

FINAL FALL 2004 CURRICULUM REPORT

Passed, as amended, by the University Senate on December 1, 2004

OVERVIEW

The body of this report consists of two major sections: **Course Proposals for Fall 2004** (unless stated otherwise) and **Other Curricular Matters**. Policies and definitions governing group and multicultural status are listed in the main body of this report. Policies and definitions governing group and multicultural general-education requirements are under **Other Curricular Matters**.

Changes in University Senate–approved UOCC reports take effect fall term 2005 unless requested by a department and stated otherwise in the report.

The committee will continue to consider new proposals and those completed since publication of the Fall 2004 Final Report. The committee will submit the next quarterly report to the university in March 2005.

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

LOOKING AHEAD

- December 1, 2004:** University Senate considers fall 2004 preliminary report of the University of Oregon Committee on Courses.
- January 3, 2005:** First day of winter term 2005. **Curricular proposals must be submitted to the provost’s office no later than December 27, 2004.**
- March 9, 2005:** University Senate considers winter 2005 preliminary report of the University of Oregon Committee on Courses.
- March 28, 2005:** First day of spring term 2005 courses. **Curricular proposals must be submitted to the provost’s office no later than March 15, 2005.**
- May 11, 2005:** University Senate considers spring 2005 preliminary report of the University of Oregon Committee on Courses.
- July 2005:** Publication of 2005–6 *University of Oregon Catalog*. The changes in this report will first appear in the 2005–6 catalog.

Members, University of Oregon Committee on Courses

Voting:	Paul Engelking, Chair Jack Boss David Boush Paul Peppis Virpi Zuck	Ex Officio:	Jack Bennett Herb Chereck John Crosiar Toby Deemer Scott Skelton
Student:	None	Staff:	Linda Adkins Gayle Freeman

MOTION

The University of Oregon Committee on Courses moves that the course proposals and Other Curricular Matters, listed below, be approved. If approved, changes are effective fall 2005, unless stated otherwise. Changes approved in this report will first appear in the 2005–6 catalog.

College of Arts and Sciences

BIOLOGY (BI)

NEW COURSES

(Subject previously taught as 410/510)

BI 476/576 Terrestrial Ecosystem Ecology (4) Flux of nutrients, carbon, water, and energy in the environment; interactions and consequences for organisms. Scale ranges from microbial to global. Prereq: BI 370.

(Subject previously taught as 410/510)

BI 478/578 Neotropical Ecology (2) Preparation for BI 479, field study in Ecuador. Biogeography, nutrient cycling, productivity, and community structure of the neotropics. Natural history of neotropical plants and animals. Sequence with 479/579. Prereq: BI 213 or 253.

(Subject previously taught as 410/510)

BI 479/579 Neotropical Ecology Field Study (6) Visit and study four different ecosystems in Ecuador, from high-elevation paramo to low-elevation Amazonian rain forests. Design and conduct independent research projects. Prereq: BI 478/578.

(Subject previously taught as 410/510)

BI 480/580 Evolution of Development (4) Exploration of the mechanisms by which organisms evolve new developmental pathways; techniques used to discover the evolutionary history of these innovations. Prereq: BI 328, 355, or 380.

(Subject previously taught as 410/510)

BI 489/589 Evolutionary Biology of Infectious Disease (4) Infectious disease shapes the ecology and evolution of all organisms. We examine resistance, virulence, tolerance, transmission, speciation, and life history evolution of parasites and pathogens. Prereq: BI 380.

(Subject previously taught as 410/510)

BI 493/593 Genomic Approaches and Analysis (4) An introduction to experimental methods and analytical techniques for studying biological questions on a genome-wide scale. Prereq: BI 320 and MATH 425 or equivalent.

EAST ASIAN LANGUAGES AND LITERATURES (EALL, CHN, JPN, KRN)

NEW COURSES

(Subject previously taught as JPN 607)

JPN 645 Research Methods in Japanese Applied Linguistics (4) [Graded only for majors] Introduction to research methods in Japanese applied linguistics: experiments, introspective methods, interaction analysis, ethnography, case studies, research questions, hypotheses, data collection, and research instruments.

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REINSTATED COURSES

JPN 438/538 Classical Japanese Literary Language: [Topic] (4)

Reinstatement effective winter 2005.

REINSTATED COURSES

JPN 439/539 Advanced Readings in Classical Japanese: [Topic] (4R)

Reinstated effective winter 2005. This course is repeatable twice for a maximum of 12 credits.

ENGLISH (ENG)

COURSES DROPPED

ENG 480/580 Native American Representation in Film (4)

ETHNIC STUDIES (ES)

EXISTING COURSE CHANGES

(Changed prerequisite)

ES 199 Special Studies: [Topic] (1–5R)

Remove prerequisite.

(Changed prerequisite)

ES 330 Women of Color: Issues and Concerns (4)

Prereq: ES 101 or 102 recommended.

(Changed prerequisite)

ES 399 Special Studies: [Topic] (1–5R)

Prereq: ES 101 or 102 recommended.

(Changed prerequisite)

ES 410/510 Experimental Course: [Topic] (1–5R)

Prereq: ES 101 or 102.

(Changed prerequisite)

ES 452/552 Race and Ethnicity and the Law: [Topic] (5)

Prereq: ES 101 or 102.

FOLKLORE (FLR)

COURSES DROPPED

FLR 486/586 African American Folklore (4)

GEOLOGICAL SCIENCES

EXISTING COURSE CHANGES

(Changed prerequisite)

GEOL 311 Earth Materials (5)

Prereq: GEOL 318 and GEOL 311 or 332.

HISTORY (HIST)

EXISTING COURSE CHANGES

(Changed grading option)

HIST 613 Historical Methods and Writing (5)

Change grading option to pass/no pass only.

NEW COURSES

HIST 361 Early Modern Science (4) [Graded only for majors] Explores the subject, practice, and social place of science in the early modern world. *Approved Group II Social Science requirement. Denied Category C: International Cultures multicultural status.*

HUMAN PHYSIOLOGY (HPHY)

EXISTING COURSE CHANGES

HPHY 362 Sports Medicine (4)

(Changed Title, Description)

HPHY 362 Tissue Injury and Healing (4) Exploration of the physiology of injury and trauma. Emphasis on inflammation and healing of connective tissue injury as well as therapeutic strategies and rationale. Prereq: ANAT 312 and HPHY 313 or equivalent.

HPHY 676 Systems of Physiology I (4)

(Changed Title, Description)

HPHY 676 Human Cardiovascular Control (4) Cardiovascular physiology, including central control of blood pressure and flow regulation. An integrative approach toward how the cardiovascular system is coordinated with overall body function.

HUMANITIES (HUM)

NEW COURSES

HUM 361 Ancient Science and Culture (4) [Graded only for majors] Explores the subject, practice, and social place of science in the ancient world. *Approved Group I Arts and Letters requirement.*

LINGUISTICS (LING, AEIS, LT)

NEW COURSES

LT 405 Reading and Conference: [Topic] (1–12R) R four times for a maximum of 16 credits.

LT 407/507 Seminar: [Topic] (1–5R) R twice for a maximum of 8 credits.

LT 409 Supervised Tutoring (1–4R) R twice for a maximum of 8 credits.

LT 410/510 Experimental Course: [Topic] (1–8R) R twice for a maximum of 8 credits.

LT 605 Reading and Conference: [Topic] (1–9R) R five times for a maximum of 21 credits.

LT 607 Seminar: [Topic] (1–5R) R five times for a maximum of 16 credits.

LT 608 Workshop: [Topic] (1–5R) R five times for a maximum of 16 credits.

LT 609 Supervised Tutoring (1–4R) R twice for a maximum of 8 credits.

LT 610 Experimental Course: [Topic] (1–5R) R twice for a maximum of 8 credits.

LT 611 Terminal Project (1–16R) R four times for a maximum of 16 credits.

PHYSICS (PHYS)

EXISTING COURSE CHANGES

(Changed grading option)

PHYS 401 Research: [Topic] (1-16R)

Change grading option to optional.

Effective Winter 2005

NEW COURSES

(Subject previously taught as PHYS 399)

PHYS 361 Modern Science and Culture (4) Examination of 19th century and early 20th century science in a cultural context. *Approved Group III Science requirement.*

RELIGIOUS STUDIES (REL)

EXISTING COURSE CHANGES

(Changed grading option)

REL 317 Jesus and the Gospels (4)

Remove prerequisite.

PROFESSIONAL SCHOOLS AND COLLEGES

School of Architecture and Allied Arts

ART

OLD COURSES DROPPED

ARTV 199 Special Studies: [Topic] (1-5R)

ARTV 240 Design Tools (3)

ARTV 380 Letterform: Calligraphy (3-4R)

ARTV 381 Letterform: Letterpress (4R)

ARTV 401 Research: [Topic] (1-12R)

ARTV 406 Special Problems: [Topic] (1-8R)

ARTV 601 Research: [Topic] (1-12R)

ARTV 604 Internship: [Topic] (1-12R)

ARTV 605 Reading and Conference: [Topic] (1-6R)

ARTV 606 Special Problems: [Topic] (1-12R)

ARTV 607 Seminar: [Topic] (1-4R)

ARTV 608 Colloquium: [Topic] (1-8R)

ARTV 609 Terminal Creative Project M.F.A. (1-12R)

ARTX 199 Special Studies: [Topic] (1-5R)

ARTX 401 Research: [Topic] (1-12R)

ARTX 404 Internship: [Topic] (1-12R)

ARTX 405 Reading and Conference: [Topic] (1-6R)

ARTX 406 Special Problems: [Topic] (1-8R)

ARTX 409 Terminal Creative Project B.F.A. (1-12R)

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ARTX 407/507 Seminar: [Topic] (1-4R)
ARTX 408/508 Workshop: [Topic] (1-6R)
ARTX 601 Research: [Topic] (1-12R)
ARTX 604 Internship: [Topic] (1-12R)
ARTX 605 Reading and Conference: [Topic] (1-6R)
ARTX 606 Special Problems: [Topic] (1-12R)
ARTX 607 Seminar: [Topic] (1-4R)
ARTX 608 Colloquium: [Topic] (1-8R)
ARTX 609 Terminal Creative Project M.F.A. (1-12R)

NEW COURSES

(Subject previously taught as ARTV 380)

ART 380 Calligraphy (4R) Fundamentals of calligraphy, its practice and history. Basic study of the structure of letters. **R** nine times for a maximum of 40 credits.

NEW COURSES

(Subject previously taught as ARTV 381)

ARTD 381 Letterpress (4R) Experiments with lead and wooden type as related to graphic composition and communication. **R** ten times for a maximum of 44 credits.

ART 401 Research: [Topic] (1-12R) R when topic changes.

ART 612 Graduate Critique (3R) Interdisciplinary critique and discussion course for M.F.A. students. **R** thrice for a maximum of 12 credits.

ARTS AND ADMINISTRATION (AAD)

EXISTING COURSE CHANGES

AAD 451/551 Art and Community Service (4)

(Changed Title)

AAD 451/551 Community Cultural Development (4)

NEW COURSES

(Subject previously taught as 410/510)

AAD 430/530 Youth Arts Curriculum and Methods (3-4) [Graded only for majors] Teachers in training are provided introductory knowledge and skills necessary for implementing arts instruction as an integral part of the core curriculum for younger learners.

(Subject previously taught as 410/510)

AAD 465/565 Marketing the Arts (4) [Graded only for majors] Contemporary theory, issues, and skills important to marketing the arts in nonprofit, for-profit, and public cultural organizations.

HISTORIC PRESERVATION (AAP)

EXISTING COURSE CHANGES

AAP 431/531 National Register Nomination (4)

(Changed Credits)

AAP 431/531 National Register Nomination (3)

LANDSCAPE ARCHITECTURE (LA)

EXISTING COURSE CHANGES

LA 361 Site Analysis (4)
(Changed Title)
LA 361 Land Analysis (4)

PLANNING, PUBLIC POLICY AND MANAGEMENT (PPPM)

COURSES DROPPED

PPPM 580 Nonprofit Management I (4)

EXISTING COURSE CHANGES

(Changed General Education requirements)

PPPM 202 Healthy Communities (4)

Approved to satisfy Group II Social Science requirement. Effective winter term 2005.

NEW COURSES

(Subject previously taught as 580)

PPPM 680 Managing Nonprofit Organizations (4) Techniques in managing nonprofit organizations for superior performance. Capacity building, executive leadership, accountability, board governance, volunteer administration, and human resource management.

Charles H. Lundquist College of Business

EXISTING COURSE CHANGES

(Changed prerequisites)

MKTG 425 Strategic Business-to-Business Relationships (4) Graded only.

Prereq: MKTG 311.

(Changed prerequisites)

MKTG 435 Consumer Behavior (4) Graded only.

Prereq: MKTG 311.

Robert D. Clark Honors College

COURSES DROPPED

HC 412 (H) Gender Studies: [Topic] (4R)

HC 415 (H) World Perspectives: [Topic] (4R)

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NEW COURSES

(Previously taught as HC 412H)

HC 424 (H) Honors College Identities Colloquium: [Topic] (4R) Graded only. Topics focus on construction of collective identities (classes, genders, religions, sexual orientations), the emergence of representative voices, and the effects of prejudice, intolerance, and discrimination. Prereq: HC 221,222,223 or HC 231,232,233. **R** thrice for a maximum of 16 credits when topic changes. *Approved to satisfy Identity, Pluralism, and Tolerance multicultural requirement.*

(Previously taught as HC 415H)

HC 434 (H) Honors College International Cultures Colloquium: [Topic] (4R) Graded only. Topics focus on race, ethnicity, pluralism-monoculturalism, or prejudice-tolerance of international cultures, or may describe and analyze a worldview substantially different from current U.S. views. Prereq: HC 221,222,223 or HC 231,232,233. **R** thrice for a maximum of 16 credits when topic changes. *Approved to satisfy International Cultures multicultural requirement.*

NEW COURSES

HC 444 (H) Honors College American Cultures Colloquium: [Topic] (4R) Graded only. Topics focus on multiple American racial and ethnic groups—African American, Chicano or Latino, Native American, Asian American, European American—from historical and comparative perspectives. Prereq: HC 221,222,223 or HC 231,232,233. **R** thrice for a maximum of 16 credits when subject changes. *Approved to satisfy American Cultures multicultural requirement.*

(Subject previously taught as 407H)

HC 477 (H) Thesis Prospectus (2) P/N only. Students polish prospectuses, exchange critiques and ideas, and present research in mock defenses with thesis adviser present.

School of Journalism and Communication

COURSES DROPPED

J 341 Advertising Copywriting (4)

J 351 Public Relations Writing (4)

J 364 Newspaper Editing (4)

NEW COURSES

(Subject previously taught as J 341)

J 441/541 Advertising Copywriting (4) Graded only. Theory and practice in writing advertising copy. Study of style and structure with emphasis on strategy formulation. Prereq: J 340 or equivalent.

(Subject previously taught as J 351)

J 452/552 Public Relations Writing (4) Graded only. Provides instruction and writing practice designed to develop the professional-level skills expected of public relations practitioners. Prereq: J 350, 361 or equivalent.

(Subject previously taught as J 364)

J 461/561 Newspaper Editing (4) Graded only. Copy editing and headline writing for newspapers; emphasis on grammar and style. Problems in evaluation, display, makeup, and processing of written and pictorial news matter under time pressure. Prereq: J 361 or equivalent.

School of Law

EXISTING COURSE CHANGES

LAW 707 Trial Practice (3R)
(Changed Grading options)
LAW 707 Trial Practice (3R) Graded only.

School of Music

EXISTING COURSE CHANGES

MUE 602 Supervised College Music Teaching
(Changed Title)
MUE 602 Supervised College Teaching

OTHER CURRICULAR MATTERS

COLLEGE OF ARTS AND SCIENCES

The Oregon University System has approved an undergraduate major in medieval studies, leading to a bachelor of arts degree. Effective fall 2004.

A request to drop the premajor in psychology is approved. Effective fall 2004.

COURSE PROPOSALS DENIED

The following information is not provided for approval by the University Senate. It is to inform academic and administrative departments about the status of proposals received but not approved by the UO Committee on Courses during fall 2004.

The committee will continue to consider new proposals and those completed since publication of the Fall 2004 Final Report. The committee will submit another quarterly report to the University Senate in March 2004. However, only proposals that were approved in the Fall 2004 Final Report will appear in the 2005–6 *University of Oregon Catalog*.

ARCHITECTURE

NEW COURSE

ARCH 399 Special Studies

Request for one-time Group II Social Science requirement denied.

INTERIOR ARCHITECTURE

EXISTING COURSE CHANGES

IARC 204 Survey of Interior Architecture (4)
(Changed General education requirements)

IARC 204 Survey of Interior Architecture (4)
Denied Group I Arts and Letters requirement.

PENDING COURSE PROPOSALS

BIOLOGY

NEW COURSES

(Subject previously taught as 410/510)

BI 492/592 Molecular Phylogenetics (4)

Requires additional information regarding undergraduate-graduate differential for demonstrating mastery.

SCHOOL OF LAW

Approval of new subject code (CRES) for Conflict and Dispute Resolution and 18 new courses:

NEW COURSES

CRES 601 Research (1-9R)

CRES 605 Reading and Conference (1-12R)

CRES 607 Seminar: [Topic] (1-5R)

CRES 608 Workshop: [Topic] (1-5R)

CRES 609 Practicum: [Topic] (1-4R)

CRES 610 Experimental Course: [Topic] (1-5R)

CRES 611 Terminal Project (1-9R)

CRES 612 Philosophy of Conflict Resolution (4)

CRES 613 Perspectives on Conflict Resolution (4)

CRES 614 Negotiation, Bargaining and Persuasion (4)

CRES 615 Cross Cultural Dynamics in Conflict Resolution (4)

CRES 616 Mediation Skills (4)

CRES 617 Professionalism in Practice (4)

CRES 618 Adjudication and Courts (2)

CRES 619 Reflective Practice (2)

CRES 630 Arbitration and Hybrid Processes (2)

CRES 631 Research Methodology (3)

CRES 650 Capstone Seminar (2)

COURSE PROPOSALS WITHDRAWN

SCHOOL OF LAW

LAW 620 Business Associations I (3R)
(Change credits)

LAW 620 Business Associations I (4)

DROPPED COURSES

At its May 1998 meeting, the University Senate agreed 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 ensure that required courses are readily available to current students.

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

By action of the Committee on Courses, the following courses are removed from the curriculum:

COLLEGE OF ARTS AND SCIENCES

ANTH 172	Intro to Human Adaptability; last taught Fall 2001
ANTH 414/514	Contemporary Issues in Anthropology; last taught Spring 1998
ANTH 425/525	Topics in Pacific Ethnology: [Topic]; last taught Winter 1999
ANTH 471/571	Zooarchaeology; last taught Spring 2001
ANTH 612	Ethnographic Writing and Presentation; never taught
ANTH 697	Ethnoarchaeology; last taught Winter 1999
BI 471/571	Population Ecology; last taught Winter 2001
BI 477/577	Microbial Ecology; last taught Winter 2001
BI 482/582	Advanced Evolutionary Genetics; last taught Fall 2000
BI 483/583	Conservation Ecology; last taught Fall 2000
CH 211, 212	Introductory General Chemistry; last taught Fall, Winter 2000-2001
CHN 455/555	The Han-Tang Poetic Tradition; last taught Spring 2001
CHN 462/562	The Beginnings of Chinese Narrative; last taught Spring 2001
CIS 423	Software Methodology II; last taught Fall 2000
CIS 442/542	Computer Graphics; last taught Winter 2001
COLT 419/519	Study of the Contemporary: Topic; last taught Spring 2001
ENG 480/580	Native American Representation in Film; last taught Winter 2000
FLR 486/586	African American Folklore; last taught Fall 2000
FR 211, 212	Intensive Intermediate French; last taught Winter, Spring 2001
FR 690	Advanced 20 th Century Literature: Topic; last taught Spring 2000
GEOG 314	Geographic Data Analysis; last taught Fall 2000
GEOL 636	Advanced Paleontology I: Topics in Evolution: Topic; last taught Spring 2001
GEOL 651	Ground Water in Geologic Processes: Topic; last taught Fall 2000
HPHY 679	Systems of Physiology II; Previously EMS 679; last taught Winter 2001
INTL 440/540	The Pacific Challenge; last taught Spring 2001
JPN 426/526	Major Japanese Writers: [Topic]; last taught Spring 2001
MATH 453/553	Introduction to Numerical Analysis III; last taught Spring 2000
OMSE 512	Understanding the Software Business; last taught Winter 2001
PHYS 103	Essentials of Physics
PHYS 211, 212, 213	General Physics with Calculus; last taught 1999-2000
PHYS 416/516	Quantum Physics; last taught Spring 2001
PHYS 421/521	Topics in Mechanics; last taught Winter 2000
PHYS 423/523	Introduction to Statistical Physics; last taught Fall 1999
PHYS 677	Semiconductor Device Physics; never taught
PHYS 678	Semiconductor Processing; never taught

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PS 331	Social Justice; Spring 2000
PS 360	Introduction to Political Science Research; last taught Winter 2000
PS 460/560	Human Rights and U.S. Foreign Policy; never taught
PS 462/562	Politics of Russian and the Newly Independent States; last taught Winter 2001
PS 471/571	Outsider Jurisprudence; last taught Spring 2001
PS 495/595	United States Political Economy; last taught Winter 2001
PSY 625	Individual Psychotherapy; last taught Fall 2000
RUSS 416/516	4 th Year Russian; last taught Fall 2000
RUSS 417/517	4 th Year Russian; last taught Winter 2001
RUSS 418/518	4 th Year Russian; last taught Spring 2001
RUSS 460/560	Russian Texts and Newspapers; never taught
TA 101	Play Reading; [Topic]; never taught
TA 653	Theory of Dramatic Production; last taught Spring 1999

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

AAD 664	Arts Programs Evaluation; last taught Winter 2001
ARCH 432/532, 433/533	Settlement Patterns: Japanese Vernacular I, II; last taught Fall 2000, Winter 2001
ARCH 469/569	Seismic Study; last taught Fall 1999
ARCH 620	Environmental Design Research; last taught Fall 1999
ART 243	Introduction to Hand Papermaking; never taught
ART 297	Drawing and Modeling; last taught Spring 2001
ART 350	Color Theory; last taught Summer 2001
IARC 424/524	Advanced Interior-Design Development; last taught Spring 2001
IARC 688	Advance Interior Design; last taught Fall 2000
PPPM 462/562	Policy Development and Evaluation; last taught Spring 2001
PPPM 471/571	City Management; last taught Fall 2000
PPPM 614	Conflict Resolution; last taught Spring 2001

LUNDQUIST COLLEGE OF BUSINESS

MGMT 422	Strategies for Environmental Management; last taught Spring 2001
MGMT 672	Organizational Behavior; last taught Fall 2000
MGMT 674	Competitive Environments; never taught
MKTG 675	Multinational Marketing Management; last taught Spring 2001

COLLEGE OF EDUCATION

EDLD 678	School-Community Relations; never taught
EINT 684	Issues in Early Intervention; never taught
EINT 685	Interdisciplinary Teams; never taught
EINT 686	Interagency and Team Collaboration; never taught

HONORS COLLEGE

HC 208H	Honors College Science; last taught Winter 2001
HC 304H	Honors College Social Science; last taught Spring 2001
HC 312H	Honors College Arts and Letters: Topic; last taught Spring 2001

SCHOOL OF JOURNALISM AND COMMUNICATION

J 618	Criticizing the Media; last taught Winter 2001
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SCHOOL OF MUSIC

DAN 341	Movement Notation; last taught Fall 1999
MUS 233	Music Theory VI; last taught Spring 2000
MUS 370	Student Forum; never taught
MUS 450/550	History of Gospel Music; last taught Spring 1999
MUS 471/571	Orchestral Music; last taught Winter 2001
MUS 472/572	Orchestral Music; last taught Spring 2001
MUS 638	Timbral Analysis and Orchestral Composition I; last taught Winter 2001

PHYSICAL ACTIVITY AND RECREATION SERVICES

PEAE 331	Power Step Aerobics I; last taught Winter 2001
PEAE 332	Power Step Aerobic II; last taught Winter 2001
PEOL 241	Mountain Biking; last taught Fall 2000

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 CAS website, <http://uocurriculum.uoregon.edu/>. Arrangements for access may be made with Peter Campbell in the CAS office, knroc@cas or 6-3336. Proposals submitted on old forms will be returned, without review, to academic departments, schools, or colleges.
- ✓ Proposals must be submitted to the 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. Departments in the arts and sciences should consult the college for deadline dates.
- ✓ 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.
- ✓ Proposals for new courses must be accompanied by full syllabi.
- ✓ 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 minimal requirements for general-education status of a course are regarded as necessary, but not always sufficient, for inclusion of a course as part of a comprehensive general-education program at the university.

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

According to University Senate legislation, courses submitted for group-satisfying status must be submitted to the Intercollege General Education Review Committee.

Proposals for undergraduate group-satisfying and multicultural courses must include written justification, regardless of whether they are new or existing courses.

- ✓ 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 UO Committee on Courses has established the policy that 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.

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

[See Faculty Handbook for other recommendations regarding university policies.]

STUDENT ENGAGEMENT INVENTORY

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.

Please identify the number of hours a typical or average student would expect to spend in each of the following activities. The general guideline is that each undergraduate credit should reflect thirty hours of student engagement. Therefore, a 3-credit course would engage students for ninety hours total among the activities listed below, whereas a 4-credit course would list 120 hours of activities in which students are engaged over the course of the term. (Graduate students are expected to perform work of higher quality and quantity, typically with an additional 20–25 percent effort expected.)

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

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

The following criteria were proposed by the Undergraduate Council and the College of Arts and Sciences Curriculum Committee. The University Senate approved them in May 1998.

1. Group-satisfying courses proposed by departments, or individual faculty members, must be reviewed by both the Intercollege General Education Review Committee and the University of Oregon Committee on Courses before submission to the University Senate.
2. Group-satisfying courses must be numbered at the 100, 200, and 300 levels. Lower-division courses must be offered annually and upper-division courses at least biannually. Approved courses must be at least 4 credits each [Senate Resolution US 9900-6, February 9, 2000].
3. No more than three courses with the same subject code may be counted as satisfying group requirements.
4. Group-satisfying courses in art and letters, social science, and science must meet the following criteria:
 - a. 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 demonstrably liberal in nature and broad in scope. 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.
 - b. Group-satisfying courses in the social sciences must be liberal in nature rather than professionally oriented or devoted in substantial measure 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 emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.
 - c. Group-satisfying courses in the sciences should introduce students to the foundations of one or more scientific disciplines, or provide a scientific perspective on a major problem facing society, or provide an introduction to scientific methods (including the use of mathematics and computers) used within or among disciplines.
5. In particular:
 - ◆ Courses designed primarily for majors are not excluded a priori from group status.
 - ◆ Courses in methods or statistical analysis are excluded in the social sciences, but courses in theory construction are acceptable.
 - ◆ Courses may not be both group satisfying and repeatable for credit.
 - ◆ Laboratory courses are not excluded from group-satisfying status in the sciences.
 - ◆ Qualifying courses in arts and letters cannot focus on teaching basic skills. For example, first-year German does not qualify for group status, but reading Goethe in German might.

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.

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,

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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 twentieth-century United States.

CRITERIA FOR ADDING AN “H” SUFFIX TO A COURSE NUMBER

The Committee on Courses has discussed the criteria for adding an “H” suffix to a course number and recommends the following:

The “H” suffix is intended to advise students that a course provides honors content of significant difficulty and requires honors effort from students. The Committee on Courses will be looking for evidence of the following in determining whether a course should hold an “H” suffix designation:

1. Students enrolling should have a cumulative GPA of at least 3.30 in their major.
2. The content of the class, and the level of analysis, should be significantly deeper than for nonhonors classes.
3. Class size should be small enough to promote intensive student participation.
4. The faculty member(s) teaching the course should be available for close advising outside of class.

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

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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.

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.