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### FINAL SPRING 2002 CURRICULUM REPORT

(Passed, as amended, by the University Senate on May 8, 2002)

### OVERVIEW

The body of this report consists of two major sections: Proposed Course Changes for Fall 2002 (unless stated otherwise) and Other Curricular Matters. Policies and definitions governing group and multicultural status are listed in the main body of this report. Policies and definitions governing group and multicultural general-education requirements are under Other Curricular Matters.

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

### LOOKING AHEAD

The Committee on Courses offers the following reminders:

- ü 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.
- ü According to University Senate legislation, courses submitted for group-satisfying status must be submitted to the College of Arts and Sciences Curriculum Committee. CAS departments submit them directly to that committee; academic departments in professional schools and colleges submit them to their own dean's office, which submits approved proposals to the CAS Curriculum Committee. That committee reviews all group-satisfying proposals before passing them on to the UO Committee on Courses.
- ü Proposals for undergraduate group-satisfying and multicultural courses must include written justification, regardless of whether they are new or existing courses.

- ü Courses may not be both group-satisfying and repeatable for credit.
- ü Proposals for new courses should be accompanied by full syllabi.
- ü For 400-/500-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.
- ü Changes in University Senate-approved UOCC reports take effect the following fall term unless requested by a department and stated otherwise in the report.
- ü At its May 1998 meeting, the University Senate agreed that the University Committee on Courses should include in its reports courses that should be dropped because (1) they have not been taught for three years, and (2) the department provided no reasonable explanation of why they have not been taught or whether they will be in the future.

May 8, 2002: University Senate considers Spring 2002 final report of the University Committee on Courses

July 2002: Publication of 2002-2003 University of Oregon Catalog. (The changes in this report will first appear in the 2003-2004 catalog.)

## MOTION

The University of Oregon Committee on Courses moves that Proposed Course Changes for Spring 2002 (unless otherwise stated) and Other Curricular Matters be approved. If approved, changes are effective Fall 2002 unless stated otherwise. Changes in this report will first appear in the 2003-2004 catalog.

Members, University of Oregon Committee on Courses

Voting:

Paul Engelking, Chair  
Tom Bivins  
Bruce Blonigen  
David Conley  
Christine Theodoropoulos  
James Weston

Student:

Cory Portnuff (Student)

Ex officio:

Jack Bennett  
Herb Chereck  
Toby Deemer

Staff:

Gayle Freeman

Linda White

PROPOSED COURSE CHANGES FOR FALL 2002

(unless stated otherwise)

College of Arts and Sciences

ANTHROPOLOGY (ANTH)

NEW COURSES

(Subject previously taught as ANTH 199)

ANTH 234 Pacific Island Societies (4) Focuses on select societies within New Guinea and Polynesia, discussing exchange, gender, politics, development, and migration. Approved to satisfy Social Science group requirement and International Cultures multi-cultural requirement.

(Subject previously taught as ANTH 310)

ANTH 328 New Guinea (4) A look at the lifeways of New Guinea people focusing on personhood, gender, exchange, Christianity, and development. Satisfies Social Science group requirement and International Cultures multicultural requirement.

(Subject previously taught as ANTH 399, 410)

ANTH 441/541 Recent Cultural Theory (4) A survey of various frameworks: Durkheimian, Marxian, Feminist, transnationalism, Orientalism. Prereq: 8 credits social science.

ANTH 452/552 Postcolonialism and Globalization: [Topic] (4R) Examines issues of policies and culture presented by globalization including inquiry into the problem of globalization itself. R once for 8 credits maximum, when topic changes

ANTH 630 Political Forces and the Disciplines: [Topic] (4R) Examines cultural and political forces that have shaped the disciplines since the 19th century. Emphasis on anthropology, history, geography, and literature. R once for 8 credits maximum, when topic changes

BIOLOGY (BI)

OLD COURSE DROPPED

## BI 429/529 Developmental Patterning and Morphogenesis (4)

### NEW COURSE

(Subject previously taught as BI 399)

BI 453/553 Marine Molecular Physiology (5) Molecular and physiological approaches to understanding how marine organisms work. Mechanisms that organisms use to deal with changing conditions, including temperature, salinity, oxygen, and development. Prereq: BI 214 or BI 252 or instructor approval.

### ECONOMICS (EC)

(Subject previously taught as EC 410/510)

EC 427/527 Games and Decisions (4) [Graded only for majors] Game-theoretic methods of decision-making. Topics may include extensive-form games, non-credible threats, subgame perfect equilibrium, strategic-form games, undominated strategies, Nash equilibrium, coalition games, and the core. Prereq: MATH 111 or equivalent

(Subject previously taught as EC 410/510)

EC 428/528 Behavioral and Experimental Economics (4) [Graded only for majors] Investigates the "rational choice" model and behavioral alternatives, using laboratory experiments. Topics may include altruism, auctions, bargaining, behavioral finance, hyperbolic discounting, and decision-making under uncertainty. Prereq: EC 311.

### REINSTATED COURSE

EC 330 Urban and Regional Economic Problems (4) Satisfies Social Science group requirement and Identity & Pluralism multicultural requirement

### FOLKLORE (FLR)

### NEW COURSE

(Subject previously taught as FLR 607)

FLR 681 History and Theory of Folklore Research (5) [Graded only] Examines nature of scholarly inquiry, research questions, and techniques. Historic orientation with emphasis on ideological development of folkloristics from its beginnings to the present.

## HISTORY (HIST)

### NEW COURSE

(Subject previously taught as HIST 410)

HIST 358 American Jewish History (4) [Graded only for majors] This course will examine the ways persons identifying themselves as Jews have reinvented their identity and created communities in the United States through the 1990s. Approved to satisfy Identity, Pluralism and Tolerance multicultural requirement.

## HONORS COLLEGE (HC)

### NEW COURSES

(Subject previously taught as HC 101H)

HC 221H HC Literature (4) [Graded only] Study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures.

(Subject previously taught as HC 102H)

HC 222H HC Literature (4) [Graded only] Study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures.

(Subject previously taught as HC 103H)

HC 223H HC Literature (4) [Graded only] Study of literature and the nature of literary experience through the reading of great works drawn from English and world literatures.

(Subject previously taught as HC 107H)

HC 231H HC History (4) [Graded only] Examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world.

(Subject previously taught as HC 108H)

HC 232H HC History (4) [Graded only] Examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world.

(Subject previously taught as HC 109H)

HC 233H HC History (4) [Graded only] Examination, through close study of secondary and primary source materials, of institutions and ideas that have shaped the modern world.

(Subject previously taught as HC 408H)

HC 421H HC Arts and Letters Colloquium (4R) {Graded only} Offered in a wide range of topics, with an emphasis on arts and letters. R thrice for maximum of 16 credits, when topic changes

(Subject previously taught as HC 408H)

HC 431H HC Social Science Colloquium (4R) [Graded only] Offered in a wide range of topics, with an emphasis on social science. R thrice for maximum of 16 credits, when topic changes

(Subject previously taught as HC 408H)

HC 441H HC Science Colloquium (4R) [Graded only] Offered in a wide range of topics, with an emphasis on science. R thrice for maximum of 16 credits, when topic changes

## LINGUISTICS (LING)

### REINSTATED COURSES

LING 421/521 Language, Mind, and Culture (4)

LING 426/526 Analysis of Language Structure: [Topic] (4)

LING 622 Discourse Analysis (4)

## PHILOSOPHY (PHIL)

### NEW COURSES

PHIL 325 Logic, Inquiry, and Argumentation (4) This course explores the means and ends of argumentation and inquiry by considering deductive reason, argumentation and emotion, and ethical and social dilemmas in inquiry.

(Subject previously taught as PHIL 443/543)

PHIL 444/544 Feminist Ethics (4) This course considers feminist revisions of philosophical ethical theory including ethics of care, ethics of liberation, and European feminist ethics. Prereq: At least one other PHIL course.

## POLITICAL SCIENCE (PS)

### EXISTING COURSE CHANGES

PS 337 The Politics of Development (4)

(Changed general education requirements)

PS 337 The Politics of Development (4) Approved to satisfy the Social Science group requirement and International Cultures multicultural requirement.

PS 413/513 Politics of Brazil (4)

(Changed general education requirement)

PS 413/513 Politics of Brazil (4) Approved to satisfy International Cultures multicultural requirement.

PS 417/517 Politics of Violence in Latin America (4)

(Changed general education requirement)

PS 417/517 Politics of Violence in Latin America (4) Approved to satisfy International Cultures multicultural requirement.

#### NEW COURSE

(Subject previously taught as PS 410)

PS 411 Honors Thesis Prospectus (1) [P/N only] Prepares students for writing the senior honors thesis in Political Science. Provides guidance in framing a suitable topic, conducting preliminary research, and writing a prospectus. Prereq: Majors with honors standing

#### REINSTATED COURSE

PS 207 Introduction to Contemporary Political Theory (4-4) Satisfies Social Science group requirement.

#### PSYCHOLOGY (PSY)

#### NEW COURSE

PSY 399 Special Studies: [Topic] (1-5R) R when topic changes

#### REINSTATED COURSE

PSY 476/576 Language Acquisition (4)

#### RELIGIOUS STUDIES (REL)

#### NEW COURSES

(Subject previously taught as WST 399)

REL 318 Women in Judaism (4) Women and their roles in Judaism; emphasis on early modern and contemporary eras. Texts read include historical, literary, and theoretical documents. Approved to satisfy Arts and Letters group requirement and Identity, Pluralism, and Tolerance multicultural requirement.

(Subject previously taught as REL 410/510)

REL 420/520 Jewish and Christian Spiritual Autobiographies (4) An exploration of autobiographies written by Christians and Jews from late antiquity to the present. Emphasis on history of western spirituality and focus on Jewish and Christian religious commonalities and differences.

## ROMANCE LANGUAGES (SPAN)

SPAN 111 Intensive Beginning Spanish (6)

(Changed credits)

SPAN 111 Intensive Beginning Spanish (5)

SPAN 112 Intensive Beginning Spanish (6)

(Changed credits)

SPAN 112 Intensive Beginning Spanish (5)

## THEATER ARTS (TA)

### EXISTING COURSE CHANGES

TA 465 Writing for Performance (3)

(Changed title, credits, description)

TA 465 Playwriting (4) Writing for live performance in both traditional and non-traditional venues. Pre/coreq: Junior standing and instructor approval.

### NEW COURSE

(Subject previously taught as 410/510)

TA 474/574 Themes in Dramatic Literature: [Topic] (4R) [Graded only for majors] The intents, uses, and effects of dramatic literature with special regard for theatrical production and audience reception. R thrice for a maximum of 16 credits, when topic changes

Professional Schools and Colleges

## SCHOOL OF ARCHITECTURE AND ALLIED ARTS

### ART (ARTD)

### NEW COURSES



(Added to 400-level sections)

ARTD 507 Seminar: [Topic] (1-4R)

ARTD 508 Workshop: [Topic] (1-6R)

ARTD 510 Experimental Course: [Topic] (1-6R)

## PLANNING, PUBLIC POLICY AND MANAGEMENT (PPPM)

### OLD COURSES DROPPED

PPPM 623 Plan Making: Social Planning (4)

PPPM 639 Leadership and Organizational Change (4)

PPPM 660 Human Resource Management in Public Sector (4)

### EXISTING COURSE CHANGES

PPPM 424/524 Managing Public Money (4)

(Changed title, description)

PPPM 424/524 Public and Nonprofit Financial Management (4) Financial management decision and control processes in public agencies and nonprofit organizations. Financial resources (taxes, donations, grant, etc.) stewardship, expenditure systems, and capital project analysis.

PPPM 480/580 Managing Nonprofit Organizations (4)

(Changed title)

PPPM 480/580 Nonprofit Management I (4)

PPPM 612 Legal Issues in Planning (5)

(Changed credits)

PPPM 612 Legal Issues in Planning (4)

PPPM 613 Planning Analysis (4)

(Changed credits)

PPPM 613 Planning Analysis (5)

PPPM 618 Introduction to Public Policy and Management (4)

(Changed title, description, grading options)

PPPM 618 Introduction to Public Service (4) [Graded only for majors] History and theories of the core concepts and practices that provide the foundation for professional public service, with emphasis on the fields of public administration and planning.

PPPM 621 Plan Making: Environmental Analysis (4)

(Changed title, description)

PPPM 621 Environmental Analysis (4) Examines the technical and political factors that influence the practice of environmental planning and analysis.

## PPPM 624 Plan Making: Community and Regional Development (4)

(Changed title, description)

PPPM 624 Plan Making (4) Examines the technical and political factors that influence the practice of community and regional development. Includes how plans are made, implemented, and evaluated.

## NEW COURSES

(Subject previously taught as PPPM 410)

PPPM 331 Environmental Management (4) Introduction to environmental management. This course focuses on solutions to current population, pollution, and resource management problems.

PPPM 412 Internship Preparation (1) [P/N only] Orientation to the PPPM Internship Program including overview of public service organizations, assessment of career interests, and guided internship search. Required prerequisite for internship.

(Subject previously taught as PPPM 410/510)

PPPM 436/536 Social Planning Geographic Information Systems (5) This course is designed to augment students' existing GIS skills by applying those and new GIS skills to real-world projects, particularly in the area of social planning. Prereq: Introduction to GIS or instructor approval.

(Subject previously taught as PPPM 407/507)

PPPM 438/538 Transportation Issues in Planning: [Topic] (4R) This course introduces students to social implications of various transportation-related policies and practices: specific topics vary by term. R for a maximum of 8 credits.

PPPM 619 Planning and Public Policy Communications (2) [P/N only] Theory and practice of effective communication, including presenting ideas in oral, visual, and written forms; working with small and large groups; and using appropriate decision-making methods.

## COURSE REINSTATEMENT

PPPM 481/581 Resource Development for Nonprofit Organizations (4)

## COLLEGE OF EDUCATION

### EDUCATIONAL LEADERSHIP (EDLD)

EDLD 619 Adult Learning (3)

(Changed credits, grading options)

EDLD 619 Adult Learning (4) [Graded only for majors]

EDLD 692 Higher Education I: Governance and Organization (3)

(Changed credits, grading options)

EDLD 692 Higher Education I: Governance and Organization (4) [Graded only for majors]

EDLD 693 Higher Education II: Leadership and Management (3)

(Changed credits, grading options)

EDLD 693 Higher Education II: Leadership and Management (4) [Graded only for majors]

## NEW COURSES

EDLD 404 Internship (1-5R) [P/N only]

(Subject previously taught as EDLD 408)

EDLD 450/550 Data and Information Retrieval (1) [P/N only] Students learn a variety of multi-media information search and organization procedures for use with public libraries, web sites, and institutional-governmental clearinghouses.

EDLD 604 Internship (1-5R) [P/N only]

(Subject previously taught as EDLD 607)

EDLD 646 Action Research (4) Addresses issues in designing and implementing quasi-experimental studies in classrooms and using outcomes to enhance educational programs and provide professional development for teachers.

(Subject previously taught as EDLD 610)

EDLD 655 Analysis of Teaching and Learning (3) A foundations course designed to increase understanding of theories of learning and methodologies of teaching through analysis of relationship between teaching and learning.

(Subject previously taught as EDLD 607)

EDLD 656 Experimental Research Designs (4) An advanced course on using sophisticated analytical and statistical techniques to create data sets and interpret them to ascertain significance.

(Subject previously taught as EDLD 607)

EDLD 659 Professional Writing (4) [P/N only] Develops students' proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

(Subject previously taught as EDLD 610)

EDLD 661 Item Response Theory I (3) Theory and application of item response measurement models. Participation outcomes include knowledge of IRT models, terminology, and resources. Emphasis on popular models and underlying assumptions.

(Subject previously taught as EDLD 610)

EDLD 662 Item Response Theory II (3) Application of item response measurement models to current research. Applying theoretical knowledge to practical problems associated with measurement, data structure, and software operation. Prereq: EDLD 661.

(Subject previously taught as EDLD 607)

EDLD 680 Sociological Perspectives on Educational Policy (4) [Graded only] How sociological perspectives and research contribute to understanding educational policy, and how sociology has influenced the development and implementation of federal and state policy.

## MARRIAGE AND FAMILY THERAPY (MFT)

### NEW COURSES

(Subject previously taught as MFT 610)

MFT 615 Introduction to Marriage Family Therapy (3) [Graded only] Course is designed to be a survey of the distinct disciplines of marriage and family therapy.

(Subject previously taught as MFT 610)

MFT 616 Family Theory (3) [Graded only] Course surveys macro theories and their relationship to families and family therapy with emphasis on systems, communications, and ecological theories.

(Subject previously taught as MFT 610)

MFT 617 Families Across the Life Cycle (3) [Graded only] Focuses on the theoretical understanding of family relationships across the stages of the family life cycle and related to treatment strategies.

(Subject previously taught as MFT 610)

MFT 618 Research Methods in Counseling (4) [Graded only] Course is designed as an introduction to research theory, statistics, and quantitative and qualitative research methods.

(Subject previously taught as MFT 610)

MFT 619 Gender and Ethnicity (3) [Graded only] Purpose of this course is to bring about increased awareness and sensitivity regarding the role of gender and ethnicity in our work as family therapists.

(Subject previously taught as MFT 610)

MFT 620 Psychopathology and Behavior Deviations (3) [Graded only] Course is designed to introduce students to traditional diagnostic techniques and approaches, with particular emphasis on DSM-IV-TR.

(Subject previously taught as MFT 610)

MFT 621 Professional and Ethical Issues (4) [Graded only] Provides broad introduction to legal, ethical,

and professional standards for field of marriage and family therapy.

(Subject previously taught as MFT 610)

MFT 622 Stress and Family Crisis Intervention (3) [Graded only] Course is designed to provide students with solid theoretical base from which to address family stress management and crisis intervention within clinical practice.

(Subject previously taught as MFT 610)

MFT 623 Child and Family Assessment (3) [Graded only] Course is designed to foster assessment and intervention skills in working with young children, adolescents, and their families.

(Subject previously taught as MFT 607)

MFT 624 Group Psychotherapy (3) [Graded only] Provides overview of basic elements of group process including introduction to group work, guidelines for multicultural practice, ethical/professional issues in group practice, and group leadership.

(Subject previously taught as MFT 607)

MFT 625 Family Violence (3) [Graded only] Designed to create conceptual/skills-oriented foundation for psychotherapists in an effort to work safely/effectively with individuals who were battered, and individuals choosing to batter.

(Subject previously taught as MFT 607)

MFT 626 Human Sexuality in Counseling (3) [Graded only] Designed to help students further their understanding and clinical abilities in working with couples, with special emphasis on the role of intimacy and sexual relationships.

(Subject previously taught as MFT 607)

MFT 627 Advanced Family Therapy (3) [Graded only] Course designed to provide opportunity for advanced MFT students to continue in their developing understanding of elements and processes of change in systemic family therapy.

(Subject previously taught as MFT 607)

MFT 628 Contemporary Issues in Addiction (3) [Graded only] Course is designed to increase the conceptual understanding and skills of family therapists working with contemporary issues, with emphasis on addictions and addictions recovery.

(Subject previously taught as MFT 607)

MFT 629 Couples Therapy (3) [Graded only] Course examines key issues associated with effective couples therapy, including research findings, assessment, motivation, change, content and process, ethics, and social/macro considerations.

(Subject previously taught as MFT 607)

MFT 630 Existential and Spiritual Issues in Counseling (3) [Graded only] Provides opportunity for students/professionals to develop an understanding of the interplay of existential issues and spirituality

in the individual, marriage, and family therapeutic processes.

(Subject previously taught as MFT 607)

MFT 631 Families in Later Life (3) [Graded only] Covers personal and family topics related to later life issues.

## SPECIAL EDUCATION (SPED)

### OLD COURSES DROPPED

SPED 430/530 Introduction to Exceptionalities (3)

SPED 662 Foundations of Disability II (3)

### EXISTING COURSE CHANGE

SPED 406 Special Problems [Topic] (1-16R)

(Changed title)

SPED 406 Field Studies: [Topic] (1-16R)

### NEW COURSES

(Subject previously taught as SPED 662)

SPED 412/512 Foundations of Disability II (3) Overview of special education and disability-studies issues; social construction of disability, personal and family experiences and perspectives; service systems that support individuals with disabilities. Prereq: 411/511

(Subject previously taught as SPED 610)

SPED 611 Middle/Secondary Reading (3) [Graded only for majors] Course focuses on instructional strategies and content for reading instruction that meets the needs of middle and high school students with disabilities.

(Subject previously taught as SPED 610)

SPED 612 Middle/Secondary Writing (3) [Graded only or majors] Course focuses on instructional strategies and content for writing instruction that meets the needs of middle and high school students with disabilities.

(Subject previously taught as SPED 610)

SPED 613 Adolescent Development and Transition (3) [Graded only for majors] Provides an overview of theories and research on various aspects of adolescent development with emphasis on similarities/differences for students with and without disabilities.

(Subject previously taught as SPED 610)

SPED 614 School to Careers (3) [Graded only for majors] Focuses on issues and strategies for preparing adolescents and young adults with disabilities for the transition from school to future careers and continuing education.

(Subject previously taught as SPED 610)

SPED 615 Transition Assessment and Planning (3) [Grade only for majors] Provides overview and strategies of transition planning for youth with disabilities. Includes features, supports, resources, and incorporation into the IEP.

## LUNDQUIST COLLEGE OF BUSINESS

### BUSINESS ADMINISTRATION (BA)

#### NEW COURSE

(Subject previously taught as BA 705)

BA 740 Capstone Business Project (1-9R) [Graded only] Focuses on integration of functional areas of business. Includes writing a plan that applies knowledge and develops a course of action to accomplish organizational objectives. Prereq: Offered only through the Oregon Executive MBA program to OEMBA students in 2nd year of the program. R thrice for a maximum 9 credits.

### MANAGEMENT (MGMT)

#### EXISTING COURSE CHANGE

611 Managing Effective Organizations (3)

(Changed title)

MGMT 611 Managing Competitive Organizations (3)

## SCHOOL OF MUSIC

### MUSIC (MUS)

#### REINSTATED COURSE

Mus 635 Advanced Aural Skills (3)

## PHYSICAL ACTIVITY AND RECREATION SERVICES

## PHYSICAL EDUCATION

### NEW COURSES

(Subject previously taught as PEAE 399)

PEAE 341 Cross Training II (2R) [P/N only] Intermediate offering of our popular aerobic and weight training course. Two days a week are devoted to aerobic fitness and also to strength and conditioning. Prereq: PEAE 340 or equivalent. R once.

(Subject previously taught as PEMA 399)

PEMA 312 Jeet Kune Do II (1R) [P/N only] A martial art that teaches the dynamics of physical encounters through self defense. This is a discipline whose training methods can be adapted to each individual. Prereq: PEMA 311. R once.

(Subject previously taught as PEMA 399)

PEMA 322 Jiu Jitsu II (1R) [P/N only] Means "the gentle art," practiced non-competitively. Helping smaller individuals defend themselves against attack, this martial art uses leverage and technique, not power and strength. Prereq: PEMA 321. R once.

(Subject previously taught as PEMB 199)

PEMB 201 Gentle Yoga (1R) [P/N only] An entry level experience introduces the student to yoga, with adaptations for older students, or those with physical limitations such as prior injury or stiffness. R once.

(Subject previously taught as PEMB 399)

PEMB 302 Ashtanga Yoga (2R) [P/N only] The level of effort in Ashtanga distinguishes it from a traditional yogic emphasis on relaxation and helps the practitioner develop strength and stamina. Prereq: PEMB 212. R once.

### OTHER CURRICULAR MATTERS

### PENDING PROPOSALS

The following information is not provided for approval by the University Senate. It is to inform academic and administrative departments about the status of proposals received but not approved by the UO Committee on Courses during Spring 2002.

The committee will continue to consider new proposals and those completed since publication of the Winter 2002 Final Report. The committee will submit another quarterly report to the University Senate in December 2002. However, only proposals that were approved in the Fall 2001 Final Report will



appear in the 2002-2003 University of Oregon Catalog.

## EDUCATIONAL LEADERSHIP (EDLD)

EDLD 104, 412/512 , 421, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 621

## PROPOSALS DENIED

## PHYSICAL EDUCATION (PEL)

## NEW COURSES

PEL 301 Action Leadership (1R) [P/N only] No syllabus provided.

## PLANNING, PUBLIC POLICY AND MANAGEMENT (PPPM)

PPPM 630 Computer Applications in PPPM (3) [P/N only] The committee felt this was a basic computer course and recommends it be offered as a non-credit workshop.

## UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS

### GROUP-REQUIREMENT POLICIES

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

1. Group-satisfying courses proposed by departments or individual faculty members must be reviewed by both the College of Arts and Sciences Curriculum Committee and the University Committee on Courses before submission to the University Senate.
2. Group-satisfying courses must be numbered at the 100, 200, and 300 levels. Lower-division courses must be offered annually and upper division courses at least biannually. Approved courses must be at least 4 credits each [Senate Resolution US 9900-6, February 9, 2000].
3. No more than three courses with the same subject code may be counted by a student as satisfying group requirements.
4. Group-satisfying courses in art and letters, social science, and science must meet the following criteria:
  - a. Group-satisfying courses in arts and letters must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. Proposed courses must be demonstrably

liberal in nature and broad in scope. Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.

b. Group-satisfying courses in the social sciences must be liberal in nature rather than professionally oriented or devoted in substantial measure to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad (e.g., involving more than one issue, place, or time). Courses with emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.

c. Group-satisfying courses in the sciences should introduce students to the foundations of one or more scientific disciplines, or provide a scientific perspective on a major problem facing society, or provide an introduction to scientific methods (including the use of mathematics and computers) used within or among disciplines.

5. In particular:

a. Courses designed primarily for majors are not excluded a priori from group status.

b. Courses in methods or statistical analysis are excluded in the social sciences, but courses in theory construction are acceptable.

c. Laboratory courses are not excluded from group-satisfying status in the sciences.

d. Qualifying courses in arts and letters cannot focus on teaching basic skills, so first-year German, for example, could not qualify for group status, but reading Goethe in German might.

## SUSTAINABLE COURSE DESCRIPTIONS

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

In several cases, departments had not offered a specialized course under a course number and title specified in the catalog. Yet, similar courses had been taught regularly in the department in various formats, under experimental numbers (410, 510, 610), or under the general designations for special topics seminars, workshops, or practicums (the 4/5/6 06,07,08,09 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 representatives in the catalog of subjects that are taught by a department and are part of the regular curriculum. Dropping that course could make it appear that a department offered no courses in that course's subject area.

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

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

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

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

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

## MULTICULTURAL-CATEGORY DEFINITIONS

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

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

Category C: International Cultures. The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B—namely, race and ethnicity, pluralism and monoculturalism, and/or prejudice and tolerance—or explicitly describe and analyze a world-view—i.e., a system of knowledge, feeling, and belief—that is substantially different from those prevalent in the 20th-century United States.

## CRITERIA FOR ADDING AN "H" SUFFIX TO A COURSE NUMBER

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

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

1. Students enrolling should have a cumulative GPA of at least 3.3 in their major.
2. The content of the class, and the level of analysis, should be significantly deeper than for non-honors classes.
3. Class size should be small enough to promote intensive student participation.
4. The faculty member(s) teaching the course should be available for close advising outside of class.

## SUGGESTIONS FOR REVISING DEFINITIONS OF UNDERGRADUATE MAJORS, MINORS, CERTIFICATES

### MAJOR

#### Definition

Courses in designated primary subject areas/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/her major work from several of the disciplines or subject areas in the social sciences (e.g. sociology, political science, 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 discipline that already has a pre-existing major or sponsored by department.

## CERTIFICATE

### Definition

An approved academic award given in conjunction with the satisfactory completion of a program of instruction requiring one year or more, but less than four years, of full-time equivalent post-secondary 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. Sponsoring department must provide guidance - template/check list, name of an advisor, with notice that student must consult an advisor to apply for certificate at least two terms prior to graduation.

## RO Home Page

*Questions for this page? Send them to the Registrar's Office.*

*[registrar@oregon.uoregon.edu](mailto:registrar@oregon.uoregon.edu)*

Registrar | 220 Oregon Hall, 5257 University of Oregon, Eugene, Oregon 97403-5257 | (541) 346-3243,  
fax(541) 346-5815, transcript fax(541) 346-6682