UNIVERSITY OF OREGON

**Spring 2015
Preliminary
Curriculum Report**

May 15, 2015

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

UNIVERSITY OF OREGON

SPRING 2015
PRELIMINARY CURRICULUM REPORT
May 15, 2015

TABLE OF CONTENTS

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OVERVIEW

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

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

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

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

LOOKING AHEAD

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

Winter 2015
> December 9, 2015—Second round winter submissions due to UOCC
> February 24, 2016—Preliminary report due to Senate
> March 9, 2016—Senate votes on report

MOTION

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

Respectfully submitted,

Voting:		**Ex officio**:		**Staff**:	
	Christian Cherry		Ron Bramhall		Brian Lowery
	Samantha Cohen		Sue Eveland		Kathy Warden
	Amalia Gladhart		Mike Jefferis		
	Chuck Kalnbach		Scott Skelton		
	Roberta Mann		Andy Berglund		
	Boyana Norris		Bill Morrill		
	Frances White				

COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

NEW COURSE(S)

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

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

EXISTING COURSE(S)

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

ARTS AND SCIENCE

NEW COURSE(S)

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

BIOLOGY

NEW COURSE(S)

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

EXISTING COURSE(S)

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

DROP COURSE(S)

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

CINEMA STUDIES

NEW COURSES

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

EXISTING COURSE(S)

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

(UOCC administrative action)
CINE 408 Workshop: [Topic] (1–12R)
(Add prerequisite)
CINE 408 Workshop: [Topic] (1–12R) Prereq: one from ARTD 252, ARTD 256, ENG 270, J 207, J 208.

COMPUTER AND INFORMATION SCIENCE

<u>EXISTING COURSES</u>

CIT 281 Advanced Business Systems (4)
(Changed course title)
CIT 281 Web Applications Development I

CIT 382 Information Architectures and Intranets (4)
(Changed course title)
CIT 382 Web Applications Development II

CIT 383 Enterprise Networks (4)
(Changed course title)
CIT 383 Networking Fundamentals

EAST ASIAN LANGUAGES AND LITERATURE

<u>EXISTING COURSE(S)</u>

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

ECONOMICS

<u>EXISTING COURSE(S)</u>

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

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

ENGLISH

EXISTING COURSE(S)

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

DROPPED COURSE(S)

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

ENVIRONMENTAL STUDIES

NEW COURSE(S)

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

ETHNIC STUDIES

NEW COURSE(S)

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

GEOGRAPHY

EXISTING COURSE(S)

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

GEOLOGY

EXISTING COURSE(S)

(UOCC administrative action)
GEOL 451/551 Hydrogeology (4) Prereq: CH 223, 226H, MATH 253, GEOL 316.
(Change prerequisite)
GEOL 451/551 Hydrogeology (4) Prereq: CH 222 or CH 225H; GEOL 316.

GERMAN AND SCANDINAVIAN

NEW COURSE(S)

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

HISTORY

NEW COURSE(S)

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

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

(Course previously taught as 410 in various times by various instructors.)
HIST 416/516 Advanced Women's History: [Topic] (4R) Intensive study of select issues in women's history. Emphasis on the construction of their diverse identities; the framework for political, social, and economic empowerment; the historical development of gendered categories. Repeatable when topic changes. Offered alternate years.

(Course previously taught as 410 in 201303)
HIST 436/536 Medieval Central Europe: [Topic] (4R) Selected topics in the political, cultural, religious and economic history of Germany and neighboring peoples during the Middle Ages, from the eighth through 13th centuries. Repeatable when topic changes. Offered alternate years.

HUMAN PHYSIOLOGY

NEW COURSE(S)

(UOCC administrative action)
(Course previously taught as 410/510)
HPHY 480/580 Technology Development (4) Provides a foundation in principles of intellectual property and technology transfer, critical to technology development in clinical and sport industries. Prereq: HPHY 371, HPHY 381.

EXISTING COURSE(S)

(UOCC administrative action)
HPHY 321 Human Anatomy I (5) Prereq: HPHY 211, BI 212 or BI 282H
(Change prerequisite)
HPHY 321 Human Anatomy I (5) Prereq: HPHY 211, BI 211 or BI 281H, BI 212 or BI 282H, CH 221 or CH 224H, CH 222 or CH225H, CH 223 or CH226H, MATH 246 or MATH 251. *Effective summer 2015.*

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

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

(UOCC administrative action)
HPHY 362 Tissue Injury and Repair (4) Prereq: HPHY 371.
(Change prerequisite)
HPHY 362 Tissue Injury and Repair (4) Prereq: HPHY 323, HPHY 324. *Effective summer 2015.*

(UOCC administrative action)
HPHY 371 Physiology of Exercise (4) Prereq: CH 221 or CH 224H, CH 222 or CH225H, CH 223 or CH226H, BI 212 or BI 281H, BI 212 or BI 282H, BI 213 or BI 283H, HPHY 323, HPHY 324, MATH 246 or MATH 251, PHYS 201 or PHYS 251, PHYS 202 or PHYS 252.
(Change prerequisite)
HPHY 371 Physiology of Exercise (4) Prereq: HPHY 323, HPHY 324. *Effective summer 2015.*

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

(UOCC administrative action)
HPHY 399 Special Studies [Topic] (1–4R) Prereq: HPHY 371.
(Change prerequisite)
HPHY 399 Special Studies: [Topic] (1–4R) Prereq: HPHY 325 or HPHY 371. *Effective summer 2015.*

(UOCC administrative action)
HPHY 410 Experimental Course [Topic] (1–5R) Prereq: HPHY 371.
(Change prerequisite)
HPHY 410 Experimental Course: [Topic] (1–5R) Prereq: HPHY 325 or HPHY 371. *Effective summer 2015.*

(UOCC administrative action)
HPHY 412 Sleep Physiology (4) Prereq: HPHY 325, HPHY 371.
(Change prerequisite)
HPHY 412 Sleep Physiology (4) Prereq: HPHY 325. *Effective summer 2015.*

(UOCC administrative action)
HPHY 433 Neurophysiology of Concussion (4) Prereq: HPHY 333, HPHY 371.
(Change prerequisite)
HPHY 433 Neurophysiology of Concussion (4) Prereq: HPHY 333. *Effective summer 2015.*

(UOCC administrative action)
HPHY 434 Movement Disorders (4) Prereq: HPHY 333 and 371.
(Change prerequisite)
HPHY 434 Movement Disorders (4) Prereq: HPHY 333. *Effective summer 2015.*

(UOCC administrative action)
HPHY 460 Lumbar and Pelvic Functional Anatomy (4) Prereq: HPHY 325, HPHY 371.
(Change prerequisite)
HPHY 460 Lumbar and Pelvic Functional Anatomy (4) Prereq: HPHY 323. *Effective summer 2015.*

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

(UOCC administrative action)
HPHY 485 Gait Analysis (4) Prereq: HPHY 371, HPHY 381.
(Change prerequisite)
HPHY 485 Gait Analysis (4) Prereq: HPHY 381. *Effective summer 2015.*

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

HUMANITIES

NEW COURSE(S)

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

INTERNATIONAL STUDIES

NEW COURSE(S)

(UOCC administrative action)
AFR 601 Research: [Topic] (1–4R) [optional grading] Repeatable.

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

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

(UOCC administrative action)
AFR 605 Reading and Conference: [Topic] (1–4R) [optional grading] Repeatable.

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

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

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

EXISTING COURSE(S)

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

POLITICAL SCIENCE

NEW COURSE(S)

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

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

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

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

(Course previously taught as PS 407 in 201401)
PS 380 Gender and Politics in Developing Countries (4) Examines gender politics in the developing world and efforts to help women. Topics include female genital cutting, violence against women, economic development, microfinance, migration, trafficking. Offered alternate years. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

DROPPED COURSE(S)

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

ROMANCE LANGUAGES

NEW COURSE(S)

(Course previously taught as PORT 399 in 201402)
PORT 301 *Cultura e Lingua: Expressoes Artisticas* (4) Develops advanced language skills through the study of key representations in Brazilian art, literature, film, and music. Taught in Portuguese. Prereq: PORT 203 or equivalent. Offered alternate years. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

(Course previously taught as SPAN 298 in 201403)
SPAN 248 Spanglish (4) Investigates the history and social impact of language contact between English and Spanish in what is now the Unites States. Taught in English, Spanish, and Spanglish. Prereq: SPAN 103 or SPAN 112. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.*

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARCHITECTURE AND ALLIED ARTS

NEW COURSE(S)

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

ART

EXISTING COURSE(S)

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

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

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

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

(UOCC administrative action)
ARTD 494/594 Advanced Design I (5) Prereq: ARTD 463/563.
(Change ARTD 494/remove ARTD 594 prerequisite)
ARTD 494/594 Advanced Design I (5) Prereq: ARTD 350, ARTD 360. *Effective spring 2015.*

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

ARTS AND ADMINISTRATION

NEW COURSE(S)

(Course previously taught as 410/510 in 201401)
AAD 425/525 Ethics in the Arts and Museums (4) Introduces current ethical concerns relevant to museums and the audiences they serve and focuses on the philosophical and practical dilemmas faced by exhibiting institutions.

(UOCC administrative action)
(Course approved fall 2014 with fall 2015 effective term)
AAD 435 Arts Business Development (4) [Graded only] Students research the strategies of effective startup business planning and apply their investigations in organizational, financial, and legal practices by creating a business or strategic plan. Sequence with AAD 434.
(Change effective term)
AAD 435 Arts Business Development (4) [Graded only] Students research the strategies of effective startup business planning and apply their investigations in organizational, financial, and legal practices by creating a business or strategic plan. Sequence with AAD 434. *Effective spring 2015.*

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSE(S)

(UOCC administrative action)
PPPM 412 Internship Development (1)
(Changed course title)
PPPM 412 Internship and Professional Development (1)

PRODUCT DESIGN

PD 101 Introduction to Product Design (4)
(Changed course description, instruction types)
PD 101 Introduction to Product Design (4) Examines how designers invent things that help people through lectures from designers, drawing assignments, photo documentation, model-making, storytelling, and computer-aided design; product innovation, creation, and sales; and portfolio creation. Laboratory, lecture.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

BUSINESS

NEW COURSE(S)

(UOCC administrative action)
BA 406 Special Problems: [Topic] (1–12R) [graded Pass/No Pass only for all students] Repeatable. *Effective summer 2015.*

MARKETING

<u>NEW COURSE(S)</u>

(Course previously taught as SBUS 610 in 201402)
SBUS 645 Sports Product (3) [Graded only] Examines the companies and organizations of the international sports product industry: manufacturing innovation, company management, branding, retail and wholesale.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

<u>NEW COURSE(S)</u>

(Course previously taught as 610 in 201304)
CFT 612 Parenting Interventions (2) [Graded only for majors] Examines evidence-based practices for parenting children and adolescents, including trauma-focused parenting strategies.

(Course previously taught as 410 in 201402)
CPSY 417 Counseling Psychology Profession (2) An examination of counseling psychology as a specialty that emphasizes multicultural approaches to serving individuals, families, and groups through clinical practice and research.

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

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

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

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

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

<u>EXISTING COURSE(S)</u>

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

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

EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP

<u>EXISTING COURSE(S)</u>

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

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

EDUCATIONAL STUDIES

<u>EXISTING COURSE(S)</u>

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

SCHOOL OF JOURNALISM AND COMMUNICATION

<u>NEW COURSE(S)</u>

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

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

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

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

SCHOOL OF LAW

<u>NEW COURSE(S)</u>

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

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

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

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

LAW 202 Introduction to Public International Law (4) An introduction to the origins, application, and main actors in international law, international institutions, and international legal processes. *Approved to satisfy Category II: Social Science general-education group requirement.*

EXISTING COURSE(S)

(UOCC administrative action)
LAW 707 Seminar: [Topic] (1–5R)
(Change variable credit)
LAW 707 Seminar: [Topic] (1–6R) *Effective summer 2015.*

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

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSE(S)

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

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

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

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

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

EXISTING COURSE(S)

MUS 696 Orchestra (2R)
(Changed credits, workload)
MUS 696 Orchestra (1–2R)

PHYSICAL EDUCATION AND RECREATION

<u>NEW COURSE(S)</u>

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

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

<u>EXISTING COURSE(S)</u>

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

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

DENIED PROPOSALS

<u>NEW COURSE(S)</u>

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

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

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

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

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

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

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

<u>EXISTING COURSE(S)</u>

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

PENDING PROPOSALS

<u>NEW COURSE(S)</u>

(Course previously taught as 410/510 in 201401)
AAD 475/575 Performing Arts Industry (4) The business of presenting and promoting performing arts and cultural events. Includes negotiating fees; contracting; copyrights; royalties; technical riders; budgets; revenue management; and artist relations.

FLR 245 Folklore and the Pacific Northwest (4) A survey exploring cultural expression of customary, verbal, and material folklore found in the Pacific Northwest, with a consideration of ethnic and geographical variation. *Requesting that this course satisfy Arts and Letters group requirement. Requesting that this course satisfy American Cultures multicultural requirement.*

FLR 365 Seminar: Folklore Research Methods (4) Archival and library research skills augmented with fieldwork skills including observation, participation, documentation, interviewing, transcription, and presentation of findings.

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

WITHDRAWN PROPOSALS

NEW COURSE(S)

(Course previously taught as MKTG 610 in 201402)
MKTG 645 New Product Development (3) [Graded only] Best practices for new-product development in new ventures and in existing businesses. Explores decisions necessary from concept idea to product launch.

DROPPED COURSES

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

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

Dropped courses will be listed in the spring curriculum report.

Anthropology

ANTH	421	Anthropology of Gender	last offered: 201102
ANTH	424	Feminist Methods Anth	last offered: 201103
ANTH	524	Feminist Methods Anth	last offered: 201103
ANTH	280	Intro Lang & Culture	last offered: 201101
ANTH	469	Persp Health & Illness	last offered: 200502
ANTH	569	Persp Health & Illness	last offered: 200502

Art

ARTP	491	Advanced Drawing	last offered: 201101
ARTP	591	Advanced Drawing	last offered: 201101
ARTR	490	Iss & Prac Printmaking	last offered: 201101
ARTR	590	Iss & Prac Printmaking	last offered: 201101
PD	455	Footwear Design Hist	last offered: NO BANNER RECORD FOUND!
PD	450	Footwear Draw: Analog	last offered: NO BANNER RECORD FOUND!
PD	451	Footwear Draw: Digital	last offered: NO BANNER RECORD FOUND!
PD	453	Footwear Matrls & Proc	last offered: NO BANNER RECORD FOUND!
PD	459	Footwear Studio Capsto	last offered: NO BANNER RECORD FOUND!

Biology

BI	489	Evol Bi Infect Disease	last offered: 201101
BI	589	Evol Bi Infect Disease	last offered: 201101
BI	412	Marine Field Stu: Top	last offered: 201104
BI	512	Marine Field Stu: Top	last offered: 201104
BI	321	Molec Genetics Res Lab	last offered: 201102
BI	478	Neotropic Ecology	last offered: 201004
BI	578	Neotropical Ecology	last offered: 201004

Chemistry

CH	437	Inorganic Chem Lab	last offered: 201101
CH	537	Inorganic Chem Lab	last offered: 201101
CH	657	Organometal Org Synth	last offered: 201104
CH	453	Synthesis	last offered: 201102
CH	553	Synthesis	last offered: 201102

Computer & Information Science

CIS	455	Computational Science	last offered: 201102
CIS	555	Computational Science	last offered: 201102

Conflict & Dispute Resolution

CRES	630	Arbitrat/Hybrid Proc	last offered: 201103

Dance

DANC	284	Ballroom II	last offered: 201003

East Asian Languages & Literature

CHN	451	Post-Mao Fict & Debate	last offered: 201101
CHN	551	Post-Mao Fict & Debate	last offered: 201101
JPN	441	Structur Japanese Lang	last offered: 201103
JPN	541	Structur Japanese Lang	last offered: 201103

Education Studies

EDST	629	Crit Lit Multiling Soc	last offered: NO BANNER RECORD FOUND!
EDST	626	Eng Lang Lrn Math/Sci	last offered: 201102
EDST	459	Observ: Equal Opp II	last offered: 201002
EDST	559	Observ: Equal Opp II	last offered: 201002

English

ENG	452	19C Brit Fict: Topic	last offered: 201102
ENG	552	19C Brit Fict: Topic	last offered: 201102
ENG	467	Amer Lit 1900-Present	last offered: 201103
ENG	567	Amer Lit 1900-Present	last offered: 201103
ENG	455	English Romantic Writ	last offered: 201102
ENG	555	English Romantic Writ	last offered: 201102
ENG	497	Feminist Literary Theo	last offered: 201102
ENG	597	Feminist Literary Theo	last offered: 201102
ENG	246	Intro Global Lt: Topic	last offered: 201102
ENG	210	Survey English Lit	last offered: 201002
ENG	481	Theo Mov Imag: Topic	last offered: 201101
ENG	581	Theo Mov Imag: Topic	last offered: 201101
ENG	498	Women & Lit: Topic	last offered: 201102
ENG	598	Women & Lit: Topic	last offered: 201102

Geography

GEOG	462	Views of the Environ	last offered: 201002

Geological Sciences

GEOL	452	Neotec & Quatern Geol	last offered: 201103
GEOL	552	Neotec & Quatern Geol	last offered: 201103
GEOL	416	Sedimentary Petrology	last offered: 201101
GEOL	516	Sedimentary Petrology	last offered: 201101

German and Scandinavian

SCAN	340	Emer Nordic Cul & Soc	last offered: 201101

History

HIST	327	Age of Discoveries	last offered: 201102
HIST	455	Colonial American Hist	last offered: 201001
HIST	555	Colonial American Hist	last offered: 201001
HIST	468	Pacific Northwest	last offered: 201104
HIST	568	Pacific Northwest	last offered: 201104
HIST	535	Revol & Napoleon Europ	last offered: 200701
HIST	456	Revolutionary America	last offered: 201104
HIST	556	Revolutionary America	last offered: 201104

HIST	307	Study of History	last offered: 201101
HIST	444	The Holocaust	last offered: 201101
HIST	544	The Holocaust	last offered: 201101

History of Art & Architecture

ARH	460	18C Architecture	last offered: 201102
ARH	560	18C Architecture	last offered: 201102
ARH	464	American Architect I	last offered: 200901
ARH	564	American Architect I	last offered: 200901
ARH	438	Gothic Architecture I	last offered: 201102
ARH	538	Gothic Architecture I	last offered: 201102
ARH	343	Northern Renaiss Art	last offered: 201103
ARH	441	Ren & Baroq: Topic	last offered: 201103
ARH	541	Ren & Baroq: Topic	last offered: 201103

Human Physiology

HPHY	102	Exercise & Wellness	last offered: 201104
HPHY	450	Research Methods	last offered: 201101
HPHY	550	Research Methods	last offered: 201101

Journalism

J	625	Intro to the Faculty	last offered: 201001
J	633	Writing About: Topic	last offered: 201102

Landscape Architecture

LA	619	Contemp Land Arch Theo	last offered: NO BANNER RECORD FOUND!
LA	480	Landscape Preservation	last offered: 201101
LA	580	Landscape Preservation	last offered: 201101

Linguistics

LING	495	Language & Gender	last offered: 201103
LING	595	Language & Gender	last offered: 201103

Music

MUP	108	Interm Guitar Skills	last offered: 201101
MUS	449	Creativity Technology	last offered: NO BANNER RECORD FOUND!
MUS	549	Creativity Technology	last offered: NO BANNER RECORD FOUND!
MUS	280	First Nights Amer Mus	last offered: 201103
MUE	444	Choral Materials Sch	last offered: 201001
MUE	544	Choral Materials Sch	last offered: 201001

Physical Education & Recreation

| PEAS | 388 | Scuba: Assist Instruc | last offered: NO BANNER RECORD FOUND! |
| PEMA | 121 | Aikido I | last offered: 201103 |

Psychology

PSY	623	Personality Assessment	last offered: 201103
RL	491	Holocaust Wr Rom World	last offered: NO BANNER RECORD FOUND!
RL	591	Holocaust Wr Rom World	last offered: NO BANNER RECORD FOUND!

Russian, East European & Eurasian Studies

| REES | 315 | Politics of Language | last offered: 201101 |
| RUSS | 340 | Russian Women in Lit | last offered: 201102 |

Special Education & Clinical Sciences

ASL	312	Amer Sign Lang Educ II	last offered: 201003
SPED	434	Ed Stu with Beh Disord	last offered: 201103
SPED	534	Ed Stu with Beh Disord	last offered: 201103
SPED	611	Middle/Sec Reading	last offered: 201101
SPED	612	Middle/Sec Writing	last offered: 201103
SPED	423	Read/Wr Content Areas	last offered: 201103
SPED	523	Read/Wr Content Areas	last offered: 201103
SPED	614	School to Careers	last offered: 201103
SPED	421	Spec Ed Read Instruct	last offered: 201101
SPED	521	Spec Ed Read Instruct	last offered: 201101
SPED	615	Transition Assess/Plan	last offered: 201102

OTHER CURRICULAR MATTERS

College of Arts and Science

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

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

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

School of Architecture and Allied Arts

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

School of Law

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

Charles H. Lundquist College of Business

The registrar's office has approved a **new subject code, SPD**, for use with courses in the sports product design graduate program.

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

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

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

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

SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

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

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

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

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

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

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

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

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

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

Expanded Course Descriptions for Group-Satisfying Courses: All proposals for courses that would satisfy a group requirement for general education must include a suitable expanded course description, for use with the course, as specified in senate legislation:

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

Multicultural Courses Policy:

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

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

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

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

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

NEW SUBJECT CODES

January 12, 2015

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

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

> **Subject Codes**
> New subject codes may only be assigned by the Registrar's Office. Please contact the curriculum coordinator in the Office of the Registrar to discuss available codes.
> **Emergency Approval Policies**
> There are limited situations in which an emergency request for a curricular change … may be submitted and do[es] not require approval of the full Committee on Courses.… **The following actions are not eligible for emergency approval**: 1) changes in degree requirements; 2) addition, deletion, or change in the name of a major, minor, degree, or formal certificate; 3) addition or deletion of group-satisfying or multicultural status; 4) change in department or program name; 5) **creation of a new subject code.**

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

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

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

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

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

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

Appendix A
UO Subject Codes (n = 208)
Source: Registrar's Office (http://registrar.uoregon.edu/current_students/subject_codes)

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 Keguran Dan Ilmu Pendidikan [Indonesia]
OMCT	Overseas Studies: Macerata, Italy - AHA
OMEI	Overseas Studies: Tokyo, Meiji University [Japan]
OMOR	Overseas Studies: Morelia, Mexico - AHA
OMSE	Oregon Master of Software Engineering
ONTU	Overseas Studies: National Taiwan University
ONUS	Overseas Studies: National University of Singapore
OOVI	Overseas Studies: Oviedo, Spain - AHA
OPAV	Overseas Studies: Pavia, University of Pavia [Italy]
OPDG	Overseas Studies: Paderno del Grappa, Italy - CIMBA
OPOI	Overseas Studies: Poitiers, University of Poitiers [France]
OQUE	Overseas Studies: Querétaro, Summer Study in Mexico
OQUI	Overseas Studies: Quito, Catholic University of Ecuador
OROM	Overseas Studies: Rome, Summer Architecture Studio [Italy]
OROS	Overseas Studies: Rosario, Argentina - AHA
OSAS	Overseas Studies: Semester at Sea
OSEG	Overseas Studies: Segovia, Spain - AHA
OSEN	Overseas Studies: Tokyo, Senshu University [Japan]
OSEV	Overseas Studies: Seville, Study in Spain
OSIE	Overseas Studies: NICSA Program [Italy]
OSIP	Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany]
OSIT	Overseas Studies: School for International Training

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

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

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

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

4. A maximum of 24 credits may be earned in the following areas (a, b, and c) with not more than 12 in any one area:

      a. Lower-division professional-technical courses

      b. Physical education and dance activity courses

      c. Studio instruction in music (MUP), except for majors in music

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

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

7. A maximum of 12 credits in TLC (University Teaching and Learning Center) courses and a maximum of 12 credits in FE (field experience) courses may be counted toward the 180, 220, 225, or 231 credits required for a bachelor's degree
(bold added for emphasis)

INSTRUCTIONS FOR EXPLAINING THE 4XX/5XX DIFFERENTIAL

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

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

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

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

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

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

Educational Activity	Hours Undergraduates Engaged	Hours Graduate Students Engaged	Undergraduate Assessment	Graduate Student Assessment
Attendance	40	40		
Readings	40	40		
Writing Assignments	35	48		
Lab		7		
Review Preparation		20		
Class Activities	5	5		
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!)

FACULTY-STUDENT ENGAGEMENT IN
UO ONLINE COURSES

Passed by Undergraduate Council – Jan. 21, 2015
Passed by Graduate Council - Feb. 18, 2015
Passed by UOCC - Feb 20, 2015
Amended by Undergraduate Council – May 14, 2015

As per the May 2015 amendment,
this policy shall be applied only to proposed online courses.

Rationale

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

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

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

Policy

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

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

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

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

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

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

STUDENT ENGAGEMENT INVENTORY (SEI)

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

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

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

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 XX, 2015 to remove the Inter-College General Education Review Committee (ICGER) from the review and approval process.

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

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

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

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

2. Specific Criteria:

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

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

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

2.4 Approved courses cannot be repeatable for credit.

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

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

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

3. Procedures governing the approval of all courses designed to meet *g*eneral-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:
    o Include a home stay or immersion living experience
    o Offer a language-intensive and/or culturally immersive curriculum
    o Provide an internship, service learning, or integrated work or volunteer program
    o 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.