



UNIVERSITY OF OREGON

**Winter 2012
Final
Curriculum Report**

March 8, 2012

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



WINTER 2012 FINAL CURRICULUM REPORT 03/08/2012

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WINTER 2012 FINAL CURRICULUM REPORT

03/08/2012

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed Winter 2012 and **Other Curricular Matters**.

Course proposals approved by both the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2012, unless a specific term is requested by an academic department and stated otherwise in this report.

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

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

LOOKING AHEAD

Academic Year 2011–12

March 14, 2012: Schools-colleges make final report for spring curricular changes

May 9, 2012: University of Oregon Senate considers spring proposed curricular changes

Academic Year 2012–13

October 3, 2012: Schools-colleges make final report for fall curricular changes

December 5, 2012: University of Oregon Senate considers fall proposed curricular changes

December 12, 2012: Schools-colleges make final report for winter curricular changes

March 13, 2013: University of Oregon Senate considers winter curricular changes

MOTION

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

Respectfully submitted,

Voting: Paul Engelking, Chair
Jack Boss
James Imamura
Debra Merskin
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Paul Peppis
Frances White

Ex officio: John Crosiar
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COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

EXISTING COURSE CHANGE(S)

(UOCC administrative action)

ANTH 366 Human Osteology Laboratory (4) Prereq: ANTH 170 or 270.

(change prerequisite)

ANTH 366 Human Osteology Laboratory (4) Prereq: one from ANTH 170, ANTH 270, BI 212, or HPHY 321. *Effective spring 2012.*

REINSTATED COURSE(S)

(UOCC administrative action)

ANTH 424/524 Feminist Methods in Anthropology (4) Seminar in feminist research design and methods in three subfields of anthropology: biological, sociocultural, archaeological. Examines case studies illustrating research ethics, collaboration, and activism. Prereq: 12 credits in ANTH or WGS courses. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective spring term 2012.*

(UOCC administrative action)

ANTH 469/569 Anthropological Perspectives of Health and Illness (4) Overview of medical anthropology: cross-cultural theories of illness and treatment strategies, cultural roles of patient and healer, and human adaptations to disease. Prereq: ANTH 365. *Effective spring term 2012.*

BIOLOGY

NEW COURSE(S)

(Course previously taught as BI 252)

BI 281H Honors Biology I: Genetics and Molecular Biology (5) [Graded only for majors] How living organisms store, replicate, and transmit their genetic information, and how this information directs the activities of the cell and organism. Seq: BI 282H, BI 283H. Prereq: MATH 111 with B– or better *or* minimum AP/IB mathematics score of 4/5 and CH 221 or CH 224H with B– or better *or* minimum AP/IB chemistry score of 4/5. *Approved to satisfy Group III: Science general-education group requirement.*

(Course previously taught as BI 253)

BI 282H Honors Biology II: Evolution, Diversity, and Ecology (5) [Graded only for majors] Genetic basis and ecological context of evolutionary change leading to an examination of the generation and majors patterns of biodiversity. Seq: BI 281H, BI 283H. Prereq: CH 222 or CH 225H with B– or better and BI 281H with C– or better or P. *Approved to satisfy Group III: Science general-education group requirement.*

(Course previously taught as BI 251)

BI 283H Honors Biology III: Cells, Biochemistry, and Physiology (5) [Graded only for majors] Focuses on the cellular structures and chemical reactions that allow cells to grow, to transform energy, and to communicate. Seq: BI 281H and BI 282H. Prereq: CH 223 or CH 226H with B– or better and BI 282H with C– or better or P. *Approved to satisfy Group III: Science general-education group requirement.*

(Course previously taught as 399)

BI 372 Field Biology (4) Students learn to identify the plants and animals of Oregon, their adaptations and ecology. Prereq: junior or senior standing. Offered alternate years. *Approved to satisfy Group III: Science general-education group requirement.*

EXISTING COURSE CHANGE(S)

(UOCC administrative action)

BI 214 General Biology IV: Mechanisms (4) Prereq: C– or better or P in BI 211 and CH 223 or 226. (change prerequisite)

BI 214 General Biology IV: Mechanisms (4) Prereq: C– or better or P in BI 212 and CH 223 or 226H. *Effective summer term 2012.*

(UOCC administrative action)

BI 486/586 Population Genetics (4) Prereq: BI 214 or 253 and MATH 247 or 252. (change prerequisite)

BI 486/586 Population Genetics (4) Prereq: BI 380; MATH 247 or 252.

OLD COURSE(S) DROPPED

BI 251 Foundation I: Biochemistry and Cell Physiology (5)

BI 252 Foundation II: Genetics and Molecule Biology (5)

BI 253 Foundation III: Evolution and Biodiversity (5)

CHEMISTRY

NEW COURSE(S)

CH 157M Information, Quantum Mechanics, and Molecules (4)
(Change Title)

(Approved fall 2011; UOCC administrative action change effective term from fall 2012 to spring 2012)

CH 157M Information, Quantum Mechanics, and DNA (4) A nonscience major's introduction to the physical and chemical concepts explaining how information is stored in and transmitted by physical objects and molecules, including DNA. Multilisted with PHYS 157M. *Approved to satisfy Group III: Science general-education group requirement. Effective spring term 2012.*

COMPARATIVE LITERATURE

NEW COURSE(S)

(Approved fall 2011; UOCC administrative action change effective term from fall 2012 to summer 2012)

COLT 370 Comparative Comics (4) Examines genre of narrative from a comparative and global standpoint, reviewing the impact of comics and other visual media on questions of national, regional, and ethnic identity. Offered alternate years. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective summer term 2012.*

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

CHN 482/582 History of the Chinese Language (4) Introduction to the various stages of the historical development of the Chinese language family. Offered alternate years. *Effective spring term 2012.*

EALL 360 East Asian Cinema (4) [Graded only] Examination of East Asian cinema in the context of the immense political and cultural transformations in Asia over the past century. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

EALL 442/542 Second-Language Acquisition (4) [Graded only] Analyzes how important theories and concepts in second-language acquisition apply specifically to the learning of Chinese, Japanese, and Korean.

JPN 315 Introduction to Japanese Linguistics (4) [Graded only] Survey of general characteristics of the Japanese language in the aspects of sound structure, vocabulary, writing system, meaning, and sentence constructions. Prereq: JPN 103 Offered alternate years. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

(UOCC administrative action)

KRN 199 Special Studies: [Topic] (1–5R) *Effective winter term 2012.*

KRN 360 Contemporary Korean Film (4) Graded only. Introduction to contemporary South Korean film. Explores changes in film culture, practice, and industry in relation to social changes since the early 1990s. Offered alternate years. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

KRN 361 Korean Popular Culture and Transnationalism (4) [Graded only for majors] Explores contemporary South Korean popular culture in a global frame and key issues in cultural transnationalization. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

REINSTATED COURSE(S)

(UOCC administrative action)

CHN 381 The City in Literature and Film (4) Examines urbanization and urban culture in Chinese literature and film. Instruction in Chinese. Prereq: fluency in spoken and written Chinese. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring term 2012.*

ENVIRONMENTAL STUDIES

NEW COURSE(S)

(Course previously taught as ENVS 399)

ENVS 375 Oregon Seminar (4) Students broaden and deepen their understanding of the materials presented in three linked courses: BI 372 (Field Biology), GEOL 308 (Geology of Oregon and the Pacific Northwest), and HIST 473 (American Environmental History: [Topic]). Prereq: junior or senior standing. Offered alternate years.

ETHNIC STUDIES

NEW COURSE(S)

(Approved fall 2011; UOCC administrative action change effective term from fall 2012 to spring 2012)

ES 352 Social Equity and Criminal Justice (4) [Graded only for majors] Critical issues related to police, prisons, criminal justice, and racial and gender inequalities. *Approved to satisfy Group II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective spring 2012.*

GERMAN AND SCANDINAVIAN

NEW COURSE(S)

SCAN 316 History of Cinema (4) A survey of Nordic cinema from the silent era to the present. Films will be viewed and analyzed within their aesthetic and historical contexts. Offered alternate years. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

SCAN 317 Directors, Movements, and Manifestos (4) A directed study of specific directors, movements, and manifestos from the Nordic cinematic tradition. Offered alternate years. *Approved to satisfy Category C: International Cultures multicultural requirement.*

HISTORY

REINSTATED COURSE(S)

(UOCC administrative action)

HIST 415/515 Advanced World History: [Topic] (4R) Advanced intensive study of selected issues in world history. Possible topics include biology and ecology, ancient empires, or intercultural encounters. **R** when topic changes. *Course approved to satisfy Category C: International Cultures multicultural requirement.*

(UOCC administrative action)

HIST 417/517 Society and Culture in Modern Africa: [Topic] (4R) Explorations in various topics with attention to class, gender, and generational and political struggles. I: Postcolonial African Film and Politics. II: Colonial Urban Africa. **R** twice when topic changes for maximum of 12 credits. *Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring 2012.*

(UOCC administrative action)

HIST 435/535 Revolutionary and Napoleonic Europe (4) The French Revolution; Napoleon; German idealism; British industry; the coalescence of European identity; revolutions in knowledge and education; changing gender roles; imperialism. McNeely. *Effective spring 2012.*

HUMAN PHYSIOLOGY

NEW COURSE(S)

(Approved fall 2011; UOCC administrative action change effective term from fall 2012 to spring 2012)

HPHY 212 Evidence, Inference, and Biostatistics (4) [Graded only for majors] Explores how data is used as evidence in research and inferred from experiments, and how statistics are used to inform us about human physiology. *Effective spring 2012.*

(Course previously taught as 410/510)

HPHY 419/519 Alternative and Complementary Medicine (4) [Graded only for majors] Exploration of alternative and complementary medicine, including scientific evidence for the mechanisms underlying practices

such as meditation, acupuncture, and yoga in improving health. Prereq: HPHY 325 or graduate status. Offered alternate years.

(UOCC administrative action)

HPHY 420/520 Human Cadaver Dissection (1) Dissection of one region of a preserved human cadaver and preparation of the specimen for the ANAT 314 or 315 laboratory experience. Students are accepted by application, which are due early February.

(change description)

HPHY 420/520 Human Cadaver Dissection (1) Dissection of one region of a preserved human cadaver and preparation of the specimen for the HPHY 321 and/or 323 laboratory experience. Students are accepted by application, which are due early February. *Effective spring term 2012.*

EXISTING COURSE CHANGE(S)

(UOCC administrative action; course approved fall 2010 incorrectly reported as 3 credits)

HPHY 105 Principles of Nutrition (3)

(change credits)

HPHY 105 Principles of Nutrition (4) *Effective spring 2012.*

(UOCC administrative action)

HPHY 325 Human Anatomy and Physiology III (5) Prereq: HPHY 324.

(Change prerequisite)

HPHY 325 Human Anatomy and Physiology III (5) Prereq: HPHY 323 and 324. *Effective spring term 2012.*

(UOCC administrative action)

HPHY 333 Motor Control (4) Prereq: HPHY 322.

(Change prerequisite)

HPHY 333 Motor Control (4) Prereq: HPHY 321 and 322. *Effective spring term 2012.*

(UOCC administrative action)

HPHY 362 Tissue Injury and Repair (4) Prereq: HPHY 324.

(Change prerequisite)

HPHY 362 Tissue Injury and Repair (4) Prereq: HPHY 323 and 324. *Effective spring term 2012.*

(UOCC administrative action)

HPHY 381 Biomechanics (4) Prereq: HPHY 323.

(change prerequisite)

HPHY 381 Biomechanics (4) Prereq: HPHY 322,323; PHYS 201. *Effective winter term 2012.*

LATIN AMERICAN STUDIES

NEW COURSE(S)

(UOCC administrative action—Add generic new course)

LAS 199 Special Studies: [Topic] (1–5R) Repeatable twice when the topic changes. *Effective spring term 2012.*

(UOCC administrative action—Add generic new course)

LAS 399 Special Studies: [Topic] (1–5R) Repeatable twice when the topic changes. *Effective spring term 2012.*

(UOCC administrative action—Add generic new course)

LAS 410 Experimental Course: [Topic] (1–5R) Repeatable twice when the topic changes. *Effective spring term 2012.*

PHILOSOPHY

NEW COURSE(S)

(Course previously taught as 399)

PHIL 335 Medical Ethics (4) Introduces theoretical tools and concrete case studies for formulating, analyzing, and evaluating ethical judgments raised by contemporary biomedical practice. *Approved to satisfy Group I: Arts and Letters general-education group requirement.*

PHYSICS

NEW COURSE(S)

(Approved fall 2011; UOCC administrative action change effective term from fall 2012 to spring 2012)

PHYS 157M Information, Quantum Mechanics, and DNA (4) A nonscience major's introduction to the physical and chemical concepts explaining how information is stored in and transmitted by physical objects and molecules, including DNA. Multilisted with CH 157M. *[Multilisting home department is Physics.] Approved to satisfy Group III: Science general-education group requirement. Effective spring term 2012.*

PHYS 420 Physics Demonstrations (4) Focuses primarily on the resources, methods, and techniques for conveying an understanding of physics principles through physics demonstrations and laboratory experiments. Prereq: PHYS 253. Offered alternate years.

EXISTING COURSE CHANGE(S)

(UOCC administrative action)

PHYS 201 General Physics (4) Prereq: MATH 95; coreq: MATH 111 or equivalent.

(Change prerequisite)

PHYS 201 General Physics (4) Prereq: MATH 112. *Effective spring term 2012.*

(UOCC administrative action)

PHYS 202 General Physics (4) Prereq: MATH 111, PHYS 201.

(Change prerequisite)

PHYS 202 General Physics (4) Prereq: PHYS 201. *Effective spring term 2012.*

(UOCC administrative action)

PHYS 203 General Physics (4) Prereq: MATH 111, PHYS 201.

(Change prerequisite)

PHYS 203 General Physics (4) Prereq: PHYS 201. *Effective spring term 2012.*

RELIGIOUS STUDIES

NEW COURSE(S)

(Course previously taught as ARB 399 in 2011)

ARB 301 Language and Culture (4) [Graded only for majors] Provides third-year-level Arabic proficiency and substantially adds to the vocabulary base. Activates and augments grammar structures of modern spoken Arabic, colloquial Egyptian Arabic, and the study of Arabic culture. Sequence: ARB 302 and 303. Prereq: ARB 203. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

(Course previously taught as ARB 399 in 2011–2)

ARB 302 Language and Culture (4) [Graded only for majors] Provides third-year-level Arabic proficiency and substantially adds to the vocabulary base. Activates and augments grammar structures of modern spoken Arabic, colloquial Egyptian Arabic, and the study of Arabic culture. Sequence: ARB 301 and 303. Prereq: ARB 301. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

(Course previously taught as ARB 399 in 2012)

ARB 303 Language and Culture (4) [Graded only for majors] Provides third-year-level Arabic proficiency and substantially adds to the vocabulary base. Activates and augments grammar structures of modern spoken Arabic, colloquial Egyptian Arabic, and the study of Arabic culture. Sequence: ARB 301 and 302. Prereq: ARB 302. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

REL 253 Religion, Love, and Death (4) Examines the interplay of themes of religion, love, and death in Asian and Western literature and media. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism and Tolerance multicultural requirement.*

ROMANCE LANGUAGES

NEW COURSE(S)

RL 491/591 Holocaust Writers in the Romance World (4) [Graded only for majors] Examines the memoirs of three Holocaust survivors: Jorge Semprún (Spain), Charlotte Delbo (France), and Primo Levi (Italy), with emphasis on exploring how the Holocaust functions in memoirs of non-Jewish and secular Jewish survivors. Offered alternate years.

SOCIOLOGY

NEW COURSE(S)

SOC 370 Urban Sociology (4) Examines the growth of cities; urban inequalities, politics, and social movements; built environment, ecology, and sustainability of cities and identity; global cities and immigration. Prereq: SOC 204 or 207.

(Course previously taught as SOC 410)

SOC 452/552 Issues of Migration: [Topic] (4R) Sociological analysis of migration, including dynamics of race and ethnicity, social structure, and social policy. Examines assimilation, marginalization, multiculturalism, postcolonialism, and social cohesion. Prereq: SOC 310, 311, 312. **R** when topic changes. Offered alternate years.

EXISTING COURSE CHANGE(S)

SOC 442/542 Urbanization and the City (4)
(Changed Course Title, Repeatability)

SOC 442/542 Issues in Urban Sociology:[Topic] (4R) R twice when topic changes for a maximum of 12 credits.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARCHITECTURE

EXISTING COURSE CHANGE(S)

(UOCC administrative action)

AAA 612 Sustainable Leadership Practicum II (6)
(Change Credits)

AAA 612 Sustainable Leadership Practicum II (4) *Effective spring term 2012.*

AAA 613 Sustainable Leadership Practicum III (8)
(Change Credits)

AAA 613 Sustainable Leadership Practicum (4) *Effective spring term 2012.*

REINSTATED COURSE(S)

(UOCC administrative action)

ARCH 457/557 The Façade (3) Ideas related to the façade as the primary surface of architectural representation. Emphasizes the façade as a mediator between internal and external building needs. Prereq: ARCH 450. *Effective spring term 2012.*

(UOCC administrative action)

ARCH 458/558 Types and Typology (3) Critical introduction to theory of typology that categorizes urban and architectural forms by formal characteristics and cultural meaning. Lectures cover basic concepts, historical development, and case studies. Prereq: ARCH 384 and 450. *Effective spring term 2012.*

ART

NEW COURSE(S)

ART 614 Graduate Studio (4R) [P/NP only] Students engage in a rigorous studio practice through independent production, experimentation, and research. Faculty mentors instruct in rotation. **R** every term before final year of program.

EXISTING COURSE CHANGE(S)

(UOCC administrative action)

ARTD 379 Introduction to Video Art (4)

(change conditions of repeatability)

ARTD 379 Introduction to Video Art (4R) R twice for a maximum of 12 credits.

ARTD 415/515 Video Art: Experimental Film (4)

(Changed Repeatability)

ARTD 415/515 Video Art: Experimental Film (4R)

R once for a maximum of 8 credits.

(UOCC administrative action)

ARTO 351 Constructed Image Photography (4)

(change conditions of repeatability)

ARTO 351 Constructed Image Photography (4R) R once for a maximum of 8 credits.

(UOCC administrative action)

ARTO 354 Digital Photography I (4)

(change conditions of repeatability)

ARTO 354 Digital Photography I (4R) R once for a maximum of 8 credits.

(UOCC administrative action)

ARTO 450/550 Digital Photography II (4)

(change conditions of repeatability)

ARTO 450/550 Digital Photography II (4R) R once for a maximum of 8 credits.

(UOCC administrative action)

ARTO 451/551 The Fabricated Image (4R) R with mastery of subject. Prereq: ARTO 352 or 353 or 454.

(change conditions of repeatability, prerequisite)

ARTO 451/551 The Fabricated Image (4R) R once for a maximum of 8 credits. Prereq: ARTO 354.

(UOCC administrative action)

ARTO 455/555 Conceptual Strategies in Photography (4)

(change conditions of repeatability)

ARTO 455/555 Conceptual Strategies in Photography (4R) R once for a maximum of 8 credits.

(UOCC administrative action)

ARTO 476/576 Alternative Photographic Processes (4R) R twice for maximum of 12 credits.

(change conditions of repeatability)

ARTO 476/576 Alternative Photographic Processes (4R) R once for a maximum of 8 credits.

OLD COURSE(S) DROPPED

ARTF 253 Off-Loom Textiles (3R)

ARTF 267 Weaving (3R)

ARTF 458/558 Textile Printing (3R)

ARTS AND ADMINISTRATION

NEW COURSE(S)

(Course previously taught as 610)

AAD 612 Cultural Administration (4) [Graded only] Provides a grounded foundation for course work in the Arts and Administration Program.

PLANNING, PUBLIC POLICY AND MANAGEMENT

NEW COURSE(S)

(Course previously taught as 399)

PPPM 205 Introduction to City Planning (4) Introduction to planning, using urban issues as lenses to explore transportation, housing, environment, and social equity as critical elements shaping where and how people live. *Approved to satisfy Group II: Social Science general-education group requirement. Effective spring term 2012.*

EXISTING COURSE(S)

(UOCC administrative action)

PPPM 455/555 Social Planning and Policy: [Topic] (4)

(add prerequisite)

PPPM 455/555 Social Planning and Policy: [Topic] (4) PPPM 455 Prereq: PPPM 415; PPPM 555 Prereq: PPPM 636. *Effective spring 2012.*

PRODUCT DESIGN

NEW COURSE(S)

(Course previously taught as PD 484)

PD 485 Corporate Studio (4R) Design studio focuses on corporate questions that are explored through active design development. Questions may relate to issues of user interface, sustainability, or societal problems. Sequence: PD 483 and 484. Prereq: PD 323, 340, 350, 370, 484, 485, and senior standing in architecture, art, interior architecture, or product design.

EXISTING COURSE CHANGE(S)

(UOCC administrative action)
PD 483 Personal Studio (4-6R)
(Change Credits)

PD 483 Personal Studio (4R)

(UOCC administrative action)
PD 484 Global Studio (4-6R)
(Change Credits)

PD 484 Global Studio (4R)

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

DECISION SCIENCES

NEW COURSE(S)

(UOCC administrative action—add new generic course)
DSC 609 Practicum: [Topic] (1–16R) *Effective winter term 2012.*

FINANCE

(UOCC administrative action)
FIN 462 Derivative Markets and Financial Institutions (4) Prereq: FIN 380.
(change prerequisite)

FIN 462 Derivative Markets and Financial Institutions (4) Prereq: FIN 316. *Effective spring 2012.*

MANAGEMENT

REINSTATED COURSE(S)

(UOCC administrative action)

MGMT 321 Managing Organizations (4) Roles of managers in planning, organizing, leading, and controlling organizations in a competitive global environment. Role of work teams and project management.

(change course description)

MGMT 321 Managing Organizations (4) Roles of managers in planning, organizing, leading, and controlling organizations in a competitive global environment.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

(UOCC administrative action—add new generic course)

CFT 401 Research: [Topic] (1–5R) [Pass/no pass only]

FHS 213 Issues for Children and Families (4) Examines issues and problems confronting children and families in modern society. Issues such as disability, poverty, health care, addictions, racism, and violence are addressed. *Approved to satisfy Group II: Social Science general-education group requirement.*

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP

EXISTING COURSE CHANGE(S)

EDLD 612 Reading Interventions (4) Focuses on providing research-based reading interventions to school-age students identified as struggling readers, including English language learners.

(change course description)

EDLD 612 Reading Interventions (4) Focuses on providing research-based reading interventions to school-age students identified as struggling readers. Required field experience tutoring a child at the Center on Teaching and Learning Reading Clinic on campus.

SPECIAL EDUCATION AND CLINICAL SERVICES

NEW COURSE(S)

SPED 440/540 Early Literacy for Diverse Learners (4) [Graded only for majors] Focuses on designing and evaluating instruction in the areas of reading and writing for preschool- to early elementary-aged students with disabilities. Sequence: SPED 441/541, 442/542, and 443/543. Prereq: SPED majors only.

SPED 441/541 Intermediate Literacy for Diverse Learners (4) [Graded only for majors] Focuses on designing and evaluating instruction in the areas of reading and writing for late elementary- to middle school-aged students with disabilities. Sequence: SPED 440/540, 442/542, and 443/543. Prereq: SPED 440/540. SPED majors only.

SPED 442/542 Adolescent Literacy for Diverse Learners (4) [Graded only for majors] Focuses on designing

and evaluating instruction in the areas of reading and writing for middle school– and high school–aged students with disabilities. Sequence: SPED 440/540, 441/541, and 443/543. Prereq: SPED 441/541. SPED majors only.

(Course previously taught as SPED 610)

SPED 443/543 Supporting Students with Low-Incidence Disability (4) [Graded only for majors] Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low-incidence disabilities. Sequence: SPED 440/540, 441/541, and 442/542. Prereq: SPED 440/540, 441/541, and 442/542.

SCHOOL OF JOURNALISM AND COMMUNICATION

No course proposals submitted

SCHOOL OF LAW

CONFLICT AND DISPUTE RESOLUTION

NEW COURSE(S)

(UOCC administrative action—add new generic course)

CRES 199 Special Studies: [Topic] (1–4R)

LAW

NEW COURSE(S)

(UOCC administrative action—add new generic course)

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

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSE(S)

MUS 363 The Beatles and Their Times (4) [Graded only for majors] Presents and examines the music of the Beatles in the context of post–World War II English and United States cultures and 1960s Western youth cultures. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Effective spring term 2012.*

PHYSICAL EDUCATION AND RECREATION

No course proposals submitted.

DENIED PROPOSALS

No course proposals denied.

PENDING PROPOSALS

NEW COURSES(S) PENDING

(Course previously taught as 410/510)

AAD 428/528 The Cultural Museum (3) This course introduces students to Museum Studies (the study of museum history, theory and practice) from an anthropological perspective.

AAD 471/571 Performing Arts Management (4)

AAD 472/572 Artistic Administration in the Performing Arts (4)

EXISTING COURSE CHANGE(S) PENDING

AAD 462/562 Culture Policy in Arts (4)

(Change course title)

AAD 462/562 Cultural Policy (4)

WITHDRAWN PROPOSALS

JOURNALISM

NEW COURSE(S) - WITHDRAWN

J 381H Mass Media Theory and Research (4) [Graded only for majors] In-depth study of mass communication theories and research. Focuses on theories that help students understand choices made by communicators, along with consequences of those decisions for individuals, groups, industry, theory, and policy. Prereq: acceptance to SOJC honors program; J 205, J 206, J 207.

OTHER CURRICULAR MATTERS

School of Architecture and Allied Arts

With the endorsement of the dean and the approval of the provost, the name of the Department of Art History is changed to the **Department of the History of Art and Architecture**. The department curriculum will remain the same and the ARH subject code will continue to be used. *Effective July 1, 2012.*

SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

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

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

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

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

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

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

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

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

According to University Senate legislation, courses submitted for group-satisfying status are also reviewed by the Intercollege General-Education Review Committee (**ICGER**).

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

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

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

Multicultural Courses Policy: 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.

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

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

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

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

Instructions for Explaining the 4XX/5XX Differential

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

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

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

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

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

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

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

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

CONTENTS OF COURSE SYLLABUS

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

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

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.*

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

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

Definition of terms:

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

SUSTAINABLE COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MULTILISTED COURSES

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

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

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

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

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

The following criteria 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. Revised May 11, 2011 to authorize general education credit for courses waiting for permanent numbers.

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 group 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 intercollege *general-education requirements* committee (*ICGER*) 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.

3.3 *At the discretion of the inter-college committee, a course that has been submitted for review specified under 3.1 may be taught for general education credit once under a temporary course number while it is being reviewed, if the inter-college committee initially reviews it and determines the course would meet the criteria of paragraphs 1 and 2 as initially proposed.*

4. Completion of group requirements (student progress):

4.1. Within the full set of courses that fulfills all of the requirements, students may not count

4.1.1. more than one course that has the subject code of the major, or

4.1.2. more than three courses that have the same subject code.

4.2. Within the smaller set of courses that fulfills the requirements of each group, students must complete at least two courses that have the same subject code.

MULTICULTURAL CATEGORY DEFINITIONS

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

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

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

MULTICULTURAL REQUIREMENTS FOR STUDY ABROAD

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

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

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

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

SUGGESTIONS FOR REVISING DEFINITIONS OF UNDERGRADUATE MAJORS, MINORS, CERTIFICATES

MAJOR

Definition

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

Minimal Requirements

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

MINOR

Definition

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

Minimal Requirements

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

CERTIFICATE

Definition

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

Minimal Requirements

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