play. Repeatable once for a maximum of 2 credits.

PERS 242 Racquetball II (1R) For intermediate to advance players. Practice of fundamental skills and teaching of advanced skills: drive, lob, and Z serves; passing shots; back-wall kill. Repeatable once for a maximum of 2 credits.

DENIED PROPOSALS

INTL 345 Africa Today: Issues and Concerns (4) Introduces students to current challenges facing African peoples today. Extends survey of Africa courses, and prepares students for more advanced study regarding the African continent. Request to satisfy Category II: Social Science general-education group requirement **denied**.

PENDING PROPOSALS

AAA 425 Reflective Practice (2) In this course students use research to develop a professional vision statement, portfolio, and synthesis paper that reflect on their academic, internship, practicum or field experiences. This course provides critical context for their final terms of study, and identifies possibilities for their future professional trajectories. Winter 2017

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

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

CRES 665 Family Mediation (4) This course is intended to prepare students for work-related experiences in family mediation, specifically domestic relations pertaining to custody and parenting time.

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.

GEOG 419 Why Geography Matters (2) Explores the geographical perspective on world cultures and global issues, and prepares students how to articulate a spatial perspective and effectively communicate geographic training and skills to broader audiences

HIST 273 Introduction to Environmental History (4) Introduction to concepts, concerns, and methods of environmental history. Requested to satisfy Category II: Social Science general-education group requirement.

MUS 367 Survey of African and African Diaspora Music (4) Students will analyze the musical expression including traditional, neo-tradition, and contemporary mass mediated popular music (Afro-pop) both in Africa and the Diaspora. Requested to satisfy Category C: International Cultures multicultural requirement.

MUS 463/563 Popular Music Studies (4) This seminar explores current research and foundational texts in the interdisciplinary field of popular music studies. Requested to satisfy Category A: American 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 302, PSY 303 AND PSY 308 OR PSY 376

WITHDRAWN PROPOSALS

None.

DROPPED COURSES

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

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

Dropped courses will be listed in the spring curriculum report.

Arts & Administration

AAD	428	The Cultural Museum	last offered: NO BANNER RECORD FOUND!
AAD	465	Marketing the Arts	last offered: 201202

AAD	484	Adv Info Des & Present	last offered: 201201
AAD	485	Multimedia Arts Admin	last offered: 201202
			last offered: NO BANNER RECORD FOUND!
AAD	528	The Cultural Museum	
AAD	565	Marketing the Arts	last offered: 201202
AAD	584	Adv Info Des & Present	last offered: 201201
AAD	585	Multimedia Arts Admin	last offered: 201202

Applied Information Management

AIM	669	Data Mgmt & Communic	last offered: 201201
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Anthropology

ANTH	426	Anth of Colonialism	last offered: 199601
ANTH	455	Historical Anthro	last offered: 201203
ANTH	460	Nutritional Anthropol	last offered: 201203
ANTH	465	Gender Iss Nutrit Anth	last offered: 201202
ANTH	526	Anth of Colonialism	last offered: 199601
ANTH	555	Historical Anthro	last offered: 201203
ANTH	560	Nutritional Anthropol	last offered: 201203
ANTH	565	Gender Iss Nutrit Anth	last offered: 201202

Architecture

ARCH	476	Residential Construct	last offered: 201203
ARCH	498	Energy Scheming	last offered: 201202
ARCH	576	Residential Construct	last offered: 201203
ARCH	598	Energy Scheming	last offered: 201201

History of Art & Architecture

ARH	207	Hist of Indian Art	last offered: 201203
ARH	397	Japanese Buddhist Art	last offered: 201202
ARH	428	Roman Architecture	last offered: 201202
ARH	453	20C Problems: Topic	last offered: 201202
ARH	454	Modern German Art	last offered: 201203
ARH	455	Contemporary Art	last offered: 200803
ARH	528	Roman Architecture	last offered: 201202
ARH	553	20C Problems: Topic	last offered: 201202
ARH	554	Modern German Art	last offered: 201203
ARH	555	Contemporary Art	last offered: 200803

Biology

BI	459	Field Ornithology	last offered: 201204
BI	464	Biological Clocks	last offered: 201202
BI	469	Ecological Restoration	last offered: 201204
BI	480	Evol of Development	last offered: 201202

BI	559	Field Ornithology	last offered: 201204
BI	564	Biological Clocks	last offered: 201202
BI	569	Ecological Restoration	last offered: 201204
BI	580	Evol of Development	last offered: 201202

Chemistry

CH	616	Biochemistry: Topic	last offered: 200803
CH	658	Synth Organic React	last offered: 201204
CH	659	Adv Synthesis Lab	last offered: 201204
CH	663	Adv Biochemistry	last offered: 201202

East Asian Languages & Literature

CHN	381	City in Chn Lit & Film	last offered: 201202
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Computer & Information Science

CIS	677	Knowledge-Based Interf	last offered: 201001
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Comparative Literature

COLT	233	Literature and Science	last offered: NO BANNER RECORD FOUND!
COLT	350	Comparative Lit: Topic	last offered: 201202

Dance

DAN	460	Scientif Aspects Dance	last offered: 201003
DAN	560	Scientif Aspects Dance	last offered: 201003
DAN	612	MFA Movement Project	last offered: 201202

Education Studies

EDST	462	Intv Struggling Reader	last offered: 201203
EDST	562	Intv Struggling Reader	last offered: 201203
EDST	655	Creat/Conform Classrm	last offered: 201201

English

ENG	421	Bible & Literature	last offered: 201203
ENG	521	Bible & Literature	last offered: 201203

Environmental Studies

ENVS	355	Env Data Analy/Model	last offered: 201201
ENVS	440	Environ Aesthetics	last offered: 201202
ENVS	540	Environ Aesthetics	last offered: 201202

Geological Sciences

GEOL	466	Geodynamics	last offered: 201202
GEOL	566	Geodynamics	last offered: 201202

GEOL	619	Electron Beam Analysis	last offered: 201203
GEOL	650	Adv Structural Geology	last offered: 201203

German and Scandinavian

DANE	101	1st Year Danish	last offered: 201101
DANE	102	1st Year Danish	last offered: 201102
DANE	103	1st Year Danish	last offered: 201103
DANE	201	2nd Year Danish	last offered: 201201
DANE	202	2nd Year Danish	last offered: 201202
DANE	203	2nd Year Danish	last offered: 201203
FINN	101	1st Yr Finnish	last offered: 201201
FINN	102	1st Yr Finnish	last offered: 201202
FINN	103	1st Yr Finnish	last offered: 201203
FINN	201	2nd Yr Finnish	last offered: 201101
FINN	202	2nd Yr Finnish	last offered: 201102
FINN	203	2nd Yr Finnish	last offered: 201103
GER	105	Intensive 1st Yr Ger	last offered: 201204
GER	314	Inten Interm Lang Trng	last offered: 201204
GER	315	Inten Interm Lang Trng	last offered: 201204
GER	329	German for Read Knowl	last offered: 201203
GER	666	Genres of German Lit	last offered: 201101
NORW	101	1st Year Norwegian	last offered: 201101
NORW	102	1st Year Norwegian	last offered: 201102
NORW	103	1st Year Norwegian	last offered: 201103
NORW	201	2nd Year Norwegian	last offered: 201201
NORW	202	2nd Year Norwegian	last offered: 201202
NORW	203	2nd Year Norwegian	last offered: 201203
SCAN	352	Topics in Scan Lit	last offered: 201202

History

HIST	690	Asian Res Materials	last offered: 201201
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Human Physiology

HPHY	668	Physiology of Injury	last offered: 201202
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International Studies

INTL	447	Comparative Tribalisms	last offered: 201202
INTL	547	Comparative Tribalisms	last offered: 201202

Journalism

J	640	Proseminar I	last offered: 201201
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Judaic Studies

JDST	220	Intro to Judaism	last offered: NO BANNER RECORD FOUND!
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Landscape Architecture

LA	448	Urbn Landscape: Topic	last offered: NO BANNER RECORD FOUND!
LA	548	Urbn Landscape: Topic	last offered: NO BANNER RECORD FOUND!

Librarianship

LIB	101	Intro Library Research	last offered: 201204
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Linguistics

LING	295	Language Culture & Soc	last offered: 201201
LING	331	Af Lng: Iden, Eth, Hst	last offered: 201203

Music

MUP	772	Perf St Harpsichord	last offered: 201201
MUP	773	Perf St Organ	last offered: 201202
MUP	778	Perf St Bass	last offered: 201201
MUP	779	Perf St Harp	last offered: 201201
MUS	390	East European Folk Ens	last offered: 201202
MUS	424	Adv Keyboard Harmony	last offered: 201403 (no enrollment)
MUS	453	Folk Music of Balkans	last offered: 201203
MUS	454	Music of India	last offered: 201201
MUS	524	Adv Keyboard Harmony	last offered: NO BANNER RECORD FOUND!
MUS	553	Folk Music of Balkans	last offered: 201203
MUS	554	Music of India	last offered: 201201
MUS	690	East European Folk Ens	last offered: 201202

Physical Education & Recreation

PEAQ	303	Swim and Run	last offered: 201201
PEAS	376	Scuba: Night Diver	last offered: 201102
PEAS	390	Scuba Instructor	last offered: 201204
PEMA	221	Karate I	last offered: 201202
PEMA	222	Karate II	last offered: 201202
PEMA	223	Karate III	last offered: 201202

Physics

PHYS	354	Intro Quantum Mech	last offered: 201201
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Planning, Public Policy & Management

PPPM	322	Intro Public Serv Mgmt	last offered: 201203
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		Community Planning	
PPPM	419	Wrk	last offered: 201203
PPPM	540	Land-Use Policy	last offered: 201203

Political Science

			last offered: NO BANNER RECORD FOUND!
PS	379	US Political Culture	last offered: 201104
PS	388	Mafia & Corrupt Russia	last offered: NO BANNER RECORD FOUND!
PS	389	Direct Democracy	

Religious Studies

REL	253	Rel, Love, and Death	last offered: 201201
REL	305	Hinduism: Myth & Trad	last offered: 201201

Russian & Eastern European Studies

RUSS	351	Russian Lit & Film	last offered: 201203
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Sociology

SOC	646	Work & Organiz: Topic	last offered: 201201
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OTHER CURRICULAR MATTERS

College of Arts and Sciences

Upon recommendation by the Undergraduate Council, the provost has approved a **new minor in Middle East–North Africa studies**, administered by the Oregon Consortium for International and Area Studies. *Effective fall 2016.*

The dean of the College of Arts and Sciences, with endorsement by the assistant vice provost for academic affairs and the vice provost for undergraduate studies, has approved **minor changes to the requirements for the minor in creative writing**. The approved changes include renumbering some of the courses and changing the sequence of some of the requirements. The total required number of credits (24) is unchanged. *Effective fall 2016.*

The dean of the College of Arts and Sciences, with approval of the Undergraduate Council and with endorsement of the vice provost for undergraduate studies, has approved **changes to the degree requirements for the bachelor of arts in English**. Changes include increasing upper-division requirements and reducing lower-division requirement, introducing a writing requirement, and a redesign of several required courses. *Effective fall 2016.*

The provost, with the endorsement of the vice provost for undergraduate studies, dean of the Graduate School, and dean of the College of Arts and Sciences, has approved a **name change for the Department of Geological**

Sciences. The name is changed to the Department of Earth Sciences. The bachelor of arts, bachelor of science, undergraduate minor, master of arts, master of science, and doctor of philosophy degrees will now be offered as earth sciences majors. Effective fall 2016.

The dean of the College of Arts and Sciences, with endorsement by the assistant vice provost for academic affairs and the vice provost for undergraduate studies, has approved **minor changes to the requirements for the minor in psychology**. The changes include alterations to the required and optional courses to match changes to the major. *Effective fall 2016.*

The dean of the College of Arts and Sciences, with endorsement by the assistant vice provost for academic affairs and the vice provost for undergraduate studies, has approved **changes to the requirements for the major in psychology**. First, the science requirement for psychology majors will no longer be restricted to just biology, chemistry, or physics. Second, the total required credits is increased from 44 to 58. Finally, changes include a higher minimum grade for introductory classes, higher-level mathematics prerequisites, and streamlining and focusing other major course requirements. *Effective fall 2016.*

The dean of the College of Arts and Sciences, with endorsement by the assistant vice provost for academic affairs and the vice provost for undergraduate studies, has approved **changes to the requirements for the major in sociology**. The changes include an additional core course, reducing required 400-level courses from 16 to 12 credits, and increasing the total credits required from 44 to 48 by adding a third sociology elective. *Effective fall 2016.*

The Dean of the College of Arts and Sciences, with approval of the graduate council and with endorsement of the Dean of the Graduate School, has approved **changes to the degree requirements for the master of arts and master of science in Folklore: Public Folklore track**. Changes include removing courses from requirements that are no longer being taught, reducing the number of required courses to increase flexibility for students, and reducing internship requirement to 4 credits. *Effective fall 2016.*

School of Architecture and Allied Arts

The graduate specialization in performance arts management was incorrectly named in the *Spring 2015 Final Curriculum Report*. The graduate specialization should be named **performing arts management**. *Effective Spring 2016.*

The provost, with the endorsement of the dean of the School of Architecture and Allied Arts (A&AA), the vice provost for undergraduate studies, and the assistant vice provost for academic affairs, has approved a **name change for the bachelor of science and the bachelor of arts degrees in material and product studies. Those degrees will now be offered as bachelor of science and bachelor of arts in product design**. *Effective fall 2016.*

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 degree in arts management** to be offered by the Arts and Administration Program in A&AA. *Effective fall 2016.*

The University Senate, provost, UO Board of Trustees, and the Higher Education Coordinating Commission have approved a new **master of science in sports product design** to be offered in Portland by the Department of Product Design. *Effective fall 2016.*

College of Education

The dean of the College of Education, with the endorsement of the Graduate School and approval by the Graduate Council, has approved a **research option within the master of science degree in couples and family therapy (CFT)**. This option will allow CFT students to either complete a formal thesis or an independent research project. *Effective fall 2016.*

The dean of the College of Education, with the endorsement of the dean of the Graduate School and the vice provost for undergraduate studies, and with the approval of the Graduate Council and the Undergraduate Council, has approved a **4+1 option for students pursuing a bachelor of arts or a bachelor of science and a master of arts or a master of science in communication disorders and sciences**. The option allows students to complete the BA or BS in three academic years plus one term and the master of science in six terms. The total credit requirements for each degree are unchanged. *Effective fall 2016.*

The provost, upon the recommendation of the dean of the College of Education and approval of the Graduate School, has approved **discontinuing and beginning the “sunsetting” process for the following graduate certificates** (*effective fall 2016*):

- communication disorders
- continuing administrator—superintendent
- English for speakers of other languages
- English for speakers of other languages—bilingual
- initial administrator
- music education

School of Journalism and Communication

The dean of the School of Journalism and Communication, with the endorsement of the vice provost for undergraduate studies and the assistant vice provost for academic affairs, has approved a **minor change to the requirements for the minor in media studies**. Introduction to Media Studies (J 314) will be added as a required course for the minor. Adding this course will maintain the current credit requirement by adding J 314 to the required courses (raising that number to 8 credits) and reducing the total credit requirement for optional courses (currently 20 credits) to 16. *Effective fall 2016.*

School of Music and Dance

The Dean of the School of Music and Dance, with the approval of the Undergraduate Council and with endorsement of the vice provost for undergraduate studies, has approved **changes to the degree requirements for the bachelor of arts and the bachelor of science in music**. The changes more clearly distinguish the liberal arts BA and BS degrees from the professional degrees (BMus and BMME). *Effective fall 2016.*

University Academic Policy

Pending Senate approval on May 11: Upon recommendation of the Undergraduate Council and approval by the Senate, the Final Examination Schedule policy (registrar.uoregon.edu/calendars/final-exam-schedule) is amended to provide clarity on the scheduling of midterm and final exams outside the regularly scheduled time. Policy will be included here upon final Senate approval. *Effective fall 2016.*

Pending Senate approval on May 11: Upon recommendation of the Undergraduate Council and approval by the Senate, a new course overlap policy is created to provide clarity to academic units regarding courses counting toward more than one credential. Policy will be included here upon final Senate approval. *Effective fall 2016.*

University Academic Policy

- **(SENATE APPROVED ON APRIL 6, 2016)** Upon recommendation of the Academic Council the Senate approved the following policy on online/hybrid courses. *Effective fall 2016*

“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.

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.”

- **(SENATE APPROVED ON MAY 11, 2016)** Upon recommendation of the undergraduate council and approval of the Senate, the Final Examination Schedule policy (<http://registrar.uoregon.edu/calendars/final-exam-schedule>) is amended to provide clarity on scheduling of midterm and final exams outside the regularly scheduled time. *Effective fall 2016*

Approved Amendment to Current Final Exam Policy

“Proposed Policy Regulating the Scheduling of Mid-Term Examinations: Departments may schedule combined midterms for different sections of the same course. If a combined midterm exam is scheduled for a course that is at a different time, day and/or place than the normal meeting time, day and/or place, then the time, day and place of the combined exam must be included in the notes on the course schedule, and on the course syllabus provided to students during week 1 of the term. If the time and day of the combined exam conflicts with any student’s other regularly scheduled course, the faculty/department offering the combined exam must schedule an alternate examination for each of those students. The alternate examination must fit the student’s schedule. Conflicts between two or more combined midterms will be resolved according to the same policy for resolving conflicts with final combined exams.

Faculty may schedule midterm examinations outside the regular time, day and place of the course. If a midterm exam is scheduled for a course that is at a different time, day and/or place than the normal meeting time, day and/or place, then the time, day and place of the midterm exam must be included in the notes on the course schedule, and on the course syllabus provided to students during week 1 of the term. If the time and day of the midterm exam conflicts with any student’s other regularly scheduled course, the faculty offering the midterm exam must schedule an alternate examination for each of those students. The alternate examination must fit the student’s schedule. Conflicts between two midterm exams scheduled outside regular class times will be resolved according to the policy for resolving conflicts between two final exams.”

- **(SENATE APPROVED ON MAY 11, 2016)** Upon recommendation of the undergraduate council and approval of the Senate, a new course overlap policy is created to provide clarity to academic units regarding courses counting toward more than one credential. *Effective fall 2016*

Approved Major/Minor/Certificate/Program Course Overlap Policy

“In designing or revising Majors, Minors, Certificates, or other credentials, decisions about whether the same courses can count toward more than one credential rest with the home academic units.

- Academic units proposing a new credential should consider the potential for its courses to count toward other credentials, either inside or outside the unit. The university does not restrict the use of the same courses to fulfill requirements for more than one credential but individual academic units may prohibit any overlap they deem inappropriate. The guiding principle should be to allow course overlap that promotes intellectual coherence for students and does not erode program identity. Academic units wishing to restrict overlap should articulate the limitations carefully. These might be partial or complete – that is, they might limit the number of credits that could be counted toward their credentials (e.g. “Students may count only 8 credits toward both Credential A and Credential B”), or they might bar students who earn a particular credential from earning another specified one (e.g. “Students may not be awarded both a Credential A and a Credential B”). Whatever local policy is adopted, it must be made readily available to advisors and students in order to support informed academic planning. In addition, any deviation from the default university policy (no restriction on course overlap) must be communicated to the Registrar for addition to the UO degree requirements.
- All academic units are invited to review their existing credentials and either to adopt the default university policy or to delineate specific overlap limitations. Each unit’s chosen policy should then be made available to students, advisors and the Registrar.
- In cases of disagreement, where one unit wishes to allow significant overlap with another unit against that unit’s wishes, or vice versa, the school(s) or college(s) housing the affected units will endeavor to forge a compromise.”

Please add the following to this and all future curriculum reports in the Section on Undergraduate General-Education Requirements: Group-Requirement Policies (This text is detailed explanation for point 2.5)

Criteria for 300-level Group-satisfying courses

Taken from Motion US03/04-8

Sponsored by: Undergraduate Council

For Senate action: May 12, 2004

300-level Group-satisfying courses are expected to serve as broad introductions to fields with which students are unfamiliar, but they must also provide depth and rigor beyond that of a typical lower-division course. To achieve this dual purpose, such courses should do the following.

- a. Introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas. Courses may be focused on a single text or period, but should use the examples provided by that focus to illuminate the larger discipline. &

- b. Educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered. For instance, a course might analyze the design of particular experiments, show how modeling is done and when it is informative, or introduce specific kinds of data analysis. The use of primary sources is encouraged where appropriate, that is, in fields where this information is accessible to a non-specialist. &
- c. Encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses. These courses should also employ evaluation methods that measure this high level of understanding. &
- d. Assume that students are capable of advanced university-level intellectual engagement as a result of having completed substantial lower-division work, although not necessarily in the subject of the course. Some upper-division Group- satisfying courses may also have specific prerequisites in the form of other courses whose content provides an essential foundation in the subject.

Background for the Motion

In 1999, the Senate passed legislation detailing criteria and guidelines for Group-satisfying courses, as well as a Purpose Statement for General Education at the UO. In 2001, these criteria were amended and the roles of curricular committees were clarified. The current motion does not fundamentally change the criteria; rather the intent is to amplify them in order to promote more widespread understanding of them by both faculty and students, and to insure that course formats are compatible with the goals of Group-satisfying coursework.

The Undergraduate Council is charged with "reviewing, evaluating and enhancing the quality of the University's academic program for undergraduates." The charge includes monitoring the academic coherence, quality, and standards of the undergraduate academic program and participating in planning the development and improvement of the undergraduate program. We were asked by the Senior Vice President for Academic Affairs and Vice Provost for Undergraduate Studies to undertake a review of the current Group- satisfying curriculum (excluding B.S. Math and B.A. Language requirements), beginning with an assessment of its congruence with legislated criteria. A systematic comparison of existing courses with the Group criteria has not been undertaken previously.

Based on its review of the syllabi from both lower-division and 300-level courses, the Council concluded that most lower-division Group-satisfying courses are appropriate for the Group curriculum and meet the legislated guidelines. Our recommendations (#1-3) regarding 100- and 200-level Group courses concern format and procedures that will allow a wider audience to appreciate the fundamental ideas that Group-satisfying courses deal with. Most importantly, the proposed changes will help faculty communicate to students why these courses are part of our General Education curriculum.

The Council's review of 300-level Group courses revealed that more specific guidelines are needed to illuminate what is meant by "depth and rigor beyond that of typical lower- division general education courses," which is the only guidance provided in the 2001 criteria. In Point #4., the Council proposes fuller descriptions of the desired characteristics of Group-satisfying courses at the 300 level.

Addendum to the Motion

Examples of hypothetical course designs that manifest desired characteristics

a. through c. of 300-level Group-satisfying courses:

a. Introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas:

1. In a Humanities course, the political, economic and religious influences on particular artists might be used to examine the kinds of forces that shape personal taste and distinctive artistic style in all periods and places.
2. In a Literature course, texts from a specific period, genre, or individual might serve to represent larger cultural trends and developments.
3. A course on Environmental Economics would further develop the tools and analytical techniques introduced in "principles courses," and would show how analytical tools applicable to economics, generally, can be applied to environmental issues.
4. A History course might deal with a short time period, but use it to illustrate patterns of social interaction that can be generalized.
5. A Biology course might use a specific disease (Mad Cow, for example) to explore the fundamental molecular and genetic principles that explain both the disease and normal cellular function

b. Educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered:

1. In the Humanities course on style, students would use a textbook, but would also study paintings, sculptures, buildings and musical compositions directly, in an effort to identify common elements of style.
2. Students in a Literature course might be called upon not only to exercise interpretive and analytical skills, but also to explore the material and ideological circumstances that contribute to the production of literary texts in a given time and place.
3. In the Economics course, students would take the fundamental microeconomic concepts and tools used by economists and policy-makers and apply them to a specific problem. Texts, homework assignments, and lectures would all be used to demonstrate how to apply these tools. As an example, students might use models of consumer and producer behavior to predict the economic effects of regulating the price of oil.
4. A History course would use primary documents for at least part of the course material. For instance, a course on the US involvement in Vietnam might ask students to read a major US news paper covering a crucial period and try to reconstruct the relationships among: the news reports, public opinion, and events as they are now understood.
5. The Mad Cow course might examine the experimental logic that led to the heretical idea that proteins, not viruses, cause the disease. Textbooks would be used to present fundamental cellular mechanisms, but students would also read popular science articles (e.g., Scientific American articles by the investigators who had key insights) and a few primary research papers to get a sense of the evidence and reasoning behind scientific conclusions.

c. Encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses:

1. The Humanities course might ask students to summarize the key ideas in Leonard Meyer's essay, "A Theory of Style" and then apply these to a particular art form or an individual piece of creative work.
2. Students in a Literature course might be expected to apply various analytical paradigms, such as a Marxist, Post-Structuralist, or Feminist framework, in their critical writing about literary texts.
3. The Economics course might ask students to apply the tools they've been working with to a problem they haven't analyzed before. For example, having looked at the effects of oil price regulation, a student might be asked to analyze another instance of price regulation, or to put two types of regulation or price distortion together in a way that wasn't covered in class -- e.g. what would happen if a price ceiling and a per unit tax were imposed simultaneously?
4. A History course might ask students to use their understanding of particular philosophical ideas to defend or refute the statement, "Enlightenment philosophy was responsible for the outbreak of the French Revolution."
5. The Mad Cow course might ask students to examine other phenomena that appear related (e.g. Alzheimer's Disease and long term memory) and propose specific molecular mechanisms for them.

Passed by the [12 May 2004](#) meeting of the UO Senate. Implementation delayed until Fall 2004 owing to contractual obligations

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)

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

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

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

Code	Subject
OSLO	Overseas Studies: University of Oslo, Norway
OSSP	Overseas Studies: Senegal Summer Program, Dakar, Senegal
OSTP	Overseas Studies: Russia
OSVL	Overseas Studies: Seville, University of Seville [Spain]
OTAM	Overseas Studies: Tampere, University of Tampere [Finland]
OUAB	Overseas Studies: Aberdeen, University of Aberdeen [Scotland]
OUEA	Overseas Studies: Norwich, University of East Anglia [England]
OUOT	Overseas Studies: University of Otago, Dunedin, New Zealand
OUPP	Overseas Studies: Uppsala, University of Uppsala [Sweden]
OVAL	Overseas Studies: Valdivia, Chile - CWU
OVIE	Overseas Studies: Vienna, NCSA Program [Austria]
OWAR	Overseas Studies: Warsaw, Central Institute of Planning and Statistics [Poland]
OWAS	Overseas Studies: Tokyo, Waseda University [Japan]
OXAF	Overseas Experimental Program: Africa
OXAO	Overseas Experimental Program: Asia and Oceania
OXEU	Overseas Experimental Program: Europe
OXLA	Overseas Experimental Program: Latin American
OXME	Overseas Experimental Program: Middle East
OYON	Overseas Studies: Seoul, Yonsei University [Korea]
PD	Product Design
PEAE	Physical Education Aerobics
PEAQ	Physical Education Aquatics
PEAS	Physical Education Aquatics SCUBA
PEC	Physical Education Certification
PEF	Physical Education Fitness
PEI	Physical Education: Individual Activities
PEIA	Physical Education Intercollegiate Athletics
PEL	Physical Education Leadership
PEMA	Physical Education Martial Arts
PEMB	Physical Education Mind-Body
PEO	Physical Education: Outdoor Pursuits
PERS	Physical Education Racquet Sports
PERU	Physical Education Running
PETS	Physical Education Team Sports
PEW	Physical Education Weight Training
PHIL	Philosophy
PHYS	Physics
PORT	Portuguese
PPPM	Planning, Public Policy and Management
PS	Political Science
PSY	Psychology
REES	Russian and East European Studies
REL	Religious Studies
RL	Romance Languages
RUSS	Russian
SAPP	Substance Abuse Prevention Program
SBUS	Sports Business
SCAN	Scandinavian
SOC	Sociology
SPAN	Spanish
SPED	Special Education

Code	Subject
SPSY	School Psychology
SWAH	Swahili
SWED	Swedish
TA	Theater Arts
TLC	University Teaching and Learning Center
WGS	Women's and Gender Studies
WR	Expository Writing

Appendix B

Bachelor's Degree Requirements, General Limitations (excerpt)

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

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

INSTRUCTIONS FOR EXPLAINING THE 4XX/5XX DIFFERENTIAL

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

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

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

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

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

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

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

Educational Activity	Hours Undergraduates Engaged	Hours Graduate Students Engaged	Undergraduate Assessment	Graduate Student Assessment
Attendance	40	40		
Readings	40	40		
Writing Assignments	35	48		
Lab		7		
Review Preparation		20		
Class Activities	5	5		
Total Hours	120	160		
Attendance and participation			15%	15%
2 quizzes			20% (10% each)	10% (5% each)
Critical review			5%	10%
Analytical report			20%	20%
Presentation			15%	10%
Proposal for field sampling				10%
Essay			25%	25%
Total			100%	100%

CONTENTS OF COURSE SYLLABUS

As the primary, commonly available summary of a course, the syllabus serves several purposes. It outlines the course, it denotes what students may expect from the course, and it locates the course in the curriculum. The syllabus is the best, most concise description of a course by its teacher available to both prospective students and colleagues. The Committee on Courses uses syllabuses in its review of courses. To maximize the usefulness of a syllabus to students and faculty, it should contain the following contents:

1. Course Number
2. Title
3. Credits
4. Term, place, time, instructor
(For a new course proposal, indicate when it is likely to be offered, and how frequently.)
(For a new course proposal, indicate who is likely to teach the course.)
5. Position in the curriculum
 - Satisfies group requirement? Explain why
 - Satisfies multicultural requirement? Explain why
 - Satisfies other general-education requirement?
 - Satisfies other major or program requirement?
 - Preparatory for other courses?
 - List prerequisites or other suggested preparation
6. Format (lecture, discussion, laboratory)
7. Outline of subject and topics explored
8. Course materials (texts, books, readings)
9. Instructor expectations of students
 - Be explicit (by pages assigned, lengths of assignments)
 - Level of student engagement expected (see suggested Student Engagement Inventory on following page)
 - Readings
 - Problems
 - Attendance
 - Project
 - Writing
 - Laboratory
 - Field work
 - Work with electronic media, network, online
 - Performance
 - Presentation
 - Exams
 - Differential expected for graduate work for joint 4XX/5XX-level courses
10. Assessment
 - Methods (testing, homework)
 - Times or frequency
 - Grading policy
 - Incomplete policy

Include additional information on university or personal policies regarding disabilities, inclement weather and emergencies, notification of class cancellations, academic conduct, and others, as appropriate. (To save space on the syllabus, this policy information may be conveyed by reference to the appropriate material on the course Blackboard site or official university websites; please check to make sure that all links are current and active!)

STUDENT ENGAGEMENT INVENTORY (SEI)

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

<p>Undergraduate Courses Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 3-credit course would engage students for approximately 90 hours total among the activities listed below, whereas a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.</p>	<p>Graduate Courses Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. Therefore, a 3-credit graduate course would typically engage students approximately 120 hours; a 4-credit graduate course may be expected to entail approximately 160 hours for the average student for whom the course is designed.</p>
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Please identify the number of hours a typical or average student would expect to spend in each of the following activities:

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

Definition of terms:

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

SUSTAINABLE COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MULTILISTED COURSES

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

Revised May 11, 2011

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

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

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

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

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