

FINAL WINTER 2004 CURRICULUM REPORT

Passed, as amended, by the University Senate on March 10, 2004

OVERVIEW

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

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

The committee will continue to consider new proposals and those completed since publication of the Winter 2004 Final Report. The committee will submit another quarterly report to the University in May 2004. However, only proposals that were approved in the Winter 2004 Final Report will appear in the 2005-2006 *University of Oregon Catalog*.

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:

- ✓ Proposals to the Committee on Courses must be submitted on electronic forms, available on the CAS web site, <http://casweb.uoregon.edu/scripts/index.asp>. Arrangements for access may be made with Peter Campbell in the CAS office, knroc@cas or 6-3336. Proposals submitted on old forms will be returned, without review, to academic departments, schools, or colleges.
- ✓ If there is any question that a proposed new or changed course might duplicate coverage in an existing course from another department or school, the proposing department must gain written confirmation that the other department has been consulted and does not object to the new or changed course.
- ✓ Proposals for new courses should be accompanied by full syllabi.
- ✓ 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.
- ✓ 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.
- ✓ The minimal requirements for general education status of a course are regarded as necessary, but not always sufficient, for inclusion of a course as part of a comprehensive general education program at the University.

Group satisfying courses are intended to provide students with a cohesive general-education program. Proposals for group satisfying status of a course should explain how the course enhances general education at

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the University, explicitly stating how the course would compliment other group satisfying courses, and which other courses would be especially suitable for students to take in accompaniment. Approved on March 10, 2004

According to University Senate legislation, courses submitted for group-satisfying status must be submitted to the Inter-College General Education Committee. That committee reviews all group-satisfying proposals at the end of the University Committee on Courses review period.

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

Courses may not be both group-satisfying and repeatable for credit.

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

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

- ✓ The UO Committee on Courses has established the policy that the phrase "or instructor's consent" will no longer 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 need to assume enrollment management, and must preauthorize each student individually, with this option. Approved on March 10, 2004.

March 10, 2004: University Senate considers Winter 2004 preliminary report of the University Committee on Courses.

July 2004: Publication of 2004-2005 University of Oregon Catalog. The changes in this report will first appear in the 2004-2005 catalog.

MOTION

The University of Oregon Committee on Courses moves that Proposed Course Changes for Fall 2004 (unless otherwise stated) and Other Curricular Matters be approved. If approved, changes are effective Fall 2004 unless stated otherwise. Changes in this report will first appear in the 2005-2006 catalog.

Members, University of Oregon Committee on Courses

Voting: Paul Engelking, Chair
David Boush
Virpi Zuck

Ex Officio: Jack Bennett
Herb Chereck
Toby Deemer
Frances Milligan

Student: Cory Portnuff

Staff: Linda Adkins
Gayle Freeman

College of Arts and Sciences

CHEMISTRY (CH)

NEW COURSES

(Subject previously taught as CH 410/510 in Summer 2003)

CH 657 Organometallics in Organic Synthesis (4) Graded only. Fundamental concepts in organometallic structure and bonding. Organometallic reaction mechanisms. Organometallic reactions in organic synthesis. Prerequisite: instructors consent.

(Subject previously taught as CH 410/510 in Summer 2003)

CH 658 Synthetic Organic Reactions (4) Graded only. Each day starts with lecture followed by a structured laboratory exercise to perform examples of the reaction. Different reaction each day. Prerequisite: instructors consent.

(Subject previously taught as CH 410/510 in Summer 2003)

CH 659 Advanced Synthesis Laboratory (4) Graded only. Multi-step syntheses of diverse target molecules. Prerequisite: instructors consent.

(Subject previously taught as CH 610)

CH 667 Polymers: Synthesis, Characterization, Processing (4) Graded only. Methods of polymer synthesis and characterization; kinetics and mechanisms of the principal polymerization reactions. Introduction to mechanical properties and fabrication techniques. Prerequisite: instructors consent.

(Subject previously taught as CH 610)

CH 668 Physical Chemistry of Polymers and Coatings (4) Graded only. Statistical and thermodynamic models for the equilibrium configuration, conformation, structure, mechanical properties, and phase transitions of polymer solutions, dense melts, liquid crystals Prerequisite: instructors consent.

(Subject previously taught as CH 610)

CH 669 Polymer Synthesis and Characterization Laboratory (4) Graded only. Preparation and physical characterization of polymers; emphasis on polymers of commercial interest Prerequisite: instructors consent.

(Subject previously taught as CH 610)

CH 677 Semiconductor Device Physics (4) Graded only. Elementary theory of inorganic solids; electronic structures and transport properties of semiconductors. Basic theory of semiconductor devices including diodes, transistors, mosfets, and optoelectronic devices Prerequisite: instructors consent.

(Subject previously taught as CH 610)

CH 678 Semiconductor Processing and Characterization Techniques (4) Graded only. Solid-state and surface chemistry of inorganic semiconductors as it pertains to microelectronic devices Prerequisite: instructors consent.

(Subject previously taught as CH 610)

CH 679 Device Processing and Characterization Laboratory (4) Graded only. Design, fabrication, and testing of semiconductor devices with an emphasis on wafer processing and device realization Prerequisite: instructors consent.

COMPUTER AND INFORMATION SCIENCE (CIS)

EXISTING COURSES CHANGES

(Change prerequisite)

CIS 315 Intro to Algorithms (4)

Prerequisite: CIS 313, 323, MATH 233

(Change prerequisite)

CIS 415 Operating Systems (4)

Prerequisite: CIS 313, 314, 323

(Change prerequisite)

CIS 429 Computer Architecture (4)

Prerequisite: CIS 313, 314, 323

(Change prerequisite)

CIS 443/543 User Interfaces (4)

Prerequisite: CIS 313, 314, 323

COLLEGE SCHOLARS (CAS)

NEW COURSES

CAS 210 Humanities College Scholars Circle (1R) P/NP only. Lecture and discussion on conducting student research in the humanities. Students present research based on academic course work. Invited faculty members model effective presentations and interaction. **R** twice for a maximum of 3 credits.

CAS 220 Sciences College Scholars Circle (1R) P/NP only. Lecture and discussion on conducting student research in the sciences. Students present research based on academic course work. Invited faculty members model effective presentations and interaction. **R** twice for a maximum of 3 credits.

CAS 230 Social Sciences College Scholars Circle (1R) P/NP only. Lecture and discussion on conducting student research in the social sciences. Students present research based on academic course work. Invited faculty members model effective presentations and interaction. **R** twice for a maximum of 3 credits.

ENGLISH (ENG)

COURSES DROPPED

ENG 696 Women and Literature: [Topic] (5)

GEOGRAPHY (GEOG)

DROPPED COURSES

GEOG 207 Geography of the United States (4)

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EXISTING COURSE CHANGES

GEOG 311 Maps and Geospatial Analysis (4)

(Changed Title)

GEOG 311 Maps and Geospatial Concepts (4)

NEW COURSES

(Subject previously taught as GEOG 207 Geography of the United States)

GEOG 208 Geography of United States and Canada (4)

Historical and geographical analysis of the physical and human geography of the U.S. and Canada. Topics include physical regions, settlement patterns, economic development, and urbanization

(Subject previously taught as GEOG 410/510)

GEOG 415/515 Qualitative Methods in Geography (4) Explores conceptual and practical dimensions of qualitative research. Includes linking theory and method; research question formulation; project design; ethics; data gathering, analysis and presentation. Prerequisite: one course from GEOG 311, 341, 342, 343.

(Subject previously taught as GEOG 410/510)

GEOG 461/561 North American Cultural Landscapes (4) Examines the origin and evolution of cultural landscapes in North America through historical and contemporary sources, and draws upon the local region for student projects. Prerequisite: one course from GEOG 341, 342, 343 *Approved to satisfy Multicultural Requirement American Cultures.*

GEOG 610 Experimental Course (1-5R) Effective Summer 2004.

GERMANIC LANGUAGES AND LITERATURES (GER)

EXISTING COURSE CHANGES

GER 317 Study in Germany (4)

(Changed General education requirements)

GER 317 Study in Germany (4) *Approved to satisfy Group 1, Arts & Letters.*

GER 356 German Fairy Tales (4)

(Changed General education requirements)

GER 356 German Fairy Tales (4) *Approved to satisfy International Cultures multicultural requirement.*

HISTORY (HIST)

NEW COURSES

HIST 419/519 African Regional Histories [Topic] (4R) Examines the historiography of specific nations and/or regions: Swahili coast; Tanzania (formerly Tanganyika); urban South Africa 1870s to 1970s; West African slavery. Fair. **R** twice for a maximum of 12 credits

REINSTATED COURSES

HIST 445/545 Tsarist and Imperial Russia: [Topic] (4R) Effective Spring 2004.

JUDAIC STUDIES (HBRW)

EXISTING COURSE CHANGES

(Change grading option)

HBRW 311 Biblical Narrative (4)

Optional for all students, Graded only for majors

(Change grading option)

HBRW 312 Biblical Poetry (4)

Optional for all students, Graded only for majors

(Change grading option)

HBRW 313 Biblical Literature (4)

Optional for all students, Graded only for majors

LINGUISTICS (AEIS, LING, LT)

COURSES DROPPED

AEIS 81 English Pronunciation for International Students (2)

EXISTING COURSES

(Previously taught as LING 441/541)

LT 441/541 Teaching English Pronunciation (4)

(Previously taught as LING 445/545)

LT 445/545 Language Teaching Methods (4)

(Previously taught as LING 446/546)

LT 446/546 Language Teaching Practice (4)

NEW COURSES

LT 428/528 Teaching English Culture and Literature (4) [Graded only for majors] Issues in teaching English as a global language. Interaction between language and culture. Application to teaching of literature. Teaching focus: British and North American literature.

LT 448/548 Curriculum and Materials Development (4) [Graded only for majors] Introduction to the elements of curriculum design and related materials development. Rational basis for the development and implementation of language curriculum. Practical application. Prerequisite: LT 446/546 or equivalent

LT 449/549 Testing and Assessment (4) [Graded only for majors] Principles and types of language testing, particularly classroom testing. Test design and integration into curriculum. Test planning for purpose, age group and teaching situation. Prerequisite: LT 4/548 or equivalent

LT 611 Terminal Project (1-4R) [Graded only for majors] A two-term course required to completed an M.A. in language teaching specialization. Individual projects. Weekly group sessions provide guidance. **R** four times for a maximum of 20 credits.

PHILOSOPHY (PHIL)

COURSES DROPPED

PHIL 215 Philosophy and Feminism (4)

NEW COURSES

(Subject previously taught as PHIL 215)

PHIL 315 Introduction to Feminist Philosophy (4) Introduces basic questions of philosophy through topics central to feminism. *Note: Course no longer satisfies Group 1 Arts & Letters or Identity, Pluralism multicultural requirements.*

(Subject previously taught as 399)

PHIL 332 Philosophy of Film (4) Explores questions about the aesthetic dimensions of film, its relation to the other arts, and the treatment of philosophical questions in films. *Approved to satisfy Group 1 Arts & Letters requirement.*

PHIL 440/540 Environmental Philosophy: [Topic] (4R) Pursues advanced questions in environmental philosophy concentrating on a particular tradition or problem area. Prereq: PHIL 340 **R** once for a maximum of 8 credits

PHYSICS (PHYS)

NEW COURSES

PHYS 290 Introductory Physics Laboratory (1R) Introduction to laboratory measurements, reports, instrumentation, and experimental techniques. Corequisite: PHYS 251, 252 or 253. **R** twice for a maximum of 3 credits.

POLITICAL SCIENCE (PS)

NEW COURSES

(Subject previously taught as PS 410/510)

PS 440/540 Causes and Prevention of War (4) [Graded only for majors] Surveys theories of causes of war; focuses on major theories of prevention; case studies from World War I, World War II, and other wars.

RELIGIOUS STUDIES (REL)

NEW COURSES

REL 418/518 Martyrdom (4) Exploration of themes of sacrifice and martyrdom in ancient and medieval literatures of the Abrahamic traditions. Comparative approach to development of concepts within and across religious boundaries.

ROMANCE LANGUAGES (SPAN)

EXISTING COURSE CHANGES

SPAN 150 Cultural Legacies of Spain (4)
(Changed Title)

SPAN 150 Cultures of the Spanish-Speaking World (4)

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RUSSIAN AND EASTERN EUROPEAN STUDIES (RUSS)

REINSTATED COURSE

RUSS 301 Readings in Russian Literature (4) Effective Winter 2004

Professional Schools and Colleges

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

LANDSCAPE ARCHITECTURE (LA)

COURSES DROPPED

LA 485/485 Contemporary American Landscape (4)

NEW COURSES

(Subject previously taught as LA 4/585)

LA 375 Contemporary American Landscapes (4) Evolution of the Contemporary American Landscape as an expression of American culture.

REINSTATED COURSES

LA 411/511 Oregon Landscape Planning (4-4) Effective Spring 2004

PLANNING, PUBLIC POLICY AND MANAGEMENT (PPPM)

NEW COURSES

(Subject previously taught as PPPM 607)

PPPM 633 Public Management (4) [Graded only for majors] Theory and practice of public service management, leadership and organizational capacity building, including key management activities for developing effective public service organizations.

CHARLES H LUNDQUIST COLLEGE OF BUSINESS

FINANCE (FIN)

EXISTING COURSE CHANGES

FIN 671 Theory of Finance (3)
(Changed Title, Description)

FIN 671 Advanced Financial Management (3)

Application of financial principles to problems of valuation, capital budgeting, and financial policy.

MARKETING (MKTG)

REINSTATED COURSE

Marketing 662 Marketing Communications (3) Effective Winter 2004

COLLEGE OF EDUCATION

MARRIAGE & FAMILY THERAPY (MFT)

COURSES DROPPED

MFT 631 Families in Later Life (3)

EDUCATIONAL LEADERSHIP (EDLD)

EXISTING COURSE CHANGES

EDLD 404 Internship (1-5R)

(Changed Credits)

EDLD 404 Internship (1-12R)

EDLD 604 Internship (1-5R)

(Changed Credits)

EDLD 604 Internship (1-12R)

EDLD 659 Professional Writing (4) Pass/No Pass only

(Changed Grading options)

EDLD 659 Professional Writing (4) Optional grading

EDLD 709 Practicum [Topic] (1-16R) Pass/No Pass only

(Changed Grading options)

EDLD 709 Practicum: [Topic] (1-16R) Optional grading

NEW COURSES

(Subject previously taught as EDLD 607)

EDLD 647 Professional Issues in Education I (1) P/NP only. Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation.

(Subject previously taught as EDLD 607)

EDLD 648 Professional Issues in Education II (1) P/NP only. Continued examination of the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation.

(Subject previously taught as EDLD 607)

EDLD 649 Professional Issues in Education III (1) P/NP only. Continued examination of the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation.

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(Subject previously taught as EDDL 609)

EDLD 684 Master's Project Proposal (1) P/NP only. Work under the guidance of student's faculty adviser to clarify research topics and identify data sources and interpretation for the master's project for initial administrator licensure.

(Subject previously taught as EDDL 609)

EDLD 685 Master's Project (1-6) P/NP only. Culminating activity for students seeking initial administrator licensure master's degree. Work under the guidance of assigned faculty adviser to complete the master's project. Prereq: instructor's consent.

COMMUNICATION DISORDERS AND SCIENCES (CDS)

NEW COURSES

CDS 668 Issues in Diversity (1) Graded only. Increases students' cross-cultural competence, enabling them to deal effectively and sensitively with families and children from different cultures in the United States. Prerequisite: major standing

CDS 669 Congenital Syndromes and Communication Disorders (1) Graded only. Enables students to work with individuals who have speech, language and/or hearing disorders associated with congenital syndromes. Prerequisite: major standing

SCHOOL OF JOURNALISM AND COMMUNICATION

EXISTING COURSE CHANGES

(Prerequisite correction)

465/565 Cyberjournalism (4)

Prerequisite: J 361 or J 432/532

SCHOOL OF MUSIC

DROPPED COURSES

MUS 485/585 Advanced Choral Conducting (3)

EXISTING COURSE CHANGES

MUE 326 Foundations of Music Education (3)

(Changed Description)

MUE 326 Professional orientation for prospective school music teachers; curricular, historical, philosophical, and social foundation of music education; ethical, professional, and social aspects of teaching; comprehensive field experience.

MUE 391 Voice Pedagogy (1)

(Changed Title, Credits, Description)

MUE 391 Choral Pedagogy (3)

Study of vocal health and pedagogy appropriate for studio, class and choral ensemble instruction combined with training in foreign language and ensemble diction. Prerequisite: three terms of voice

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MUE 412/512 Teaching Methods: Elementary Choral and General (3)
(Changed Title, Description)

MUE 412/512 Elementary Music Methods (3)

Introduction to a variety of skills and techniques necessary for successful music teaching in elementary school settings.

MUE 413/513 Teaching Methods: Secondary Choral and General (3)
(Changed Title, Description)

MUE 413/513 Secondary Choral Methods (3)

Secondary choral music curriculum, teaching methods, sight-singing and music literacy, developing independent musicians, philosophical and social foundation of vocal music education in the public schools. Prerequisite: MUS 485/585, MUE 391; corequisite: MUE 409, MUS 397.

MUE 420/520 Orff-Kodaly (3)
(Changed Title, Description)

MUE 420/520 Contemporary Methods (3)

Study of contemporary methodologies used in the planning and implementation of musical experiences for children in elementary school, including Dalcroze, Kodály, Orff, and Comprehensive Musicianship. Prerequisites: MUE 412/512.

MUE 430/530 Music Classroom Ecology and Management (3)
(Changed Title, Description)

MUE 430/530 Music Classroom Management (3)

Techniques in classroom management; crises prevention and intervention; techniques for providing a safe and positive classroom environment; professional ethics and legal expectations.

MUJ 474/574 Jazz Repertoire I (2)
(Changed Credits, Description)

MUJ 474/574 Jazz Repertoire (3)

Development of professional performance skills in improvisation through the study of traditional jazz repertoire.

MUJ 475/575 Jazz Repertoire II (2)
(Changed Credits, Description)

MUJ 475/575 Jazz Repertoire II (3)

Development of professional performance skills in improvisation through the study of traditional jazz repertoire.

MUJ 476/576 Jazz Repertoire III (2)
(Changed Credits, Description)

MUJ 476/576 Jazz Repertoire III (3)

Development of professional performance skills in improvisation through the study of traditional jazz repertoire.

MUS 240 Composition I (3)
(Changed Prerequisite)

MUS 240 Composition (3)

Prerequisite: MUS 132, 135 or equivalent

NEW COURSES

(Subject previously taught as MUS 399)

MUS 357 Celtic Music (4) Explores music and culture of Ireland, Scotland, Wales, and Brittany. History, culture, and both modern and old performance styles studied. *Approved to satisfy International Cultures multicultural requirement.*

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(Subject previously taught as MUS 399)

MUS 379 Music For Dancing (4) Introduction to music for dancing in theater and film; emphasizes ballet (Tchaikovsky, Stravinsky) and American popular music by African-American artists (Ellington, James Brown). *Approved to satisfy American Cultures multicultural requirement.*

(Subject previously taught as MUS 485/585)

MUS 484/584 Choral Conducting and Literature (3R)

Choral conducting, gesture and communication, rehearsal technique, and choral literature appropriate for secondary school choral music programs (grades 6-12), community youth choirs and collegiate ensembles. R once for a maximum of 6 credits

(Subject previously taught as MUS 605)

MUS 614 Introduction to Musicology (4) Graded only. Introduces musicology and several of its subfields; includes current and recent arguments. Prerequisite: major standing

PHYSICAL ACTIVITY AND RECREATION SERVICES

EXISTING COURSE CHANGES

PEMA 211 Fencing I (1R)

(Changed Credits, Repeatability)

PEMA 211 Fencing I (1-2R)

R once for a maximum of 2 credits

PEMA 212 Fencing II (1R)

(Changed Credits, Repeatability)

PEMA 212 Fencing II (1-2R)

R once for a maximum of 2 credits

PEMB 211 Hatha Yoga I (1R)

(Changed Credits, Repeatability)

PEMB 211 Hatha Yoga I (1-2R)

R once for a maximum of 2 credits

PEMB 212 Hatha Yoga II (1R)

(Changed Credits, Repeatability)

PEMB 212 Hatha Yoga II (1-2R)

R once for a maximum of 2 credits

NEW COURSES

(Subject previously taught as 399)

PEAS 377 SCUBA: Equipment (1R) P/NP only. Theory, principles, operation, care, and maintenance of diving equipment. Prereq: PEAS 368. R once for a maximum of 2 credits.

(Subject previously taught as 399 in Spring 03, Fall 03, Winter 04)

PEAS 378 SCUBA: Nitrox (1R) P/NP only. Principles and application of use of enriched air in diving. Limits, safety, acceptable O₂ uses, and use of a dive computer. Prereq: PEAS 368. R once for a maximum of 2 credits.

PEIA 301 Lacrosse (Women)(1R) P/NP only. Offered for lacrosse student-athletes spring term. Prereq: athletic department lacrosse athletes only. R once for a maximum of 2 credits.

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(Subject previously taught as 399)

PEOL 392 Backcountry Survival (1R) P/NP only. Designed for hikers, hunters, skiers, showshoers, snowmobilers and others who venture into backcountry areas in the cold, wet, and windy months. Prerequisite: 285, 371 or equivalent
Repeatable once for a maximum of 2 credits.

REINSTATED COURSES

PEMA 242 Judo II (1-1R) Effective Fall 2004

Other Curricular Matters

COLLEGE OF ARTS AND SCIENCES

New premajor and major in Mathematics and Computer Science approved by the Undergraduate Council. Effective Fall 2004.

The Department of Linguistics has added a new subject code of LT, Language and Teaching. Effective Fall 2004.

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

New Graduate Certificate in Museum Studies approved by the Oregon University System. Effective Spring Term 2004.

OREGON MASTER OF SOFTWARE ENGINEERING PROGRAM

The Oregon Master of Software Engineering program (OMSE) is transferred to Portland State University and the UO will no longer admit students. Students currently enrolled in the UO program must complete their OMSE degrees by June, 2007.

COURSE PROPOSALS DENIED

The following information is provided to inform the University Senate, academic and administrative departments, about proposals not approved by the UO Committee on Courses.

ARCHITECTURE (ARCH)

EXISTING COURSE CHANGES

ARCH 434/534 Vernacular Building (3)

Proposal for 434 to satisfy multicultural requirement denied.

INTERIOR ARCHITECTURE (IARC)

EXISTING COURSE CHANGES

IARC 204 Survey of Interior Architecture (4)

Proposal for course to satisfy Group 1, Arts & Letters denied.

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FINANCE (FIN)

FIN 461 Financial Analysis and Valuation (4)

Number change from FIN 473 denied.

MARRIAGE AND FAMILY THERAPY (MFT)

EXISTING COURSE CHANGES

Request to change subject code **MFT** to **CFT** and department name from Marriage and Family Therapy to Couples and Family Therapy denied.

EDUCATIONAL LEADERSHIP (EDLD)

EXISTING COURSE CHANGES

EDLD 708 Workshop: (Topic) (1-16R)

Change grading option. Course is already optional grading.

NEW COURSES DENIED

EDLD 686 Master's Project (1-6)

EDLD 698 Literature Synthesis Examination (1)

EDLD 699 Comprehensive Examination (1)

PENDING COURSE PROPOSALS

The following information is provided to inform the University Senate, academic and administrative departments, about deferred proposals which will be reviewed by the UO Committee on Courses during spring 2004.

GEOGRAPHY (GEOG)

GEOG 208 Geography of United States and Canada (4)

Request to satisfy American Cultures multi-cultural requirement.

POLITICAL SCIENCE (PS)

NEW COURSES

PS 346 Terrorism, Weapons of Mass Destruction, Nonproliferation (4)

PS 479/579 U.S. Interventions in Third World (4)

LANDSCAPE ARCHITECTURE (LA)

LA 375 Contemporary American Landscapes (4)

Request to satisfy Group 1, Arts & Letters requirements.

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SCHOOL OF MUSIC

EXISTING COURSE CHANGES

MUE 442/542 Teaching Singing in the Classroom (3)

MUE 444/544 Choral Music and Materials for Schools (3)

MUS 379 Music for Dancing (4)

Request to satisfy Group 1, Arts & Letters pending

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. Not only read by prospective students, it is the best, concise, description of a course by those who teach it that is available to students and colleagues. The University Committee on Courses uses course syllabi in its review of courses. To maximize a course the usefulness of a syllabus to students and faculty, it is suggested that it 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. Place in Curriculum
 - Group requirement satisfying? (Explain why)
 - Multicultural requirement satisfying? (Explain why)
 - Other general education requirement satisfying?
 - Satisfying other major or program requirement?
 - Preparatory for other courses?
 - Prerequisites or other suggested preparation.
6. Format (Lecture, Discussion, Lab, . . .)
7. Outline of subject and topics explored
8. Course materials (Texts, books, readings, . . .)
9. Expectations for students
 - Explicitly (by pages assigned, lengths of assignments, etc.), or by
 - Expected student engagement (see suggested Student Engagement Inventory)
 - Readings
 - Problems
 - Attendance
 - Project
 - Writing
 - Laboratory
 - Field work
 - Electronic media/network/online
 - Performance
 - Presentation
 - Tests
 - Differential expected for graduate work for joint 400/500 level courses.
10. Assessment
 - Methods (testing, homework, . . .)
 - Times or frequency
 - Grading policy

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

STUDENT ENGAGEMENT INVENTORY

To aid in assigning student credit hours uniformly to courses in the curriculum, the committee inventories the amount of student engagement in a course. The committee has found the following tool to be useful. Departments preparing course proposals are invited to use this, when deciding how many SCH units to request for a proposed course, and encouraged to report to the committee how this tool may be improved for their use.

Please identify the number of hours a typical or average student would be expected to spend in each of the following activities. The general guideline is that each credit should reflect 30 hours of student engagement. Therefore, a 3-credit course would engage students for 90 hours total among the activities listed below, whereas a 4-credit course would list 120 hours of activities in which students are engaged over the course of the term.

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
Performances /creative activities	Actual or estimated time a student would spend or be expected to spend outside of class hours engaged in preparing for required performance or creative activity

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

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

1. Group-satisfying courses proposed by departments or individual faculty members must be reviewed by both the 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.

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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 3.30 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.

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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.