

FINAL FALL 2007 CURRICULUM REPORT

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed fall 2007 and **Other Curricular Matters**. Policies and definitions governing group and multicultural general-education requirements are under **Other Curricular Matters**.

Course proposals approved by both the University of Oregon Committee on Courses (UOCC) and the University Senate are effective spring term 2007, unless a specific term is requested by an academic department and stated otherwise in this report.

The UOCC will consider new proposals during winter term and will submit a winter quarterly report to the University Senate in March 2008.

Routing of Minor Changes: The UOCC has confirmed that the following minor course changes may be made without review by the full committee: minor edits of course description, pre- or corequisites, grading option, and conditions of repeatability. Changes may be submitted in writing directly to the Office of the Registrar and Creative Publishing, in care of Mike Jefferis (jefferis@uoregon.edu) and Scott Skelton (sskelton@uoregon.edu). The memorandum should indicate the effective term for the change(s). Note: extensive changes may be referred to the UOCC for review.

Courses Not Taught Report: The UOCC has changed the policy of dropping courses not taught within the past three years from the fall curriculum report to the spring curriculum report. This allows the correct listing of courses in the catalog for the following curricular year. The intention for this change is to allow departments a chance to reply earlier and provide a more thoughtful response while still involved in curricular planning and staffing for the next academic year and can best determine which courses they are able to offer.

Multicultural Courses Policy: As part of general-education, offerings of multicultural courses at the 100, 200, and 300 levels need to be available to a wide spectrum of students from all across the University. Departments wishing to offer courses to satisfy the multicultural requirement should make these courses available at the more general 100, 200, or 300 levels whenever possible, rather than at the more specialized 400 level.

Extended Course Descriptions for Group Satisfying Courses: All proposals for courses that would satisfy a group requirement for general-education must include a suitable extended 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 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 status.” (US03/04-8, May 12, 2004)

LOOKING AHEAD

December 19, 2007: Curricular proposals for consideration in the winter round must be submitted to the provost's office.

March 12, 2008: University Senate considers winter 2007 preliminary report of the University of Oregon Committee on Courses.

March 19, 2008: Curricular proposals for consideration in the spring round must be submitted to the provost's office.

May 14, 2008: University Senate considers spring 2007 preliminary report of the University of Oregon Committee on Courses.

Members, University of Oregon Committee on Courses

Voting: Paul Engelking, Chair	Ex officio: Herb Chereck
Jack Boss	John Crosiar
Emma Martin	Marian Friestad
Paul Peppis	Scott Skelton
Arkady Vaintrob, on leave Fall 2007	Andrew Wahlstrom
Frances White	

Student: Race Fischer	Staff: Lizz Zitron
Michelle Lewis	Mike Jefferis

MOTION

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

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.

COLLEGE OF ARTS AND SCIENCES

ARTS AND SCIENCES

NEW COURSE

(UO administrative action)

CAS 407 Seminar: [Topic] (1–12R) *Effective winter 2008.*

ANTHROPOLOGY

REINSTATED COURSES

ANTH 448/548 Gender and Archaeology (4) *Effective winter 2008.*

ANTH 465/565 Gender Issues in Nutritional Anthropology (4) *Effective winter 2008.*

EXISTING COURSES

(Change prerequisite)

ANTH 368 Scientific Racism (4) Prereq: ANTH 270. *Effective winter 2008.*

NEW COURSES

ANTH 455/555 Historical Anthropology (4) [Graded only for majors] Surveys various approaches (Marxist, symbolic, practice theoretical, archaeological) and topics (colonialism, representation, subaltern studies, the invention of tradition) in historical anthropology. Prereq: junior standing. Offered alternate years.

BIOLOGY

EXISTING COURSE

(Change prerequisites)

BI 422 Protein Toxins in Cell Biology (4) Prereq: BI 322, or 356 or 360. *Effective fall 2007.*

NEW COURSES

BI 140 Science, Policy, and Biology (4) Explores current topics in biology. Students gain appreciation of the types of biological issues that trigger regulatory decisions and learn to evaluate information. *Approved to satisfy Group III: Science*

requirement.

(Course previously taught as 399)

BI 309 Diseases in Africa (4) Focuses on the biology of major diseases of sub-Saharan Africa and the agents that cause them. Why is Africa such a hotspot for “emerging diseases”? Why are diseases such as malaria so intractable? Prereq: BI 211 and 212, or BI 251. *Approved to satisfy Category C: International Cultures multicultural requirement.*

(Course previously taught as 410/510 in 200601)

BI 420/520 Cellular Basis of Learning and Memory (4) Overview of history and current state of knowledge about the cellular basis of learning and memory. Prereq: BI 211 and 212, or BI 251 and 252. Offered alternate years.

COMPUTER AND INFORMATION SCIENCE

NEW COURSES

(Course previously taught as 410/510)

CIS 454/554 Bioinformatics (4) Introduction to bioinformatics from a computer science perspective covering algorithms for basic operations such as sequence comparison and phylogenetic inference on existing databases.

ENGLISH

EXISTING COURSES

(UO administrative action)

ENG 104 Introduction to Literature (4)

(Changed course title)

ENG 104 Introduction to Literature: Fiction (4) *Effective winter 2008.*

ENG 105 Introduction to Literature (4)

(Changed course title)

ENG 105 Introduction to Literature: Drama (4) *Effective winter 2008.*

ENG 106 Introduction to Literature (4)

(Changed course title)

ENG 106 Introduction to Literature: Poetry (4) *Effective winter 2008.*

FOLKLORE

NEW COURSES

(Course previously taught as FLR 399)

FLR 370 Folklore and Sexuality (4) [Graded only for majors] Examines intersections of folklore and sexuality as entry points for discussing social issues of sexual and gender identity, intolerance, and resistance. Prereq: sophomore standing. Offered alternate years. *Approved to satisfy Group I: Arts and Letters requirement. Approved to satisfy Category B: Identity, Pluralism and Tolerance multicultural requirement.*

(Course previously taught as FLR 399)

FLR 416/516 African Folklore (4) [Graded only for majors] Examines folklore forms across the African continent to analyze themes of history, identity, aesthetics, gender, class, politics, and globalization. Prereq: junior standing. Offered

alternate years. *Approved to satisfy Category C: International Cultures multicultural requirement.*

(Course previously taught as FLR 410/510)

FLR 418/518 Folklore and Gender (4) [Graded only for majors] Examines intersections of folklore and gender and the resulting issues of creativity, social dynamics, feminism, identity politics, and negotiations of power. Prereq: junior standing. Offered alternate years. *Approved to satisfy Category B: Identity, Pluralism and Tolerance multicultural requirement.*

GEOGRAPHY

EXISTING COURSES

(Change prerequisite)

GEOG 411 Advanced Cartography (4) Prereq: GEOG 311. *Effective winter 2008.*

HISTORY

EXISTING COURSES

(UOCC administrative action to correct course number)

HIST 396 Samurai in Film (4) *Reported as HIST 393 in Spring 2007 curriculum report.*

NEW COURSES

(Course previously taught as 410)

HIST 461/561 American Medical History (4) Explores nine major subjects in the social history of medicine and health in the United States. Offered alternate years.

HUMANITIES

NEW COURSES

HUM 260 Postwar European Culture (4) [Graded only for majors] Addresses the broad history and culture of 20th century Europe through humanistic themes and texts that reflect aspects of that experience. *Approved to satisfy Group I: Arts and Letters requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring 2008.*

INTERNATIONAL STUDIES PROGRAM

NEW COURSES

(Course previously taught as LING 199)

SWAH 201 Second-Year Swahili (5) Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 202, 203. Prereq: SWAH 103 or equivalent. *Approved to satisfy Group I: Arts and Letters requirement.*

(Course previously taught as LING 199)

SWAH 202 Second-Year Swahili (5) Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 201, 203. Prereq: SWAH 201. *Approved to satisfy Group I: Arts and Letters requirement.*

(Course previously taught as LING 199)

SWAH 203 Second-Year Swahili (5) Continued development of Swahili language skills with emphasis on African culture. Sequence with SWAH 201, 202. Prereq: SWAH 202. *Approved to satisfy Group I: Arts and Letters requirement.*

POLITICAL SCIENCE

REINSTATED COURSE

PS 563 Government and Politics of Latin America I (4) *Effective winter 2008.*

PSYCHOLOGY

NEW COURSES

(Course previously taught as PSY 410)

PSY 348 Music and the Brain (4) Explores the neural correlates of our perception of tonality, harmony, melody, and rhythm and how these relate to neurobiology, brain damage, and cognitive neuroscience. *Approved to satisfy Group III: Science requirement.*

ROMANCE LANGUAGE

REINSTATED COURSE

FR 683 Mallarmé (4) *Effective spring 2008.*

SPAN 552 Renaissance and Baroque Poetry (4) *Effective spring 2008.*

THEATER ARTS

OLD COURSES DROPPED

TA 351 Acting IV (4)

Content to be included in existing topics course, TA 422/522 Advanced Acting [Topic].

TA 352 Acting V (4)

Content to be included in existing topics course, TA 422/522 Advanced Acting [Topic]

TA 423/523 Pedagogy (4R)

Content to be included in new course, TA 420/520 Return and Review for Actors.

EXISTING COURSES

(Change prerequisite)

TA 452 Advanced Acting: [Topic] (4R) Prereq: TA 252, 271; one from TA 210, 211, 212.

NEW COURSES

TA 420 Return and Review for Actors (1R) Review foundational concepts and technique by participating, demonstrating, and coaching in Acting I or II. Prereq: TA 250, 251, 252. Coreq: TA 409. **R** for TA 250 Acting I only once; for TA 251 Acting II only once.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

INTERIOR ARCHITECTURE

EXISTING COURSES

(Change prerequisite)

IARC 484 Interior Design (6) Prereq: IARC 383. *Effective winter 2008.*

LANDSCAPE ARCHITECTURE

NEW COURSES

(Course previously taught as LA 610)

LA 477/577 Fire Ecology and Management (3-4) [P/NP only for majors] Incorporation of fire planning in landscape design, planning, and management. Fire ecology, behavior, and effects; prescribed fire planning, application, and social issues. Intensive field course. Offered alternate years.

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSES

(Change prerequisite)

PPPM 414 Introduction to Research Methods (4) Prereq: PPPM 413. *Effective winter 2008.*

(Change prerequisite)

PPPM 620 Applied Methods in Planning, Public Policy and Management (4) Prereq: PPPM 656. *Effective winter 2008.*

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

EXISTING COURSE CHANGES

CPSY 654 Supervision and Agency Administration (3)

(Changed Credits/Workload)

CPSY 654 Supervision and Agency Administration (4)

NEW COURSES

(UOCC administrative action)

FHS 199 Special Studies: [Topic] (1–5R) *Effective fall 2007.*

(UOCC administrative action)

FHS 404 Internship: [Topic] (1–12R) *Effective fall 2007.*

TEACHER EDUCATION

NEW COURSES

All were held over from spring 2007.

EDST 220 Beginning Applications in Educational Technology (4) [Graded only for majors] Development of skills and exploration of computer applications useful for communicating in an educational setting.

EDST 221 Advanced Applications in Educational Technology (4) [Graded only for majors] Introduction to using web-based tools and applications for a variety of school activities.

EDST 230 Integrated Science for Elementary Educators (4) [Graded only for majors] Students participate in integrated science lessons that model active engagement in the process of scientific discovery.

EDST 331 Autobiography of Schooling (3) [Graded only for majors] Through critical autobiographies, case studies, readings and application activities, students examine and reflect on life in classrooms. Sequence with EDST 332, 333, 338, 339, 342, 343, 348, 349.

EDST 332 Learning, Teaching, and Assessment I (3) [Graded only for majors] Students move beyond their own critical autobiographies of life in classrooms into various disciplinary literatures on learning, teaching, and assessment. Sequence with EDST 331, 333. Prereq: EDST 331; coreq: EDST 338.

EDST 333 Learning, Teaching, and Assessment II (3) [Graded only for majors] Focus on specific school subjects that provide a context for examining the basic assumptions underlying teaching, learning, and assessment. Sequence with EDST 331, 332. Prereq: EDST 332; coreq: EDST 339.

EDST 338 Observation: Learning, Teaching, Assessment I (1) [Graded only for majors] Students focus on listening to children to better understand how they make sense of school subjects. Pre- or coreq: EDST 332.

EDST 339 Observation: Learning, Teaching, Assessment II (1) [Graded only for majors] Focuses on developing skills in observation of learning, teaching, and assessments. Pre- or coreq: EDST 333.

EDST 342 Curriculum Studies I (3) [Graded only for majors] Examines basic assumptions underlying curriculum in specific subject areas. Sequence with EDST 343. Prereq: EDST 331; coreq: EDST 348.

EDST 343 Curriculum Studies II (3) [Graded only for majors] Examines basic assumptions underlying curriculum development in K–12 schools. Sequence with EDST 342. Prereq: EDST 342; coreq: EDST 349.

EDST 348 Observation: Curriculum Studies I (1) [Graded only for majors] Students observe classrooms to examine real examples of curriculum in practice. Pre- or coreq: EDST 342.

EDST 349 Observation: Curriculum Studies II (1) [Graded only for majors] Students observe the global and ideological dimensions of curriculum. Pre- or coreq: EDST 343.

EDST 411 Childhood Studies (3) [Graded only for majors] Examines child development from within the context of specific development and ecological theories.

EDST 412 Adolescent Studies (4) [Graded only for majors] Introduces critical concepts of adolescence relevant to teaching and learning.

EDST 420 Living in a Stratified Society (3) [Graded only for majors] Examines the stratification of wealth, status, and opportunity for advancement in our society. Pre- or coreq: EDST 459.

EDST 422/522 Technology: Teachers as Cyborgs (3) [Graded only for majors] Examines educational technology, including the theoretical, methodological, practical, and policy issues that influence the field. Sequence with EDST 421/521. Prereq: EDST 421/521; coreq: EDST 429/529.

EDST 429/529 Observation: Technology Education (1) [Graded only for majors] Students observe instructional technology in practice and consider the intended and unintended effects of using computers in particular learning settings. Pre- or coreq: EDST 422/522.

EDST 452/552 Equal Opportunity: Poverty (3) [Graded only for majors] Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students. Prereq: EDST 420.

EDST 453/553 Equal Opportunity: Racism (3) [Graded only for majors] Examines the historical development of the concept of race and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth. Prereq: EDST 420.

EDST 454/554 Equal Opportunity: Patriarchy (3) [Graded only for majors] Examines the way gender affects educational experiences and influences the educational achievement of students. Prereq: EDST 420.

EDST 455/555 Equal Opportunity: Homophobia (3) [Graded only for majors] Examines the way sexuality and sexual identity influence the educational experiences of students. Prereq: EDST 420.

EDST 456/556 Equal Opportunity: Colonization and Genocide (3) [Graded only for majors] Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide. Prereq: EDST 420.

EDST 457/557 Equal Opportunity: Diaspora and Immigration (3) [Graded only for majors] Examines the way educational institutions have responded to human migration generally and to immigrant students specifically. Prereq: EDST 420.

EDST 458 Observation: Equal Opportunity I (1) [Graded only for majors] Engages students in the analysis of specific dimensions of educational opportunity in the field. Prereq: EDST 420; coreq: one among EDST 452, 453, 454, 455, 456, 457, SPED 411.

EDST 459 Observation: Equal Opportunity II (1) [Graded only for majors] Engages students in the analysis of educational opportunity in the field. Prereq: EDST 420; coreq: one among EDST 452, 453, 454, 455, 456, 457, SPED 411.

EDST 461/561 Literacy across the Curriculum (4) [Graded only for majors] Examines the way various forms of literacy affect all learning processes.

EDST 462/562 Interventions for the Struggling Reader (3) [Graded only for majors] Focuses on prevention efforts and interventions for struggling readers.

EDST 650 Teacher Education: Policy and Practice (4) [Graded only for majors] Explores the work of contemporary scholars who are attempting to bridge the division between policy and practice in teacher education. Offered alternate years.

EDST 651 Teacher Knowledge: Practical, Personal, Professional (4) [Graded only for majors] Survey of contemporary theories about the nature and content of the knowledge that enables teaching competence. Offered alternate years.

EDST 652 Teacher Education: Analyzing Foundational Concepts (4) [Graded only for majors] Examines foundational concepts that shape research and practice in teacher education. Offered alternate years.

EDST 654 Learning and Motivational Sciences (4) [Graded only for majors] Survey of the learning and motivational

sciences for advanced graduate students. Offered alternate years.

EDST 655 Creativity and Conformity in Classrooms (4) [Graded only for majors] Focuses on the role of creativity and imaginative play in teaching, learning, and charging academic subjects with meaning. Offered alternate years.

EDST 656 Science and Mathematics Learning (4) [Graded only for majors] Examines the social, political, cultural, psychological, and discipline-based explanations for the obstacles students face when studying mathematics and the sciences. Offered alternate years.

EDST 657 Nature, Nurture, and Schooling (4) [Graded only for majors] Examines the social, political, cultural, psychological and discipline-based explanations for the obstacles students face in elementary schools. Offered alternate years.

EDST 660 Urban Schools: History and Politics (4) [Graded only for majors] Examines the historical, economic, political, legal, and social context of contemporary urban schooling systems. Offered alternate years.

EDST 661 Sociology: From Reproduction to Resistance (4) [Graded only for majors] Focuses on the ways schools reproduce, reinforce, and challenge prevailing social, economic, and political relationships. Offered alternate years.

EEDST 662 Curriculum Theory: Contesting Educational Content (3) [Graded only for majors] Survey of the history of curriculum theory, the subfield that asks the fundamental question, what is worth teaching? Offered alternate years.

EDST 663 Fronteras Pedagógicas: Education and Immigration (4) [Graded only for majors] 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.

EDST 666 Thesis Writing (4R) [Graded only for majors] Seminar for doctoral students who have advanced to candidacy. Emphasis is on support through the dissertation proposal writing process. **R** as needed.

EDST 667 Grant Writing: Finding Funders (4) [Graded only for majors] Provides graduate students with the knowledge and skills needed to write successful grant proposals for research, professional development, and curriculum development projects.

EDST 670 Philosophy of Research (4) [Graded only for majors] Examines the philosophical assumptions that underlie various research methodologies in the human and social sciences.

EDST 671 Qualitative Methodology I: Interpretive Inquiry (4) [Graded only for majors] Examines the history, philosophy, and basic applications of naturalistic research methods in the study of human experience.

EDST 672 Qualitative Methodology II: Reflexive Inquiry (4) [Graded only for majors] Examines the epistemic limits of any method of representing human experience and the political and ethical implications of those limits for researchers.

EDST 673 Qualitative Methodology III: Transformative Inquiry (4) [Graded only for majors] Explores the ethics and aesthetics of naturalistic studies of human experience and surveys the latest innovations in qualitative social science methodology.

PHYSICAL EDUCATION AND RECREATION

NEW COURSES

(Course previously taught as 399)

PEMB 213 Hatha Yoga III (1R) P/NP only. Advanced course for the experienced student in Hatha Yoga *asanas*, practices, and philosophy. **R** once for credit. Prereq: PEMB 212.

PEOL 356 Backcountry Navigation Outing (1R) P/NP only. Provides an opportunity to master efficient on- and off-trail navigation techniques on a three-day trip in rugged subalpine terrain. Prereq: PEOL 285, 286.

SCHOOL OF MUSIC AND DANCE

MUSIC

EXISTING COURSE CHANGES

MUJ 180 Jazz Performance Laboratory (1R)
(Changed credits and workload, repeatability)

MUJ 180 Jazz Performance Laboratory (2)

No longer repeatable. Contact hours per week: 2. Required out-of-class workload: 2 hours per week.

MUJ 181 Jazz Performance Laboratory (1R)
(Changed credits and workload, repeatability)

MUJ 181 Jazz Performance Laboratory (2)

No longer repeatable. Contact hours per week: 2. Required out-of-class workload: 2 hours per week.

MUJ 182 Jazz Performance Laboratory (1R)
(Changed credits and workload, repeatability)

MUJ 182 Jazz Performance Laboratory (2) No longer repeatable. Minimum credits: 2. Contact hours per week: 2. Required out-of-class workload: 2 hours per week.

Held over from spring 2007.

MUS 443/543 Electronic Music Techniques I (4)

(Changed course description, course title, course number, repeatability)

MUS 447/547 Digital Audio and Sound Design (4R) Examines concepts of digital audio representation, sampling, and processing; considers audio mixing, basic synthesis, and sound modification techniques and fundamentals of electroacoustic composition.

Held over from spring 2007.

MUS 444/544 Electronic Music Techniques II (3)

(Changed course description, course title, course number, repeatability)

MUS 448/548 Interactive Media Performance (3R) Examines concepts of interactive performance using MIDI, digital audio, and video processing, and considers issues related to designing performance algorithms in software.

NEW COURSES

MUS 130 Sightreading Strategies on Guitar (2R) [Graded only for majors] Assesses the issues faced by guitarists in reading music and presents a systematic approach to solving these issues. Prereq: basic familiarity with music notation strongly advised. **R** if student wants to continue skill development.

MUS 327 Analysis (3R) Graded only. Techniques of analysis in various types of music. Prereq: MUS 233, 236, 239. **R** when topic changes.

OTHER CURRICULAR MATTERS

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 term 2007.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

The State Board of Higher Education approved new interdisciplinary bachelor of arts and bachelor of science majors in **material and product studies**, and a bachelor of fine arts major in **product design** in the Department of Art & Department of Interior Architecture. *Effective fall 2008.*

COLLEGE OF EDUCATION

The proposed name change of the **marriage and family therapy** master's program in the Department of Counseling Psychology and Human Services to **couples and family therapy** has been approved, *effective November 1, 2007.*

Effective fall 2007, the Department of Counseling Psychology and Human Services is adding a **family and human services** premajor.

DENIED PROPOSALS

PLANNING, PUBLIC POLICY AND MANAGEMENT

PPPM 462/562 Policy Development and Evaluation (4)

Request to reinstate effective spring 2007 and change course title from **PPPM 462/562 Program Evaluation**. *The UOCC determined that the course was no longer eligible for reinstatement as it was last taught spring 2001. The UOCC also determined that requested course title change might suggest that this course has changed enough to require a new course proposal.*

PENDING PROPOSALS

PLANNING, PUBLIC POLICY AND MANAGEMENT

NEW COURSES

(Course previously taught as 408/508)

PPPM 434/534 Introduction to Geographic Information Systems (4) Graded only. Introduction to geographic information systems in areas of environmental, demographic, suitability, and transportation-related research.

(Course previously taught as 407/507)

PPPM 442/542 Sustainable Urban Development (4) Examines the city as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.

(Course previously taught as 407/507)

PPPM 460/560 Health Policy (4) Introduction to the key health-policy issues of access, cost, quality and racial and ethnic disparities.

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSES

(Course previously taught as FHS 410)

FHS 216 Diversity in Human Services (4) [Graded only for majors] Provides glimpses into various social groups and the rudimentary knowledge, awareness, and skills required to function effectively as a social-service worker within diverse populations.

WITHDRAWN PROPOSALS

SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

- V 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 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 Committee on Courses prior to the beginning of the term in which they are to be considered. Proposals received after the beginning of the term will be deferred to the following term. **All** departments should consult **their college curriculum coordinator** for deadline dates or go to <http://uocurriculum.uoregon.edu/> and click the “Important Dates” link.
- V The following minor course changes may be made without review by the full committee: minor edits of course description, pre- or co-requisites, grading option, and conditions of repeatability. Changes may be submitted in writing directly to the Offices of the Registrar and Creative Publishing, in care of Mike Jefferis (jefferis@uoregon.edu) and Scott Skelton (sskelton@darkwing.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.
- V 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.
- V Proposals for new courses must be accompanied by full syllabi.
- V 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.
- V 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.
- V 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.
- V 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
- Incomplete 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 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.

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. 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.
- 2.5. 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.
- 2.6. 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 requirements.:

- 3.1. Before submission to the Senate, such courses proposed by departments must be reviewed at several levels:
 - 3.1.1. By the curricular committees of the various colleges and schools
 - 3.1.2. By an inter-college committee including the members of the CAS Curricular Committee and two representatives appointed by the deans of the others schools and colleges. This second committee is also charged to review such courses as do not meet the standards set in paragraph (2.) and to negotiate a solution with the sponsoring department.
 - 3.1.3. By the University Committee on Courses.
- 3.2. The inter college committee is authorized to establish procedures governing the review

process.

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.

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, 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

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.