



UNIVERSITY OF OREGON

**Winter 2013
Final
Curriculum Report**

March 13, 2013

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



WINTER 2013 FINAL CURRICULUM REPORT March 13, 2013

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WINTER 2013 FINAL CURRICULUM REPORT

March 13, 2013

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed winter 2013 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 2013, 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 2012–13

March 20, 2013: Schools and colleges third round submissions due to UOCC

May 8 or 24, 2013: University of Oregon Senate reviews spring curricular changes

Academic Year 2013–14

October 1, 2013: Schools and colleges first round submissions due to UOCC

December 4, 2013: University of Oregon Senate reviews fall 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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Students: Ashley Anderson

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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

NEW COURSE(S)

(Course previously taught as 310)

ANTH 347 Archaeology of Ancient Cities (4) The archaeology of ancient cities from around the world. Offered alternate years. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement. Effective spring 2013.*

REINSTATED COURSE(S)

(UOCC administrative action)

ANTH 542 Northwest Coast Archaeology (4) Archaeological and prehistoric cultural development of peoples indigenous to the northwest coast of North America, from Alaska to northern California, from earliest settlement through Western contact. Moss.

BIOLOGY

EXISTING COURSE(S)

(UOCC administrative action)

BI 211 General Biology I: Cells (4) Prereq: C– or better or P in CH 111 or 113 or 221 or 224H.

(change prerequisite)

BI 211 General Biology I: Cells (4) Prereq: C– or better or P in CH 111 or 113 or 114 or 221 or 224H. *Effective winter 2013.*

(UOCC administrative action)

BI 358 Investigations in Medical Physiology (4) Prereq: BI 214 or BI 253 or HPHY 314.

(change prerequisite)

BI 358 Investigations in Medical Physiology (4) Prereq: BI 214 or BI 283H or HPHY 324. *Effective winter 2013.*

(UOCC administrative action)

BI 464/564 Biological Clocks (4) Prereq: BI 360 and BI 320 or BI 328.

(change prerequisite)

BI 464/564 Biological Clocks (4) Prereq: one from BI 320, 328, 360. *Effective winter 2013.*

CHEMISTRY

NEW COURSE(S)

(Course previously taught as CH 399)

CH 348 Organic Chemistry Lab for Majors (4) [Graded only for majors] Problem solving in the organic chemistry laboratory. Sequence with CH 337, 349. Prereq: CH 337; coreq CH 342.

CH 349 Organic Chemistry Lab for Majors (4) [Graded only for majors] Organic chemistry laboratory projects. Two-dimensional nuclear magnetic resonance techniques. Sequence with CH 337, 348. Prereq: CH 348; coreq: CH 343.

CH 420/520 Physical Organic Chemistry I (4) [Graded only for majors] Modern physical organic chemistry including chemical bonding, acid-base chemistry, thermochemistry, noncovalent interactions, and introduction to computational chemistry. Sequence with CH 421/521. Prereq: CH 336.

CH 421/521 Physical Organic Chemistry II (4) Modern physical organic chemistry including tools to study reaction mechanisms, kinetic analysis, isotope effects, and qualitative molecular orbital theory. Sequence with CH 420/520 Prereq: CH 420/520.

(Course previously taught as CH 410/510)

CH 447/547 Computational Chemistry (4) Introduction to modern computational methods used to understand the properties of molecules. Prereq: CH 411, 412; or PHYS 353.

EXISTING COURSE(S)

(UOCC administrative action)

CH 335 Organic Chemistry II (4) Prereq: CH 331. Concurrent CH 338 recommended.

(change prerequisite)

CH 335 Organic Chemistry II (4) Prereq: CH 331 or 341. Concurrent CH 338 recommended. *Effective winter 2013.*

(UOCC administrative action)

CH 336 Organic Chemistry III (4) Prereq: CH 335. Concurrent CH 339 recommended.

(change prerequisite)

CH 336 Organic Chemistry III (4) Prereq: CH 335 or 342. Concurrent CH 339 recommended. *Effective winter 2013.*

(UOCC administrative action)

CH 338 Organic Chemistry Laboratory (3) Prereq: CH 331, 337; pre- or coreq: CH 335.

(change prerequisite)

CH 338 Organic Chemistry Laboratory (3) Prereq: CH 331 or 341, 337; pre- or coreq: CH 335. *Effective winter 2013.*

DROPPED COURSE(S)

CH 339 Organic Analysis (4)

The scientific process presented in this course is now accomplished through online database searching. Course dropped due to the approval of two newly proposed organic chemistry labs for major track students.

CINEMA STUDIES

NEW COURSE(S)

(UOCC administrative action; course approved in fall 2012)

CINE 320 Beginning Screenwriting (4) [Graded only for majors] Basics of writing for the screen. Prereq: ENG 260, J 201; two from ENG 265, 266, 267.

(change prerequisite)

CINE 320 Beginning Screenwriting (4) [Graded only for majors] Basics of writing for the screen. Prereq: ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, ENG 270, J 208.

CINE 350 Gender and Sexuality in European Cinema (4) [Graded only for majors] Examines questions of gender and sexuality within the transnational and national contexts of Europe, including its diverse cinematic landscapes, traditions, and star imagery. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

CLASSICS

NEW COURSE(S)

(Course previously taught as CLAS 399)

CLAS 311 Death and Rebirth in Greece and India (4) [Graded only for majors] Explores Greco-Roman and Indian conceptions of the soul and beliefs concerning the afterlife, particularly those of reincarnation and soul transmigration. Offered alternate years. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

COMPUTER AND INFORMATION SCIENCE

EXISTING COURSE(S)

(UOCC administrative action)

CIS 330 C/C++ and Unix (4) Prereq: CIS 313.

(change prerequisite)

CIS 330 C/C++ and Unix (4) Prereq: CIS 314.

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

(UOCC administrative action)

EALL 605 Reading and Conference: [Topic] (1–16R) *Effective winter 2013.*

(UOCC administrative action)

KRN 605 Reading and Conference: [Topic] (1–16R) *Effective winter 2013.*

ECONOMICS

NEW COURSE(S)

(Course previously taught as EC 410/510)

EC 462/562 Economics of Transportation (4) [Graded only for majors] Examines economic transportation issues and models, including regulation, demand-cost modeling, productivity analysis, random utility and choice modeling, and spatial economics. Prereq: EC 311, 320.

ENGLISH

EXISTING COURSE(S)

(UOCC administrative action)

ENG 412/512 Literary Editing (4) Study of principles and practices of editing contemporary literature. Includes observation of editorial activities at *Northwest Review*.

(change course description)

ENG 412/512 Literary Editing (4) Study of principles and practices of editing contemporary literature. Prepares the student for work in the trade. *Effective spring 2013.*

REINSTATED COURSE(S)

(UOCC administrative action)

ENG 365 Global Literatures in English (4) Examination of non-U.S. and non-British authors writing in English in relation to the historical, cultural, and intellectual contexts of their native countries. Sophomore standing required. Gopal, Li. *Course previously approved to satisfy International Cultures multicultural requirement.*

(UOCC administrative action)

ENG 446/546 Restoration and 18th-Century Literature (4) Restoration period. Junior standing required. Bohls, Dugaw, Shankman.

(UOCC administrative action)

ENG 454/554 English Romantic Writers (4) Romantic thought and expression. The first generation including Blake, Coleridge, Dorothy and William Wordsworth. Junior standing required. Pyle.

(UOCC administrative action)

ENG 457/557 Victorian Literature and Culture: [Topic] (4R) Exploration of major works, figures, controversies, social and cultural issues. Readings in Victorian fiction, poetry, drama, and nonfiction prose; study of examples of the visual arts and popular culture. Junior standing required. **R** when topic changes for a maximum of 8 credits. Alfano.

(UOCC administrative action)

ENG 466/566 Colonial and Postcolonial Literature: [Topic] (4R) Focused study of authors, genres, and literary movements related to literature written in English about and in former colonies of American or European nations. Junior standing required. **R** twice when topic changes for a maximum of 12 credits. Bohls, Gopal, Li, Quigley, Sayre.

(UOCC administrative action)

ENG 476/576 Modern Fiction (4) Representative modern fiction writers in English, American, and Continental literatures, such as Joyce, Woolf, Stein, Faulkner, Proust, Kafka, and Mann. *Effective winter 2013.*

(UOCC administrative action)

ENG 488/588 Race and Representation in Film: [Topic] (4R) Screening, interpretation, and analysis of films from developing non-European cultures and by people of color. Mechanisms of racism in dominant U.S. media. Junior standing required. **R** twice for a maximum of 12 credits. Brown, Gopal, Karlyn, Li.

(UOCC administrative action)

ENG 548 Restoration and 18th-Century Literature (4) Johnson and his circle; classic to romantic; relations between England and the Enlightenment in France. Bohls, Dugaw, Shankman.

HISTORY

EXISTING COURSE(S)

(UOCC administrative action)

HIST 386 India (4) India under British rule, the rise of nationalist politics, and the subcontinent in the years since independence. McGowen.

(change course description)

HIST 386 India (4) Survey of the history of the Indian subcontinent as both a colony of Britain and then as a cluster of independent countries in the 20th and 21st centuries. *Effective winter 2013.*

HUMAN PHYSIOLOGY

NEW COURSE(S)

HPHY 434/534 Movement Disorders (4) Discusses the clinical manifestations and underlying physiological mechanisms of selected movement disorders. Emphasizes the role of scientific experiment in diagnosis and treatment. Prereq: HPHY 325, 333.

EXISTING COURSE(S)

HPHY 105 Principles of Nutrition (4)

(change course description, general-education requirements)

Explores the fundamentals of nutrition and its application to culture, lifestyle, and health as they relate to humans across the lifespan. Course will be taught once or more per academic year. *Approved to satisfy Category III: Science general-education group requirement. Effective summer 2013.*

(UOCC administrative action)

HPHY 404 Internship: [Topic] (5–16R)

(change variable credits)

HPHY 404 Internship: [Topic] (1–16R)

(UOCC administrative action)

HPHY 611 Professional Skills I: Effective Teaching (1) Development of professional skills for academic careers related to human physiology. Sequence with HPHY 612, 613.

(change description)

HPHY 611 Professional Skills I: Effective Teaching (1) Development of professional skills for academic careers related to human physiology. Series with HPHY 612, 613. *Effective spring 2013.*

(UOCC administrative action)

HPHY 612 Professional Skills II: Responsible Research (1) Development of professional skills for academic careers related to human physiology. Sequence with HPHY 611, 613. Prereq: HPHY 611.

(change description, remove prerequisite)

HPHY 612 Professional Skills II: Responsible Research (1) Development of professional skills for academic careers related to human physiology. Series with HPHY 611, 613. *Effective spring 2013.*

(UOCC administrative action)

HPHY 613 Professional Skills III: Career Development (1) Development of professional skills for academic careers related to human physiology. Sequence with HPHY 611, 612. Prereq: HPHY 612.

(change course description, remove prerequisite)

HPHY 613 Professional Skills III: Career Development (1) Development of professional skills for academic careers related to human physiology. Series with HPHY 611, 612. *Effective spring 2013.*

(UOCC administrative action)

HPHY 621 Systems Physiology I (4) Advanced overview of neural physiology, neural control of human movement, and the biomechanical constraints underlying that control. Sequence with 622, 623.

(change course description)

HPHY 621 Systems Physiology I (4) Advanced overview of neural physiology, neural control of human movement, and the biomechanical constraints underlying that control. Series with 622, 623. *Effective spring 2013.*

(UOCC administrative action)

HPHY 622 Systems Physiology II (4) Advanced overview of cardiovascular physiology and skeletal muscle cell physiology and metabolism. Sequence with 621, 623. Prereq: HPHY 621.

(change course description, remove prerequisite)

HPHY 622 Systems Physiology II (4) Advanced overview of cardiovascular physiology and skeletal muscle cell physiology and metabolism. Series with 621, 623. *Effective spring 2013.*

(UOCC administrative action)

HPHY 623 Systems Physiology III (4) Advanced overview of renal and respiratory physiology. Sequence with 621, 622. Prereq: HPHY 622.

(change course description, remove prerequisite)

HPHY 623 Systems Physiology III (4) Advanced overview of renal and respiratory physiology. Series with 621, 622. *Effective spring 2013.*

INTERNATIONAL STUDIES

NEW COURSE(S)

(Course previously taught as 399)

INTL 360 International Cooperation and Conflict (4) Utilizes case studies and selected themes to examine the root causes, stakeholder perspectives, and attempts to resolve international conflicts. Prereq: INTL 101.

Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.

(Course previously taught as INTL 407/507)

INTL 448/548 Bollywood's Lens on Indian Society (4) [Graded only for majors] Explores Indian society through film, focusing on critical social issues; depicted vs. the historical reality; and ongoing transformations of social orientations and values.

LINGUISTICS

NEW COURSE(S)

(Course previously taught as LING 399)

SWAH 301 Advanced Swahili (5) Explores the noun class system, nominalization, styles in language use, genres, and literary devices; vowel system including vowel extensions; idioms; specialized language. Sequence with 302, 303. Prereq: SWAH 203 or equivalent. *Approved to satisfy Category I: Arts and Letters general-education group requirement.*

SWAH 302 Contemporary Swahili Literature (5) Survey of popular modern Swahili literature including the novel, the play, and Ushairi poetry. Sequence with 301, 303. Prereq: SWAH 301 or equivalent. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

(Course previously taught as LT 399)

SWAH 303 Language and Culture: Swahili Nation (5) Critical look at the origins, development, and expansion of Swahili including its sociology, use, and importance in the modern Swahili nation. Sequence with 301, 302. Prereq: SWAH 302. *Approved to satisfy Category I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

EXISTING COURSE(S)

LT 611 Terminal Project (1–16R)

(change course title, credits-workload)

LT 611 Master's Project (1–7R) R once for a maximum of 7 credits. *Minimum credits: 3; maximum credits: 7; contact hours per week: variable.*

PHILOSOPHY

EXISTING COURSE(S)

(UOCC administrative action)

PHIL 471 (H) Honors Thesis Workshop (2) [Pass/no pass only]

(change grading option)

PHIL 471 (H) Honors Thesis Workshop (2) [Graded only]

POLITICAL SCIENCE

NEW COURSE(S)

(Course previously taught as 410/510)

PS 458/558 Feminist Political Theories (4) Examines the relationship between feminism, gender, and the state. Offered alternate years.

(Course previously taught as 410/510)

PS 460/560 Political Economy of East Asia (4) [Graded only for majors] Examines the political economy of East Asia, with a focus on states, markets, and social classes during economic transformation. Offered alternate years.

EXISTING COURSE(S)

(UOCC administrative action)

PS 342 Politics of China (4) Prereq: PS 204.

(remove prerequisite)

PS 342 Politics of China (4)

REINSTATED COURSE(S)

(UOCC administrative action)

PS 495/595 United States Political Economy (4) Examines United States political-economic institutions from a comparative and historical perspective. Topics include rise and fall of mass production, labor and the law, and regional development. Berk.

ROMANCE LANGUAGES

EXISTING COURSE(S)

(UOCC administrative action)

SPAN 315 Spanish Pronunciation and Phonetics (4) Prereq: one from SPAN 301, 303, 305, 308.

(change prerequisite)

SPAN 315 Spanish Pronunciation and Phonetics (4) Prereq: two from SPAN 301, 303, 305, 308. *Effective spring 2013.*

WOMEN'S AND GENDER STUDIES

EXISTING COURSE(S)

WGS 303 Women and Gender in American History (4)

(changed general-education requirements)

Approved to satisfy Category II: Social Science general-education group requirement.

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

EXISTING COURSE(S)

(UOCC administrative action)

ARTD 256 Introduction to Production (4)

(add prerequisite)

ARTD 256 Introduction to Production (4) Prereq: J 201, ENG 260; two from ENG 265, 266, 267. *Effective winter 2013.*

(UOCC administrative action)

ARTD 415/515 Video Art: Experimental Film (4R) Prereq: ARTD 379 or BFA standing.

(remove prerequisite)

ARTD 415/515 Video Art: Experimental Film (4R) *Effective winter 2013.*

ARTS AND ADMINISTRATION

NEW COURSE(S)

(Course previously taught as 410/510)

AAD 428/528 The Cultural Museum (3) Introduces students to museum studies—the study of museum history, theory, and practice—from an anthropological perspective. Satisfies a core requirement for the graduate certificate in museum studies.

HISTORIC PRESERVATION

NEW COURSE(S)

(Course previously taught as 410/510)

AAAP 415/515 Transportation and Preservation (3) Addresses compliance issues with preservation laws relating to transportation development. Includes understanding processes and negotiating needs of the resource with the needs of transportation authorities.

(Course previously taught as AAAP 410/510)

AAAP 421/521 American Architecture from a Preservation Perspective I (4) [Graded only for majors] American built environment from the colonial era to the federal period. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

(Course previously taught as 410/510)

AAAP 422/522 American Architecture from a Preservation Perspective II (4) [Graded only for majors]
American built environment from the federal period to 1893. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

(Course previously taught as 410/510)

AAAP 423/523 American Architecture from a Preservation Perspective III (4) [Graded only for majors]
American built environment from 1893 to the present. Stylistic development and building analysis for preservation; cultural, historical, and physical contexts within building forms.

HISTORY OF ART AND ARCHITECTURE

NEW COURSE(S)

(UOCC administrative action)

ARH 404 Internship: [Topic] (1–5R)

(UOCC administrative action)

ARH 604 Internship: [Topic] (1–9R)

PRODUCT DESIGN

EXISTING COURSE(S)

(UOCC administrative action)

PD 240 Designers' Tools (4)

(add prerequisite)

PD 240 Designers' Tools (4) Prereq: ART 115, 116, PD 223. *Effective spring 2013.*

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

MARKETING

EXISTING COURSE(S)

(UOCC administrative action)

MKTG 470 International Marketing (4) Prereq: MKTG 311.

(change prerequisite)

MKTG 470 International Marketing (4) Prereq: one from BA 317, MKTG 311, 311H. *Effective winter 2013.*

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

(UOCC administrative action)

FHS 399 Special Studies: [Topic] (1–5R) *Effective winter 2013.*

EXISTING COURSE(S)

(UOCC administrative action; change effective term; course approved fall 2012 with fall 2013 effective term)

CPSY 622 Psychological Assessment II (4R)

(change course title)

CPSY 622 Psychological Assessment (4R) *Effective winter 2013.*

(UOCC administrative action)

FHS 331 Individual and Group Interventions II (3) Strategies and interventions that enhance growth and change in organizations.

(change course description)

FHS 331 Individual and Group Interventions II (3) Strategies and interventions that enhance growth and change. *Effective winter 2013.*

EDUCATION

NEW COURSE(S)

(Course previously taught as SPED 610)

EDUC 656 Advanced Analysis of Single-Case Research (3) Focuses on application of statistical and meta-analytic strategies for analyzing single-case research. Sequence with EDUC 650, 652, 654. Prereq: EDUC 650. One course in structural equation modeling or hierarchical linear modeling is recommended preparation. Offered alternate years. *Effective spring 2013.*

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP

NEW COURSE(S)

(Course previously taught as 610)

EDLD 460/560 Measurement and Assessment (2) [Graded only for majors] Covers foundational knowledge in measurement and assessment.

EDLD 611 Virtual Design and Delivery (4) Examines the specific technology, instructional modalities, and learning environments of virtual schools. Students explore a variety of instructional design models and create learning modules that incorporate best practices.

(Course previously taught as 610)

EDLD 663 Measurement in Research (2) [Graded only for majors] Covers applied knowledge in measurement and assessment with an emphasis on use of measures for research purposes. Prereq: EDLD 560.

(Course previously taught as 610)

EDLD 664 Online Learning Assessment (2) [Graded only for majors] Covers applied knowledge in measurement and assessment with an emphasis on assessment in an online learning context. Prereq: EDLD 560.

(Course previously taught as 610)

EDLD 665 Literacy Assessment (2) [Graded only for majors] Covers applied knowledge in measurement and assessment with emphasis on use of reading, writing, and language assessments for instructional and intervention purposes. Prereq: EDLD 560.

SPECIAL EDUCATION AND CLINICAL SERVICES

NEW COURSE(S)

(Course previously taught as CDS 410)

CDS 455 Child and Adolescent Development (4) [Graded only for majors] Covers theories, norms, and concepts related to child and adolescent development. Geared toward allied health professionals and educators working in a variety of settings.

CDS 470/570 Neuroscience of Speech and Language (4) [Graded only for majors] Foundation in normal neuroanatomy and neurophysiology and the clinical signs observed with nervous-system damage. Prereq: CDS 442/542.

(Course previously taught as CDS 610)

CDS 630 Scientific Clinical Decision Making (3) [Graded only] Critically analyzes research in communication disorders through evaluation of research articles and standardized tests enabling clinicians to make decisions based on scientific evidence.

EXISTING COURSE(S)

CDS 444/544 Clinical Phonetics (4R)
(change course title, add prerequisites)

CDS 444/544 Clinical Phonetics and Phonology (4) Prereq: CDS 442, 450. *Effective winter 2013.*

CDS 462/562 Neurogenic Disorders of Communication (4R)
(change course title)

CDS 462/562 Acquired Disorders of Communication

CDS 652 Phonological Disorders (3R)
(changed course title, credits-workload)

CDS 652 Speech Sound Disorders (3) *Minimum credits: 4; contact hours per week: 4; required out-of-class workload: 120 hours (readings, assignments, quizzes, final projects, group presentations).*

CDS 654 Theory and Remediation of Language Disorders (4R)
(changed course title)

CDS 654 Management of Adult Language Disorders

DROPPED COURSE(S)

CDS 461/561 Structural Disorders in Communication (4R)
Content will be assimilated into CDS 460/560 and 462/562.

CDS 662 Introduction to Neuroanatomy and Neurophysiology (4R)
Dropped from graduate curriculum, content will be covered in a 400/500 class.

SCHOOL OF JOURNALISM AND COMMUNICATION

EXISTING COURSE(S)

(UOCC administrative action)

J 331 Digital Video Production (4) Prereq: J 202, 203, 204; or J 205, 206, 207.

(change prerequisite)

J 331 Digital Video Production (4) Prereq: J 205, 206, 207; or 208 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 361 Reporting I (4)

(add prerequisite)

J 361 Reporting I (4) Prereq: J 205, 206, 207 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 365 Photojournalism (4)

(add prerequisite)

J 365 Photojournalism (4) Prereq: J 205, 206, 207 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 412/512 Issues in Communication Studies: [Topic] (4R)

(add prerequisite)

J 412/512 Issues in Communication Studies: [Topic] (4R) Prereq: J 201 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 413 Communication Studies Capstone (4) Prereq: completion of requirements for the journalism: communication studies major.

(change prerequisite)

J 413 Communication Studies Capstone (4) Prereq: J 314 for 4 credits with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 416/516 Survey of the Documentary (4)

(add prerequisite)

J 416/516 Survey of the Documentary (4) Prereq: J201 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 421/521 Documentary Production (4)

(add prerequisite)

J 421/521 Documentary Production (4) Prereq: J 331 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 440 Strategic Writing and Media Relations (4) Prereq: J 350.

(change prerequisite)

J 440 Strategic Writing and Media Relations (4) Prereq: J 205, 206, 207, 350 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 443/543 Advertising Media Planning (4) Prereq: J 456.

(change prerequisite)

J 443/543 Advertising Media Planning (4) Prereq: J 205, 206, 207, J 456/556 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 444/544 Agency Account Management (4) Prereq: J 456.

(change prerequisite)

J 444/544 Agency Account Management (4) Prereq: J 205, 206, 207, J 456/556 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 457/557 Curiosity for Strategists (4) Prereq: J 456.

(change prerequisite)

J 457/557 Curiosity for Strategists (4) Prereq: J 205, 206, 207, 456 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 458/558 Writing Design Concepts (4) Prereq: J 456.

(change prerequisite)

J 458/558 Writing Design Concepts (4) Prereq: J 205, 206, 207, 456 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 459/559 Branding and Content (4) Prereq: J 456, J 458.

(change prerequisite)

J 459/559 Branding and Content (4) Prereq: J205, 206, 207, 456/556 with a grade of mid-C or better.

Effective winter 2013.

(UOCC administrative action)

J 460/560 Brand Development: [Topic] (4R) Prereq: J 456.

(change prerequisite)

J 460/560 Brand Development: [Topic] (4R) Prereq: J 205, 206, 207, 456 with a grade of mid-C or better.

Effective winter 2013.

(UOCC administrative action)

J 463/563 Specialized Reporting: [Topic] (4R) Prereq: J 361 or 432.

(change prerequisite)

J 463/563 Specialized Reporting: [Topic] (4R) Prereq: J 361 with a grade of mid-C or better. *Effective winter*

2013.

(UOCC administrative action)

J 464/564 Newspaper Design (4) Prereq: J 205, 206, 207; J 361.

(change prerequisite)

J 464/564 Newspaper Design (4) Prereq: J 361 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 465/565 Cyberjournalism (4) Prereq: J 361 or 432.

(change prerequisites)

J 465/565 Cyberjournalism (4) Prereq: J 361 with a grade of mid-C or better. *Effective winter 2013.*

(UOCC administrative action)

J 467/567 Issues in International Communication: [Topic] (4R)

(add prerequisite)

J 467/567 Issues in International Communication: [Topic] (4R) Prereq: J201 with a grade of mid-C or better.

Effective winter 2013.

SCHOOL OF LAW

(see Denied Proposals)

LIBRARIES

NEW COURSE(S)

(UOCC administrative action)

LIB 607 Seminar: [Topics] (1–6R) *Effective winter 2013.*

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSE(S)

(UOCC administrative action)

MUJ 199 Special Studies: [Topic] (1–5R) *Effective summer 2013.*

(UOCC administrative action)

MUJ 399 Special Studies: [Topic] (1–5R) *Effective summer 2013.*

MUS 227 Elements of Electronic Music (4) [Graded only] Introduction to experimental and popular electronic music. Topics include fundamental elements of musical construction, history, technology, composers, musicians, copyright law, sampling, styles, and aesthetics. *Approved to satisfy Category I: Arts and Letters general-education group requirement.*

MUS 415/515 Advanced Aural Skills (3) Develops students' sight-singing and dictation skills in chromatic tonal music and introduces them to sight-singing and dictation strategies for atonal music. Offered alternate years.

(Course previously taught as MUS 407/507)

MUS 424/524 Advanced Keyboard Harmony (3) Development of skills in figured bass realization, melody harmonization, and score reading at the keyboard. Offered alternate years.

MUS 482/582 Audio Recording Techniques III (3) [Graded only] Focuses on the production concepts and techniques necessary to produce a full-length, professional-quality compact disc. Sequence with 480/580, 481/581. Prereq: 481/581. *Effective spring 2013.*

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

(Course previously taught as 199)

PEMA 131 Combatives (1R) [P/NP only] Explores self-defense combining strategies and techniques from muay thai, mixed martial arts, and Gracie jiu-jitsu. Learning focuses on how an attack occurs and how to react and defend yourself. PE activity courses are repeatable once for credit.

(Course previously taught as 199)

PEMA 331 Mixed Martial Arts I (1R) [P/NP only] Introductory techniques from boxing, wrestling, jiu-jitsu and muay thai. Rules and scoring system of competitive mixed martial arts. Sequence with PEMA 332. PE activity courses are repeatable once for credit.

(Course previously taught as 199)

PEMA 332 Mixed Martial Arts II (1R) [P/NP only] Intermediate techniques; building on skills learned in PEMA 331. Develops strategy, game-plan skills, training methods; increases physical strength and skills. Sequence with PEMA 331. PE activity courses are repeatable once for credit.

(Course previously taught as 399)

PEW 221 Cross Fit I (1R) [P/NP only] Introduction to highly functional cross-training movements, constantly varied and performed with intensity. Strength, endurance, power, and agility are built in a supportive, team-oriented environment. Sequence with PEW 222. PE activity courses are repeatable once for credit.

(Course previously taught as 399)

PEW 222 Cross Fit II (1R) [P/NP only] Intermediate and advanced dynamic exercises and training progressions. Technique, strength, endurance, power and agility are enhanced. Sequence with PEW 221. PE activity courses are repeatable once for credit.

DENIED PROPOSALS

NEW COURSE(S)

(Course previously taught as CRES 410/510)

CRES 411/511 Conflict in Sports Teams (4) Graded only. This course provides an opportunity to develop a deeper understanding of the dynamics of teams, with an emphasis on processes of conflict within them.

(Course previously taught as CRES 410/510)

CRES 412/512 Sports Mediation (4) This course is an intensive skills-based course that introduces theoretical concepts and emphasizes the development and practice of tangible conflict resolution skills and tools. Offered alternate years.

(Course previously taught as CRES 605)

CRES 605 Graduate Sports Conflict Independent Study (1–4R) Graded only. Students will work with CNC towards accomplishing a variety of projects for the program. Tasks carried out by student intern will vary. **R.** As internship and research opportunities are created and become available, graduate students are encouraged to involve themselves as it fits into their educational goals.

(Course previously taught as CRES 410)

LAW 111 Introduction to Sports Conflict (4) The course's purpose is to understand and learn techniques to prevent sports conflict by developing core conflict management competencies through theory and hands-on skill practice. *Requesting that this course satisfy Arts and Letters group requirement.*

(Course previously taught as CRES 410, CRES 399)

LAW 210 Sports Negotiation (4) This course emphasizes negotiation theory and skills in the context of sports by using a number of hands-on simulations, traditional discussion, lecture, and video. *Requesting that this course satisfy Social Science group requirement.*

(Course previously taught as CRES 410)

LAW 213 Sports Conflict and Gender (4) This course explores concepts such as respect, equality, and justice that shape cultural dynamics, which often promote narrowly defined gendered roles of masculinity and femininity. *Requesting that this course satisfy Arts and Letters group requirement. Requesting that this course satisfy Identity, Pluralism and Tolerance multicultural requirement.*

(Course previously taught as CRES 410, CRES 399)

LAW 214 Race, Culture, Conflict and Sports (4) This course explores how views on where to draw the line between healthy competition and conflict are affected by differing racial, ethnic, and cultural perspectives. *Requesting that this course satisfy Arts and Letters group requirement. Requesting that this course satisfy Identity, Pluralism and Tolerance multicultural requirement.*

(Course previously taught as CRES 410)

LAW 215 American Football and Conflict (4) This course's purpose is to show how football has mirrored, and helped shape, American culture, specifically, how masculinity was reshaped by modern managerial techniques. *Requesting that this course satisfy American Cultures multicultural requirement.*

(Course previously taught as CRES 410, CRES 399)

LAW 216 Soccer and Conflict (4) This course explores the way in which the history of soccer, and how it is played and watched, speaks to tensions within, and among, nations. *Requesting that this course satisfy International Cultures multicultural requirement.*

(Course previously taught as CRES 410)

LAW 311 Ethics in Sports (4) This course explores ethical and aesthetic questions about the role sport plays in contemporary society by examining issues that are present in today's sport world. *Requesting that this course satisfy Social Science group requirement.*

(Course previously taught as CRES 410)

LAW 312 History of Sports Conflict (4) Through the lens of larger historical and cultural factors within the United States, this course explores differences between healthy competition versus destructive conflict in sport. *Requesting that this course satisfy Social Science group requirement. Requesting that this course satisfy American Cultures multicultural requirement.*

(Course previously taught as CRES 401)

LAW 401 Undergraduate Sports Conflict Research (1–4R) Graded only. Students will conduct research on the effects of sports conflict. Research will be conducted independently of all other CNC courses. **R.** As internship and research opportunities are created and become available, students are encouraged to involve themselves as it fits into their educational goals.

(Course previously taught as CRES 404)

LAW 404 Undergraduate Sports Conflict Internship (1–4R) Graded only. Students will work with CNC towards accomplishing a variety of projects related to sports conflict. Tasks carried out by student intern will vary. **R** As internship and research opportunities are created and become available, students are encouraged to involved themselves as it fits into their educational goals.

(Course previously taught as CRES 409)

LAW 409 Sports Conflict Practicum (2-4R) Graded only. This course serves to prepare students to serve as mediators for sports-related conflict with an intensive 32-hr mediation training focused on sports conflict. **R.** As internship and research opportunities are created and become available, students are encouraged to involve themselves as it fits into their educational goals. Will be offered dependent on student interest in doing a practicum experience.

SWAH 301 Advanced Swahili (5) Request to satisfy Category C: International Cultures multicultural requirement denied.

PENDING PROPOSALS

NEW COURSES(S)

AAD 312 Arts Management (4) Graded only. This course introduces the field of professional management of arts organizations, such as museums, galleries, community arts and/or performing arts centers.

(Course previously taught as EDLD 630)

EDLD 430/530 Comparative Education (4) This course is a graduate and undergraduate level seminar, focusing on major educational issues of concern to scholars in the field of Comparative Education.

(Course previously taught as 610)

EDLD 655 Analysis of Teaching and Learning (4) [Graded only for majors] Theories of instruction and learning serve as lenses for school sitestandards-based instructional cycle: Standards, Assessment, Instruction and Evaluation.

(Course previously taught as 610)

EDLD 656 Technology Foundations (4) [Graded only for majors] This course engages students with computational thinking used in education, establishing them as technology decision-makers who can apply technology foundations in schools.

(Course previously taught as 610)

EDLD 657 Information Technology for Curriculum Design (4) [Graded only for majors] This course addresses integration of classroom educational technology. Participants explore and evaluate best practices on how, when, and why technology might be infused into education.

(Course previously taught as 610)

EDLD 658 Development of Online Programs for Virtual Schooling (1–3) [Graded only for majors] This course is designed for students to select the strand area of focus. Students select one module to complete per credit hour.

KRN 309 Language, History and Society in Korea (4) [Graded only for majors] This course, conducted in English, examines the development of language, history and society on the Korean peninsula from the Choson dynasty (1392) to the present. Prereq: KRN 101. *Requesting that this course satisfy Arts and Letters group requirement. Requesting that this course satisfy International Cultures multicultural requirement.*

(Course previously taught as 225)

LA 227 Introduction to Landscape Architecture (2-4) Exploring the background and scope of the profession: its history, ethics, goals, skills, topics, achievements and evolving challenges in making healthy, functional, and beautiful places.

(Course previously taught as 410)

LA 337 Landscape Field Work: [Topic] (1–4R) Direct examination and appraisal of the function, form, content and composition of example landscapes in relation to ecological, cultural, legal, technical, aesthetic and economic objectives.

DROPPED COURSE(S)

EDLD 630 Comparative Education (4). To be replaced by EDLD 430/530.

WITHDRAWN PROPOSALS

NEW COURSE(S)

(Course previously taught as CDS 411)

CDS 431 Beginning Clinical Methods (3R) [Graded only for majors] Focus on basic clinic methods relating to assessment and evidence based intervention. Clinical observation of assessment and intervention sessions. Sequence: CDS 430 Prereq: CDS 430 **R** Per instructor approval.

(Course previously taught as 199)

CPSY 110 Career Planning for Social Sciences/Services (2R) Explore academic/career options in social sciences and services. Identify educational and career interests, skills, goals, work opportunities in these disciplines. Receive individualized feedback on career skills, values, interests. Focus on identifying resources and career goal planning. **R** Upon instructor approval and if the student wishes to explore further their academic and career development at different points during their time at the UO, or student may repeat the course if they received a non-passing grade when they took the course the first time.

(Course previously taught as 407)

CPSY 311 Life Skills, Wellness, and Justice (3R) Gain knowledge and skills to foster your well-being and that of individuals, families, and communities with whom you work. Understand connection between well-being and justice. Learn to manage stress, cultivate self-awareness, promote healthy communication and relationships. R Upon instructor approval and if the student wishes to explore further their academic development at different points during their time at the UO, or student may repeat the course if they received a non-passing grade when they took the course the first time.

(Course previously taught as 408)

CPSY 412 Crisis Prevention (1R) [P/NP only] Experienced professionals foster awareness of and competency in crisis work. Focus on prevention, intervention, and assessment approaches to individual, community, and global crises. Crisis topics include suicide prevention, crises across the life span, and multicultural competence. R Upon instructor approval and if the student wishes to explore further their academic development at different points during their time at the UO, or student may repeat the course if they received a non passing grade when they took the course the first time.

(Course previously taught as 410)

CPSY 413 Crisis Intervention (3R) Didactic and experiential training in basic crisis intervention. Increase self- and multicultural- awareness and optimize your helping skills and professional functioning. Foundational knowledge and skills in prevention, ecological assessment, and intervention related to crisis situations. R Upon instructor approval and if the student wishes to explore further their academic development at different points during their time at the UO, or student may repeat the course if they received a non-passing grade when they took the course the first time.

EXISTING COURSE(S)

ARCH 462/562 Wood and Steel Building Systems (4)

(Change Course Title)

ARCH 462/562 Wood, Steel, and Concrete Structures (4)

CDS 457/557 Fundamentals of Audiology (4R)

(Changed Course Title)

CDS 457/557 Anatomy and Physiology of Hearing Mechanism

CDS 459/559 Audiological Rehabilitation (4R)

(Changed Course Title)

CDS 459/559 Aural Rehabilitation

DROP COURSE(S)

CDS 411 Clinical Observation (3R)

New name, title, part of sequence, grade

OTHER CURRICULAR MATTERS

College of Arts and Sciences

As a result of changes to organic chemistry laboratory course offerings, minor revisions were made to degree requirements for both chemistry and biochemistry majors. The revisions were made with the approval of the associate dean and the endorsement of the vice provost for undergraduate studies. *Effective fall 2013.*

School of Architecture and Allied Arts

The PhD program in architecture has made small revisions to the requirements for a secondary focus area. The revisions were made with the approval of the dean and the endorsement of the Graduate School. *Effective fall 2013.*

College of Education

Graduates of the master's level couples and family therapy specialization (CFT) will receive a master of science (MS) in counseling, family, and human services rather than a master of education (MEd). There are no changes to the degree requirements for the CFT specialization. This change was approved by the provost with endorsements from the dean and the Graduate School. *Effective fall 2013.*

School of Journalism and Communication

The School of Journalism and Communication has made small changes to the requirements for a minor in communications studies. The revisions were made with the approval of the dean and the endorsement of the vice provost for undergraduate studies. *Effective fall 2013.*

The names of the journalism: communication studies major and communication studies minor programs have been changed to *journalism: media studies* and *media studies*, respectively, to align with the renaming of the graduate-level programs noted in the spring 2012 report. This change is made with the approval of the dean and the endorsement of the vice provost for undergraduate studies and the provost. *Effective fall 2013.*

School of Music and Dance

In response to a request from the National Association of Schools of Music Commission on Accreditation, and following consultation with that body, the name of the bachelor of music in music education has been changed to *bachelor of music in music: preteacher licensure*. This change is made with the approval of the dean and the endorsement of the vice provost for undergraduate studies and the provost. *Effective fall 2013.*

Collaborative piano has been added as a primary option for the doctor of musical arts (DMA), with the approval of the dean and the endorsement of the Graduate School. *Effective fall 2013.*

SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

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

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

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

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

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

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

General-education group-satisfying course proposals must include written justification, regardless of whether they are new or existing 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

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

STUDENT ENGAGEMENT INVENTORY

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 INCLUDING AN “H” SUFFIX IN A COURSE NUMBER

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

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

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

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

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

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

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

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

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

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

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

MULTILISTED COURSES

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

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

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

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

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

The following criteria 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.