



UNIVERSITY OF OREGON

**Fall 2016
Final
Curriculum Report**

December 5, 2016

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



FALL 2016
FINAL CURRICULUM REPORT
December 5, 2016

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OVERVIEW

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

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

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

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

LOOKING AHEAD

Winter 2017

December 7, 2016—First round winter submissions due to the UOCC. Courses must be entered into CourseLeaf by this date.

February 15, 2017—Preliminary report due to the Senate

March 1, 2017—Senate votes on report

MOTION

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

Respectfully submitted,

Voting

Colin Brand

Christian Cherry

Gordon Hall

Roberta Mann

Boyana Norris

Jana Prikyl

Mike Urbancic

Frances White, chair

Ex officio

Ron Bramhall

Sue Eveland

Sara Hodges

Mike Jefferis

Bil Morrill

Scott Skelton

Staff

Brian Lowery

Kathy Warden

COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

NEW COURSE(S)

ANTH 248 Archaeology of Wild Foods (4) Examines how diet and early cooking affected human evolution, harvest-processing of wild Pacific Northwest foods, pre-Neolithic cooking technologies. *Approved to satisfy Category III: Science general-education group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.*

REINSTATE COURSE(S)

(UO administrative action)

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

(UO administrative action)

ANTH 424/524 Feminist Methods in Anthropology (4) Seminar in feminist research design and methods in three subfields of anthropology: biological, sociocultural, and archaeological. Examines case studies illustrating research ethics, collaboration, and activism. Prereq: 12 credits in ANTH or WGS courses. *Effective winter 2017.*

ASIAN STUDIES

NEW COURSE(S)

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

CHEMISTRY

NEW COURSE(S)

(Course previously taught as CH 410/510)

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

EXISTING COURSE(S)

(UO administrative action)

CH 221: General Chemistry (4)

(Title change)

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

(UO administrative action)

CH 222: General Chemistry (4)

(Title change)

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

(UO administrative action)

CH 223: General Chemistry (4)

(Title change)

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

CLASSICS

EXISTING COURSE(S)

(UO administrative action)

GRK 101: Basic Greek

(Title change)

GRK 101 First-Year Greek (5) Fundamentals of the Attic Greek language; readings in Attic Greek and in Koine. *Effective fall 2016.*

(UO administrative action)

GRK 102: Basic Greek

(Title change)

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

(UO administrative action)

GRK 103: Basic Greek

(Title change)

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

(UO administrative action)

LAT 101: Basic Latin

(Title change)

LAT 101 First-Year Latin (5) Fundamentals of Latin grammar; selected readings from classical and medieval authors. *Effective fall 2016.*

(UO administrative action)

LAT 102: Basic Latin

(Title change)

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

(UO administrative action)

LAT 103: Basic Latin

(Title change)

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

COMPUTER AND INFORMATION SCIENCE

EXISTING COURSE(S)

(UO administrative action)

CIS 631: Parallel Processing (4) Prereq: CIS 429/529.

(Change prerequisites)

CIS 631 Parallel Processing (4) Advanced topics in parallel processing including massively parallel computer architecture, supercomputers, parallelizing compiler technology, performance evaluation, parallel programming languages, parallel applications. Prereq: CIS 529, CIS 531.

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

CHN 105 Accelerated First-Year Chinese I (5) Provides proficiency-based language-learning using American Council on the Teaching of Foreign Language benchmarks as standards for teaching and assessment of listening comprehension, speaking, reading, and writing. Prereq: CHN 101 with grade of A- or higher. *Effective winter 2017.*

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

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

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

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

ECONOMICS

NEW COURSE(S)

(Previously taught as EC 410/510)

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

ETHNIC STUDIES

NEW COURSE(S)

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

FOLKLORE

NEW COURSE(S)

(Previously taught as FLR 410/510)

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

HISTORY

NEW COURSE(S)

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

(Previously taught as HIST 410)

HIST 411 Reacting to the Past [Topic] (4R) Intensive exploration of historical events through interactive games. Possible topics include US Constitutional Convention, French Revolution, Democracy in Athens, India 1947. Repeatable once for a maximum of 8 credits when topic changes. *Effective spring 2017.*

HUMAN PHYSIOLOGY

NEW COURSE(S)

(Previously taught as HPHY 399)

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

(Previously taught as HPHY 410)

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

(Previously taught as HPHY 610)

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

INTERNATIONAL STUDIES

NEW COURSE(S)

(Previously taught as INTL 410/510)

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

LINGUISTICS

EXISTING COURSE(S)

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

SWAH 302 Contemporary Swahili Literature (4) Survey of popular modern Swahili literature including the novel, the play, and Ushairi poetry. Series with SWAH 301, SWAH 303. Prereq: SWAH 203. *Previously approved to satisfy Category C: International Cultures multicultural requirement. Effective winter 2017.*

PHILOSOPHY

NEW COURSE(S)

(Previously taught as PHIL 399)

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

POLITICAL SCIENCE

NEW COURSE(S)

(Previously taught as PS 399)

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

(Previously taught as PS 607)

PS 618 American Political Institutions (5) [Graded only for majors] One of three required seminars for PhD students planning to take a comprehensive examination in American politics. Explores how political science approaches the study of institutional contributions to political and policy developments.

(Previously taught as PS 607)

PS 626 International Political Economy (5) [Graded only for majors] One of two required seminars for PhD students planning to take a comprehensive examination in international relations. Explores how politics and economics interact in shaping economic relations among states.

(Previously taught as PS 607)

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

(Previously taught as PS 607)

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

SOCIOLOGY

EXISTING COURSE(S)

(UO administrative action)

SOC 310: Development of Sociology (4)

(Title change)

SOC 310 Social Theory (4) Analysis of the major writers and ideas that have shaped contemporary sociology. Focuses on recurring concepts and issues that continue to challenge sociological inquiry.

(UO administrative action)

SOC 311: Introduction to Social Research (4)

(Title change)

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

(UO administrative action)

SOC 312: Quantitative Methods (4)

(Title change)

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

(UO administrative action)

SOC 416/516: Issues in Sociology of the Environment: [Topics] (4R) Prereq: SOC 310, 311, 312.

(Title change; remove prerequisites)

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

(UO administrative action)

SOC 452/552: Issues of Migration: [Topic] (4) Prereq: SOC 310, 311, 312.

(Change repeatability, change prerequisites)

SOC 452/552 Issues of Migration [Topic] (4R) Sociological analysis of migration, including dynamics of race and ethnicity, social structure, and social policy. Examines assimilation, marginalization, multiculturalism, postcolonialism, and social cohesion. Repeatable twice when topic changes for maximum of 12 credits. Prereq: SOC 310. *Effective fall 2016.*

DROPPED COURSE(S)

(UO administrative action)

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

WOMEN'S AND GENDER STUDIES

EXISTING COURSE(S)

(UO administrative action)

WGS 361: Gender in Film and Television (4)

(Title change)

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

(UO administrative action)

WGS 451: Global Issues and Perspectives: [Topic] (4R)

(Title change)

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

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

EXISTING COURSE(S)

(UO administrative action)

ARTS 493: Advanced Sculpture (4)

(Adding repeatability)

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

ARTS AND ADMINISTRATION

DROPPED COURSE(S)

(UO administrative action)

AAD 450/550 Art in Society (4)

Course has been deactivated to create undergraduate course AAD 301 (approved) and graduate course AAD 650 (in process of submission).

HISTORY OF ART AND ARCHITECTURE

NEW COURSE(S)

(Previously taught as ARH 399)

ARH 350 History of Manga (4) Survey of the history of manga (Japanese comics) from the 19th century to the present. *Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring 2017.*

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

BUSINESS ADMINISTRATION

NEW COURSE(S)

(Previously taught as BA 610)

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

BUSINESS ENVIRONMENT

(Previously taught as BE 610)

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

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

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

EDUCATION STUDIES

NEW COURSE(S)

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

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

SCHOOL OF JOURNALISM AND COMMUNICATION

No courses submitted.

SCHOOL OF LAW

LAW

NEW COURSE(S)

(Previously taught as LAW 610)

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

(Previously taught as LAW 610)

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

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

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

(Previously taught as LAW 610)

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

(Previously taught as LAW 610)

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

(Previously taught as LAW 607)

LAW 781 LLM Seminar (2) [Pass/no pass only] Students studying for a master of laws (LLM) degree explore professional development topics and develop practice skills through in-class workshops, legal writing, a simulated symposium, and negotiation exercises.

(Previously taught as LAW 610)

LAW 791 Contemporary Issues in American Indian Law (2) Provides in-depth study of current issues in American Indian law and US public policy regarding Native Americans.

(Previously taught as LAW 610)

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

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSE(S)

MUS 367 Survey of African Music (4) Students analyze musical expression—including traditional, neotraditional, and contemporary mass mediated popular music (Afro-pop)—in Africa and the diaspora. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective winter 2017.*

MUS 463 Popular Music Studies (4) Explores current research and foundational texts in the interdisciplinary field of popular music studies. *Effective spring 2017.*

DROPPED COURSE(S)

(Course replaced by MUS 367)

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

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

PEO 361 Mountaineering (2) [Pass/no pass only] Covers basic mountaineering skills during classroom sessions and an intensive three-day mountain outing. Emphasis on hazards, rigging, roped travel, ice ax arrests, belays, and rescue. Prereq: PEO 285, PEO 351. *Effective spring 2017.*

DENIED PROPOSALS

None.

PENDING PROPOSALS

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

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

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

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

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

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

ANTH 173 Evolution of Human Sexuality (4) Includes basic genetics, physiology, and behavior. Evolution of sex, of the sexes, and of the role of sex in mammal, primate, and human behavior. *Previously approved to satisfy Category III: Science general-education group requirement. Previously approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective fall 2017.*

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

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

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

CH 682 Electron Microprobe Analysis (4) Introduction to the theory and operation of instrumentation for electron microprobe analysis in materials science and geochemistry. Preference given to majors in applied chemistry. *Effective winter 2017.*

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

CH 684 Electronics and Vacuum Systems (4) Introduction to modern electronic components, circuits, basic vacuum theory, vacuum failure modes, measurement systems, and troubleshooting. Preference given to majors in applied chemistry. *Effective winter 2017.*

CINE 425 Cinema Production: [Topic] (4)
(Change repeatability)

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

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

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

ENG 209 The Craft of the Sentence (4) Study of basic sentence mechanics, grammatical terminology, and the conventions of punctuation. Includes some historical background on the development of English grammar. *Effective winter 2017.*

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

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

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

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

Requesting to change status from American Cultures to International Cultures. Request to satisfy Category C: International Cultures multicultural requirement.

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

WITHDRAWN PROPOSALS

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

(title change, change repeatability, catalog description change)

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

PHYS 291 Foundations of Physics Laboratory I (2) Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Aligns with course material in PHYS 252. Co-requisite: PHYS 252 Foundations of Physics I offered winter term. *Effective winter 2017.*

PHYS 292 Foundations of Physics Laboratory I (2) Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Aligns with course material in PHYS 253. Co-requisite: PHYS 253 Foundations of Physics I lecture offered spring term. *Effective spring 2017.*

DROPPED COURSES

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

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

Dropped courses will be listed in the spring curriculum report.

OTHER CURRICULAR MATTERS

College of Arts and Sciences

- **A new graduate specialization in Asian Studies offered by the Asian Studies Program**, with the recommendation of the Dean of CAS and the graduate council, has been approved by the Provost. *Effective fall 2017.*
- The provost and dean of CAS, has approved **a name change for the Department of Women's and Gender Studies**. The department name is **changed to Women's, Gender, and Sexuality Studies**. The bachelor of arts, bachelor of science, undergraduate minor, and graduate certificate will now be offered as Women's, Gender, and Sexuality Studies majors. *Effective fall 2017.*
- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost for undergraduate studies, has approved **minor changes to the requirements for the bachelor of arts and the bachelor of science degrees in international studies**. The requirements will be modified in the Geographic Focus Area (Block C) so that one of the four courses must be an INTL prefix course (or the HUM Africa course, which will be the one exception). The geographic areas are also modified such that East Asia and Southeast Asia are now one area, "Southeast and East Asia", and Eastern Europe/Russia are now combined with Europe as "Europe". *Effective fall 2016.*
- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost for undergraduate studies, has approved **minor changes to the international studies premajor requirements**. The writing requirement for the premajor should read, **"UO writing requirement (WR 121) completed or equivalency demonstrated."** This change should be reflected in the Degree Audit Report for the premajor. *Effective fall 2016.*
- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence and the vice provost for undergraduate studies, has approved **minor changes to the requirements for the bachelor of arts and the bachelor of science degrees in mathematics and computer science**. The changes are as follows: (1) update prerequisites for CIS 313 and 314 to require a B- or better grade in lower division classes; (2) require 8 credits of CIS upper-division elective classes be taken for a grade; (3) update criteria for satisfactory progress in the upper division of the major. *Effective fall 2016.*
- The Dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence, has approved **minor changes to the requirements for the bachelor of arts degree in linguistics**. The changes are reflected below. *Effective fall 2016.*

OLD Requirements

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

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

Lundquist College of Business

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

School of Architecture and Allied Arts

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

Old requirements:

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

New requirements (using experimental numbers until permanent courses are approved winter 2017):

- PPPM 610: Research Skills I (2 cr) in Winter term
- PPPM 610: Research Design II (2 cr) in Fall term
- PPPM 610: Professional Project Colloquium II (2 cr) in Fall term

School of Music and Dance

- With a recommendation by the Undergraduate Council, **a new minor in Audio Production** offered by the Department of Music has been approved by the provost. *Effective fall 2017.*
- The Dean of the School of Music and Dance, with approval by the undergraduate council, has approved **curriculum changes to the bachelor of science in music: music technology**. The change involves the removal and addition of required courses. The changes result in a net decrease of 1 required credit. *Effective fall 2017.*
- The Dean of the School of Music and Dance, with approval by the undergraduate council, has approved **curriculum changes to the bachelor of music in jazz studies**. Old requirement reads: “Classical Performance Studies requirement: 0-12 credits, including proficiency that allows enrollment in MUP 200 level. Jazz guitarists are exempt from this requirement.” New requirement should read: “Classical Performance Studies requirement: 12 credits. Jazz guitarists are exempt from this requirement.” *Effective fall 2017.*

College of Education

- With a recommendation by the Undergraduate Council, **a new certificate in Educational Foundations: Secondary** offered by the Department of Education Studies has been approved by the provost. *Effective fall 2017.*
- The Dean of the College of Education, with endorsement by the Graduate School and approval by the graduate council, has approved a curriculum change to **reduce the required credits within the Doctor of Philosophy degree in Counseling Psychology from 175 to 165 credits.** *Effective fall 2017.*
- The Dean of the College of Education, with endorsement by the Graduate School and approval by the graduate council, has approved **curriculum changes to the Doctor of Philosophy and Master of Science degrees in Prevention Science.** The Doctor of Philosophy will require 105 credits instead of the current 119 credits. The Master of Science will require 65 credits instead of the current 72 credits. *Effective fall 2017.*
- The Dean of the College of Education, with endorsement by the Graduate School and approval by the graduate council, has approved **hybrid delivery of the Doctor of Education degree program in Educational Leadership to students outside the state of Oregon.** *Effective summer 2017.*

University Academic Policy

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

SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

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

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

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

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

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

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

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

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

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

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

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

Multicultural Courses Policy:

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

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

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

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

Contact Hours

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

NEW SUBJECT CODES

January 12, 2015

Subject Code Definition (UO)

An abbreviation used with a course number to indicate an academic subject area.

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

Existing UO Policies and Procedures

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

(committees.uoregon.edu/sites/committees.uoregon.edu/files/Procedures%20for%20Curricular%20Changes-%28August%202009%29.pdf)

Subject Codes

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

Emergency Approval Policies

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

Background

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

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

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

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

Subject Code Guidelines

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

Procedures for Requesting New Subject Codes

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

Appendix A

UO Subject Codes (n = 208)

Source: Registrar's Office (registrar.uoregon.edu/current_students/subject_codes)

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

| Code | Subject |
|-------------|--|
| EDST | Education Studies |
| 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] |

| Code | Subject |
|-------------|---|
| OATH | Overseas Studies: Athens, Greece - AHA |
| OBEI | Overseas Studies: Beijing, Central Institute for Nationalities [China] |
| OBBER | Overseas Studies: Bergen, University of Bergen [Norway] |
| OBRI | Overseas Studies: Bristol, Bristol University [England] |
| OBRT | Overseas Studies: London [England] |
| OBUD | Overseas Studies: Budapest, Budapest University of Economic Sciences [Hungary] |
| OBWU | Overseas Studies: Baden-Württemberg, Universities in Baden-Württemberg [Germany] |
| OCAM | Overseas Studies: Cambridge International Summer School, England |
| OCBS | Overseas Studies: Copenhagen Business School, Denmark |
| OCFP | Overseas Studies: Chinese Flagship Program |
| OCHA | Overseas Studies: Prague, Charles University [Czech Republic] |
| OCIE | Overseas Studies: Council for International Educational Exchange |
| OCUR | Overseas Studies: Curtin University [Australia] |
| ODIS | Overseas Studies: Copenhagen, Denmark's International Study Program |
| ODUB | Overseas Studies: Dublin, Ireland - AHA |
| OEWH | Overseas Studies: Seoul, Ewha Womans University [Korea] |
| OGAL | Overseas Studies: Galway, Ireland - USAC |
| OGHA | Overseas Studies: Journalism Program, Accra, Ghana |
| OHAN | Overseas Studies: Hanoi, Hanoi University [Vietnam] |
| OHAU | Overseas Studies: Hanyang University, Seoul, South Korea |
| OHKU | Overseas Studies: University of Hong Kong |
| OHOU | Overseas Studies: Hokkaido University, Sapporo, Japan |
| OHUJ | Overseas Studies: Jerusalem, Hebrew University of Jerusalem [Israel] |
| OINT | Overseas Studies: Internship program |
| OKKU | Overseas Studies: Khon Kaen, Khon Kaen University [Thailand] |
| OLAT | Overseas Studies: La Trobe University [Australia] |
| OLEG | Overseas Studies: Legon, University of Ghana |
| OLIS | Oregon Leadership in Sustainability |
| OLON | Overseas Studies: London, NICSA Program [England] |
| OLYO | Overseas Studies: Lyon, Universities in Lyon (I,II,III and Catholic Faculties) [France] |
| OMAL | Overseas Studies: Malang, Institut Keguruan Dan Ilmu Pendidikan [Indonesia] |
| OMCT | Overseas Studies: Macerata, Italy - AHA |
| OMEI | Overseas Studies: Tokyo, Meiji University [Japan] |
| OMOR | Overseas Studies: Morelia, Mexico - AHA |
| OMSE | Oregon Master of Software Engineering |
| ONTU | Overseas Studies: National Taiwan University |
| ONUS | Overseas Studies: National University of Singapore |
| 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] |
| OSIV | Overseas Studies: Seville, Study in Spain |
| OSIE | Overseas Studies: NICSA Program [Italy] |
| OSIP | Overseas Studies: Baden-Württemberg, Spring Intensive Program [Germany] |

| Code | Subject |
|-------------|---|
| OSIT | Overseas Studies: School for International Training |
| 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 |

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

Appendix B

Bachelor's Degree Requirements, General Limitations (excerpt)

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

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

INSTRUCTIONS FOR EXPLAINING THE 4XX/5XX DIFFERENTIAL

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

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

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

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

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

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

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

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

CONTENTS OF COURSE SYLLABUS

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

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

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

STUDENT ENGAGEMENT INVENTORY (SEI)

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

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

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

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

Definition of terms:

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

SUSTAINABLE COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MULTILISTED COURSES

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

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

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

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

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS

GROUP-REQUIREMENT POLICIES

The following criteria was proposed by the Undergraduate Council and the College of Arts and Sciences Curriculum Committee. The University Senate approved them in May 2001 by Motion US0001-3 Replacement Motion governing the approval of courses meeting general-education requirements and the distribution of courses student must complete within each group. Revised May 11, 2011 to authorize general education credit for courses waiting for permanent numbers. Revised May 22, 2013 to make clear that repeatable courses are not assigned groups satisfying status. Revised May 14, 2015 to remove the Inter-College General Education Review Committee (ICGER) from the review and approval process.

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

- 1.1. **Group-satisfying courses in arts and letters** must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives). Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.
- 1.2. **Group-satisfying courses in the social sciences** must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g., involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.
- 1.3. **Group-satisfying courses in the sciences** should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.

2. Specific Criteria:

- 2.1. Group-satisfying courses must be numbered at the 100, 200, and 300 levels.
- 2.2. Lower division courses must be offered annually, and upper division courses at least every other year.
- 2.3. Approved courses must be at least 4 credits each.
- 2.4. Approved courses cannot be repeatable for credit.
- 2.5. Upper-division group-satisfying courses must provide depth and rigor beyond that of typical lower-division general-education courses. Departments must justify, in terms of content, workload, and method of instruction, the assignment of a course to the upper level.
- 2.6. Courses that are offered for majors only are excluded from group status, but courses that are designed for both majors and other students may qualify.
- 2.7. Although laboratory courses are not automatically excluded from group status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.

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

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

4. Completion of group requirements (student progress):

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

MULTICULTURAL CATEGORY DEFINITIONS

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

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

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

MULTICULTURAL REQUIREMENTS FOR STUDY ABROAD

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

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

- Students must be enrolled full-time and maintain satisfactory academic progress throughout their academic programs abroad.
- Approved study abroad programs must be a minimum of five weeks in length. If the program is between five and nine weeks in duration, it must have substantial cultural immersion, and meet at least two of the following three criteria:
 - Include a home stay or immersion living experience
 - Offer a language-intensive and/or culturally immersive curriculum
 - Provide an internship, service learning, or integrated work or volunteer program
 - Programs of ten weeks or longer will automatically satisfy the *International Cultures* requirement

A student who participates in a program that does not fit any of the criteria above has the option to petition the Academic Requirements Committee under their usual guidelines.

SUGGESTIONS FOR REVISING DEFINITIONS OF UNDERGRADUATE MAJORS, MINORS, CERTIFICATES

MAJOR

Definition

Courses in designated primary subject areas or disciplines in which a student commits to gaining in-depth knowledge, skills, competence, and attitudes through a coherent pattern of courses. A footnote accompanies the major definition: Divisional major programs emphasize a general and integrated approach to learning, with the student's major program broadly inclusive of work in several of the discipline or subject areas within the specific division within which the student's degree program lies (i.e., humanities, social science, science). For instance, a divisional major program in the social sciences would call for the student to include within his or her major work from several of the disciplines or subject areas in the social sciences (such as sociology, political science, or economics). Because of the breadth of disciplines or subjects included in the major, the student has less opportunity to delve in depth into a single subject area such as sociology, political science, or economics, than they would be able to do were they in a "departmental major" program in a single one of these disciplines or subject areas.

Minimal Requirements

36 credits, of which a minimum of 24 must be upper division. Departments should consider setting minimum residency requirements.

MINOR

Definition

Courses in a designated secondary subject area or discipline distinct from and usually outside the student's degree major in which knowledge is gained in a coherent pattern of courses.

Minimal Requirements

24 credits, of which a minimum of 12 must be upper division. Should be within a discipline that already has a preexisting major or is sponsored by a department. Departments should consider setting minimum residency requirements.

CERTIFICATE

Definition

An approved academic award given in conjunction with the satisfactory completion of a program of instruction requiring one year or more, but less than four years, of full-time equivalent, postsecondary-level work. The conditions and conferral of the award are governed by the faculty and ratified by the governing board of the institution granting the certificate.

Minimal Requirements

36 credits—24 upper division with 12 minimum at 400 level. The sponsoring department must provide guidance—a template or check list and the name of an adviser, with notice that the student must consult an adviser to apply for the certificate at least two terms prior to graduation.