

FINAL SPRING 2005 CURRICULUM REPORT

Passed, as amended, by the University Senate on May 11, 2005

OVERVIEW

The body of this report consists of two major sections: **Course Proposals reviewed spring 2005** and **Other Curricular Matters**. Policies and definitions governing group and multicultural general-education requirements are under **Other Curricular Matters**.

Course proposals approved by both the University Committee on Courses (UOCC) and the University Senate are effective fall term 2005, unless a specific term is requested by an academic department and stated otherwise in this report.

The UOCC will consider new proposals during fall term and will submit a fall quarterly report to the University Senate in November 2005.

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

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

LOOKING AHEAD

- May 11, 2005:** University Senate considers spring 2005 preliminary report of the University of Oregon Committee on Courses.
- July 2005:** Publication of 2005–6 *University of Oregon Catalog*. The changes in the spring report will first appear in this catalog.
- September 14, 2005:** **Curricular proposals for consideration in the fall round must be submitted to the provost's office.**
- November 30, 2005:** University Senate considers fall 2005 preliminary report of the University of Oregon Committee on Courses.
- December 26, 2005:** **Curricular proposals for consideration in the winter round must be submitted to the provost's office.**
- March 8, 2006:** University Senate considers winter 2006 preliminary report of the University of Oregon Committee on Courses.
- March 22, 2006:** **Curricular proposals for consideration in the spring round must be submitted to the provost's office.**
- May 10, 2006:** University Senate considers spring 2006 preliminary report of the University of Oregon Committee on Courses.

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Members, University of Oregon Committee on Courses

Voting: Paul Engelking, Chair
Jack Boss
David Boush
Paul Peppis
Virpi Zuck

Ex Officio: Jack Bennett
Herb Chereck
John Crosiar
Toby Deemer
Scott Skelton

Student: None

Staff: Linda Adkins
Gayle Freeman

Motion

The University of Oregon Committee on Courses moves that the following course proposals and Other Curricular Matters, be approved.

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

College of Arts and Sciences

ANTHROPOLOGY

COURSE CHANGES

ANTH 280 Introduction to Language and Culture (4)
(Add group satisfying status)

ANTH 280 Introduction to Language and Culture (4) *Approved to satisfy Group II: Social Science general education requirement.*

ASIAN STUDIES PROGRAM

NEW COURSES

ASIA 350 What is Asia: Theoretical Debates (4) [Graded only for majors] An interdisciplinary seminar designed to introduce students to current theoretical debates about Asia, modernization, and area studies. Prereq: One-upper division course about Asia, excluding languages. *Approved to satisfy Category C: International Cultures multicultural requirement.*

COMPARATIVE LITERATURE PROGRAM

COURSE CHANGES

COLT 101 Literature, Language, Culture (4)
(Changed title, description)

COLT 101 Introduction to Comparative Literature (4)

Introduction to the comparative study of literature. World literature, emphasis on literary genre, historical period. *Satisfies Group I: Arts and Letters general education requirement and approved to satisfy Category B; Identity, Pluralism and Tolerance multicultural requirement.*

NEW COURSES

COLT 102 Introduction to Comparative Literature (4) [Graded only for majors] Introduction to the comparative study of literature. World literature in its social and political contexts. *Approved to satisfy Group I: Arts and Letters general education requirement and Category C: International Cultures multicultural requirement.*

EAST ASIAN LANGUAGES & LITERATURE

COURSE CHANGES

EALL 209 Language and Society in East Asia (4)

(Change effective term)

EALL 209 Language and Society in East Asia (4) *New course, effective spring 2005.*

INTERNATIONAL STUDIES

COURSE CHANGES

INTL 433/533 Childhood and Cross-Cultural Perspective

(Corrected title)

INTL 433/533 Childhood in Cross-Cultural Perspective

PHYSICS

DROPPED COURSES

PHYS 602 Supervised College Teaching (1-16R)

(UOCC Administrative action)

COURSE CHANGES

PHYS 290 Introductory Physics Lab (1R)

(Changed title)

PHYS 290 Foundations of Physics Laboratory (1R)

NEW COURSES

PHYS 355 Introduction to Optics (4) Topics include geometric optics, imaging with lenses, reflection, refraction, interference and wave superposition. Prereq: PHYS 351.

REINSTATED COURSES

PHYS 103 Essentials of Physics (4) *Reinstatement includes original Group III, Science general education requirement status.*

POLITICAL SCIENCE

NEW COURSES

PS 448/548 Racial Politics in the United States I (4) [Graded only for majors] This course considers how race has interacted with political development in the US over time. It covers the colonial period through the New Deal. *Approved to satisfy Category A: American Cultures multicultural requirement.*

PS 449/549 Racial Politics in the United States II (4) [Graded only for majors] This course considers how race has interacted with political development in the US over time. It covers the New Deal to the present. *Approved to satisfy Category A: American Cultures multicultural requirement.*

PSYCHOLOGY

NEW COURSES

(Subject previously taught as HC 211H)

PSY 201H Honors Mind and Brain (4) Graded only. Introduction to psychology for prospective honors students in psychology or students in the Clark Honors College. Topics include perception, memory, learning, and cognition. Open to students with a UO GPA greater than or equal to 3.5, or high school GPA greater than or equal to 3.8, or student in Clark Honors College. Prereq: instructor consent. *Approved to satisfy Group III: Science general education requirement.*

(Subject previously taught as HC 212H)

PSY 202H Honors Mind and Society (4) Graded only. Introduction to psychology for prospective honors students in psychology or students in the Clark Honors College. Topics include personality, social, and developmental psychology. Open to students with a UO GPA greater than or equal to 3.5, or high school GPA greater than or equal to 3.8, or student in Clark Honors College. Prereq: instructor consent. *Approved to satisfy Group II: Social Science general education requirement.*

PROFESSIONAL SCHOOLS AND COLLEGES

School of Architecture and Allied Arts

ARCHITECTURE

COURSE CHANGES

ARCH 434 Vernacular Building (3)

(Changed general education requirements)

ARCH 434 Vernacular Building (3) *Approved to satisfy Category C: International Cultures multicultural requirement.*

ARCH 661 Teaching Technical Subjects in Architecture (3R)

(Changed credits)

ARCH 661 Teaching Technical Subjects in Architecture (1-3R) R thrice for a maximum of 12 credits.

NEW COURSES

(Previously taught as 4/507)

ARCH 435/535 Principles of Urban Design (4) Introduction to theory and practice of urban design, comparative studies of neighborhood conservation, central city regeneration, growth policies and prospects for restructuring cities, metropolitan regions.

ART

OLD COURSES DROPPED

ARTD 381 Letterpress (4R)

COURSE CHANGES

ARTP 281 Painting (4R)

(Changed Title)

ARTP 281 Introductory Painting (4R)

ARTP 390 Painting (4R)

(Changed Title)

ARTP 390 Intermediate and Advanced Painting (4R)

ARTP 391 Drawing (4R)

(Changed Title)

ARTP 391 Intermediate and Advanced Drawing (4R)

NEW COURSES

(Approved as ARTD 381 by UOCC in fall 2004)

ART 381 Letterpress (4R) Experiments with lead and wooden type as related to graphic composition and communication.

LANDSCAPE ARCHITECTURE

COURSE CHANGE

LA 260 Understanding Landscapes (2-4)

(Changed credits; UOCC action)

LA 260 Understanding Landscapes (4)

NEW COURSES

LA 196 Field Studies: [Topic] (1-5R) R twice for a maximum of 6 credits.

College of Education

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

COURSE CHANGES

CPSY 615 Counseling Diverse Populations (3)

(Changed credits)

CPSY 615 Counseling Diverse Populations (4)

FHS 328 Healthy Families (4)

(Changed title)

FHS 328 Theory of Family Systems (4)

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FHS 491, 492, 493 Junior Professional Practices and Issues I, II, III (3,3,3)
(Changed grading options)

FHS 491, 492, 493 Junior Professional Practices and Issues I, II, III (3, 3, 3) Pass/No Pass only.

FHS 494, 495, 496 Senior Professional Practices and Issues (2,2)
(Changed credits)

FHS 494, 495 Senior Professional Practices and Issues (3,3)

FHS 497 Senior Project (2)

(Changed credits)

FHS 497 Senior Project (1-4)

School of Law

CONFLICT AND DISPUTE RESOLUTION (CRES)

Courses in Conflict and Dispute Resolution become effective summer term 2005.

NEW COURSES

CRES 601 Research: [Topic] (1-9) Pass/No Pass only.

CRES 605 Reading and Conference: [Topic] (1-5R)

CRES 607 Seminar: [Topic] (1-5R)

CRES 608 Workshop: [Topic] (1-5R)

CRES 609 Practicum: [Topic] (1-8R)

CRES 610 Experimental Course: [Topic] (1-5R)

CRES 611 Terminal Project (1-9R)

CRES 612 Philosophy of Conflict Resolution (4) Graded only. A study of how philosophical and theoretical frameworks influence current views and practices of conflict resolution.

CRES 613 Perspectives on Conflict Resolution (4) Graded only. Introduction to interdisciplinary perspectives on conflict and conflict resolution. Various disciplines' (including economics, psychology, and communication) views of conflict and conflict resolution.

CRES 614 Negotiation, Bargaining and Persuasion (4) Graded only. Examines issues that pervade negotiations, including framing arguments, analyzing bargaining conditions, and crafting deals. Basic skills in negotiation, bargaining and persuasion developed through simulated negotiations.

CRES 615 Cross-Cultural Dynamics in Conflict Resolution (4) Graded only. Provides students with an opportunity to build or enhance necessary theoretical knowledge, awareness, understanding, practical skills, and strategies for effectiveness in cross-cultural conflict resolution.

CRES 616 Mediation Skills (4) Graded only. Develop mediation skills such as problem framing, listening, and issue identification and sequencing. Learn to diagnose problems, clarify facts and craft interventions.

CRES 617 Professionalism in Practice (4) Graded only. Students will examine the legal and professional ethical constraints on the practice of conflict resolution.

CRES 618 Adjudication and Courts (2) Graded only. Designed to familiarize students with litigation and formal legal alternatives such as arbitration. Court processes and regulations are explained.

CRES 619 Reflective Practice (2) P/NP only. Students will take a personal look at their strengths and weaknesses and will evaluate their communication skills through self-reflection.

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CRES 630 Arbitration and Hybrid Processes (2) Graded only. This course provides students with a survey of arbitration, its hybrid forms, and other important mechanisms of adjudicative alternatives to litigation.

CRES 631 Research Methodology (3) Graded only. Prepares student for professional project. Provides guidance in framing a suitable topic and conducting preliminary research and research methodology.

CRES 650 Capstone Seminar (2) P/NP only. Provides student with opportunities to systemically consider lessons from their practicum experiences. Class sessions based on student fieldwork.

School of Music

MUSIC

COURSE CHANGES

MUE 326 Foundations of Music Education (3)
(Remove prerequisite.)

MUE 326 Foundations of Music Education (3)

MUE 386, 387, 388 Teaching Laboratory (1,1,1) Graded only
(Changed description, grading options)

MUE 386, 387, 388 Teaching Laboratory (1,1,1) Optional grading. Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Students must be accepted into the Music Education Professional Sequence. Prereq: instructor consent.

MUE 411/511 Band Methods (3)
(Changed repeatability, description)

MUE 411/511 Band Methods (3R)

Concerns of band teachers in secondary and elementary schools. Observations, procedures, and instructional materials; planning and teaching lessons for analysis and criticism. Instrumental technique classes recommended. Students must be accepted into the Music Education Professional Sequence. Prereq: MUE 392, MUS 486; coreq: MUE 409, 487; MUS 395 or 695. R once for a maximum of 6 credits.

MUE 412/512 Elementary Music Methods (3)
(Changed 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. Laboratory fee. Students must be accepted into the Music Education Professional Sequence. Coreq: MUE 409, 486.

MUE 428/528 Music for Early Childhood (3)
(Changed repeatability)

MUE 428/528 Music for Early Childhood (3R) R once for a maximum of 6 credits.

MUE 430/530 Music Classroom Management (3)
(Changed repeatability)

MUE 430/530 Music Classroom Management (3R) R twice for a maximum of 9 credits.

MUE 486, 487, 488 Teaching Laboratory (1,1,1) Graded only
(Changed description, grading options)

MUE 486, 487, 488 Teaching Laboratory (1,1,1) Optional grading. Practice in teaching using microteaching techniques and music education methods in a laboratory setting. Students must be accepted into the Music Education Professional Sequence. Prereq: instructor consent.

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MUS 438/538 Composers' Forum (3R)

(Changed title, repeatability, credits, Description)

MUS 438/538 Composers Forum (1R) Formulation and implementation of a two- or three-concert series of student compositions; sessions with visiting composers and UO performers and listening projects related to these residencies. Prereq: instructor's consent. R eleven times for a maximum of 12 credits.

MUS 486 Advanced Instrumental Conducting (3)

(Changed title, repeatability, prerequisite)

MUS 486 Instrumental Conducting (3R) R once for a maximum of 6 credits. Prereq: major standing.

MUS 640, 641, 642 Advanced Composition Studies (2,2,2)

(Changed repeatability, credits)

MUS 640, 641, 642 Advanced Composition Studies (3,3,3R) R twice for a maximum of 9 credits with instructor consent.

REINSTATED COURSES

MUE 461/561 Violin Pedagogy II: Suzuki Method (3R) R once for a maximum of 6 credits.

MUS 644 Notation of Medieval and Renaissance Music (3)

Unclassified Programs

HONORS COLLEGE

COURSES DROPPED

HC 211H, 212H Honors College Introduction to Experimental Psychology (4,4)

HUMAN DEVELOPMENT

COURSES DROPPED

HDEV 405 Reading and Conference: [Topic] (1-6R)

HDEV 409 Practicum: [Topic] (1-6R)

HDEV 605 Reading and Conference: [Topic] (1-6R)

HDEV 609 Practicum: [Topic] (1-6R)

Physical Activity and Recreation Services

PHYSICAL EDUCATION

COURSE CHANGES

PEAE 340 Cross Training (2R)

(Changed title)

PEAE 340 Cross Training I (2R)

PEAS 368 Basic SCUBA (2R)

(Changed title)

PEAS 368 SCUBA: Basic (2R)

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PEAS 369 Adv SCUBA (1R)

(Changed title)

PEAS 369 SCUBA: Advanced (1R)

PEI 301 Aerial Maneuvers I (1R)

(Changed credits)

PEI 301 Aerial Maneuvers I (1-2R)

PEI 302 Aerial Maneuvers II (1R)

(Changed credits)

PEI 302 Aerial Maneuvers II (1-2R)

PEMA 213 Fencing III (1R)

(Changed credits)

PEMA 213 Fencing III (1-2R)

PEMA 311 Jeet Kune Do (1R)

(Changed title)

PEMA 311 Jeet Kune Do I (1R)

PEMA 321 Jiu-Jitsu (1R)

(Changed title)

PEMA 321 Jiu Jitsu I (1R)

PEOL 251 Rockclimbing I (1R)

(Changed title)

PEOL 251 Rock Climbing I (1R)

PERU 332 5K Running II (1-2R)

(Changed title)

PERU 332 5K Training II (1-2R)

NEW COURSES

(Previously taught as PEF 199)

PEF 241 Group Cycling I (1R) P/NP only. This high intensity training course includes: equipment care, muscular activation patterns, muscular and cardio-vascular endurance, riding techniques, and workout formats. **R** once for max of 2 credits.

(Previously taught as PEF 199)

PEF 242 Group Cycling II (1R) P/NP only. This high intensity training course reviews the material learned in Group Cycling I and emphasizes improvement in fitness, endurance, and understanding of training patterns. Prereq: PEF 241 or equivalent. **R** once for a maximum of 2 credits.

REINSTATED COURSES

PEOL 294 Ski Touring Prep (1R)

PEOL 381 Ski Touring Outing (1R)

PERS 243 Racquetball III (1-1R)

OTHER CURRICULAR MATTERS

The following information is not provided for approval by the University Senate. It is to inform academic and administrative departments about the status of proposals received but not approved by the UO Committee on Courses during spring 2005.

SCHOOL OF LAW

The Oregon University System has approved a Master of Arts (M.A.) or Master of Science (M.S.) program in Conflict and Dispute Resolution, School of Law. Effective summer term 2005.

A new subject code of CRES was approved for Conflict and Dispute Resolution, School of Law. Effective summer term 2005.

DENIED PROPOSALS

ARTP 490/590 Advanced Painting (5R)
(Changed Title)

ARTP 490/590 BFA/MFA Painting (5R) *Cannot have two different titles for a cross-listed course.*

BI 492/592 Molecular Phylogenetics (4)

Request for a new course. Requires additional information regarding undergraduate-graduate differential for demonstrating mastery. No response from department.

PENDING PROPOSALS

None.

WITHDRAWN PROPOSALS

ANTH 321 Peoples of India (4)
(Change title)

ANTH 321 Cultures of South Asia (4)

DROPPED COURSES

The University Senate agreed in 1998 that the report of the Committee on Courses should include those permanently numbered courses that are being dropped because (1) they have not been taught for three or more years, and (2) the department can provide no reasonable explanation why they have not been taught or whether they will be in the future. The faculty requires that general education–satisfying courses be offered each year. Other courses should be offered at least every other year to avoid misrepresentation of course offerings to prospective students, and ensure that required courses are readily available to current students.

Courses may be reinstated within a period of three years, conditional upon the following: (a) there has been no change made to the course, (b) the department provides the term the course will be taught, (c) the department provides the name of the faculty member who will be responsible for teaching, and (d) the department provides a course syllabus with information regarding undergraduate-graduate differential for demonstrating mastery if the course is numbered 4xx/5xx.

By action of the Committee on Courses, the following courses are removed from the curriculum:

COLLEGE OF ARTS AND SCIENCES

ANTH 422/522	Gender in Asia; last taught Spring 1991
ANTH 424/524	Feminist Methods in Anthropology; last taught Spring 2002
ANTH 432	Latin American Society and Development; never taught
ANTH 464/564	Methods and Perspectives in Human Biology; last taught Spring 2000
ANTH 533	Native Center Americans; last taught Winter 2001
ANTH 695	Cultural Ecology; last taught Winter 2001
BI 123	Biology of Cancer; last taught Spring 2002
BI 340	Plant Diversity and Physiology; last taught Spring 2002
BI 486/586	Population Genetics; last taught Winter 2002
CH 101	Science & Society; last taught Summer 2002
CH 634	Physical Methods of NMR Spectroscopy; last taught Winter 2002
CHN 433/533	Advanced Chinese; last taught Spring 2002
CHN 456/556	Traditional Chinese Law and Literature; last taught Spring 2002
COLT 413/513	Early Modern Literature in Context: [Topic]; last taught Spring 2002
COLT 416/516	Revaluations of the 19 th Century: [Topic]; last taught Spring 2002
EC 451/551	Topic in Labor Economics; last taught Spring 2002
ENG 422/522	History of the English Language; last taught Winter 2002
FR 362	French Film; last taught Fall 2001
FR 435	Autobiographical Writings by Women; last taught Spring 2002
FR 597	Francophone Women's Writing; last taught Winter 2002
FR 641	Medieval French Narrative; last taught Winter 2001
FR 683	Mallarme'; last taught Winter 2002
GEOL 640	Topics in Global Stratigraphy: [Topic]; last taught Spring 2002
GRK 347, 348, 349	Greek Prose Composition; last taught 2001-2002
GRK 447/547, 448/548	Greek Prose Composition: [Topic]; last taught 2002
HBRW 101,102, 103	First-Year Modern Hebrew I; last taught 2001-2002
HIST 353	American Foreign Relations Since 1933; last taught Winter 2001
HIST 436/536	Society & Culture of France: [Topic]; last taught Winter 2002
INTL 657	Ethical Issues in International Research; last taught Spring 2002
ITAL 431/531	Baroque and Neo-Baroque in Italian Literature; last taught Fall 2000
JDST 414	Judaic Studies Capstone; last taught Winter 2002
LAT 447/547, 448/548, 449/549	Latin Prose Composition: [Topic]; last taught 2001-2002
OMSE 513	Professional Communication Skill SE; last taught Winter 2002
PHIL 415/515	Continental Philosophy; last taught Fall 2000
PHIL 417/517	Topics in Critical Theory; last taught Winter 2002
PHIL 450/550	African American Philosophy; last taught Fall 2001
PHIL 451/551	Native American Philosophy; last taught Spring 2000
PHIL 455/555	Philosophy of Logic; last taught Spring 2002
PHIL 461/561	Symbolic Logic; last taught Spring 2001
PHYS 302	Physicists' View of Nature; last taught Spring 2002
PHYS 531	Analog Electronics; last taught Fall 2000
PS 317	Coastal Resources Management Policy; last taught Spring 2002
REL 314	Greek and Roman Religions; last taught Fall 2001
RL 641	Medieval Lyric Poetry; last taught Fall 1999
SOC 661	Cultural, Educational, and Religious Issues: [Topic]; last taught Spring 2002
SPAN 211, 212	Intensive Intermediate Spanish; last taught 2001
SPAN 552	Renaissance and Baroque Poetry; last taught Winter 2002
SPAN 470	Latino Cultures: [Topic]; last taught Spring 2002
SPAN 497/597	Spanish Women Writers; last taught Winter 2002
SPAN 498/598	Spanish Women Writers; last taught Winter 2000
WGS 351	Women's Literature, Art, and Society; never taught
WGS 432/532	Postcolonial Women Writers; never taught
WR 49	Developmental Composition; last taught Summer 2002

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARH 437/537	Romanesque Architecture; last taught Fall 2001
ARTC 455/555	Intermediate and Advanced Ceramics; last taught Spring 2001
ARTP 294	Watercolor; last taught Summer 2002
ARTS 487/587	Figure Studies; last taught Summer 2002
ARTS 496/596	Ceramic Sculpture; last taught Spring 2002
LA 482/582	National Parks; last taught Winter 2002
PPPM 627	Energy Policy and Planning; last taught Spring 2002
PPPM 645	Leader and Facilitation Methods; last taught Winter 2002

COLLEGE OF EDUCATION

CDS 664	Service Delivery Issues; last taught Fall 2001
CPSY 644	Group Counseling; last taught Winter 2002
EDLD 631	Professional Development of Teachers; never taught
EDLD 656	Experimental Research Designs; never taught
FHS 520	Research in Human Services; never taught

HONORS COLLEGE

HC 311H	Honors College Arts and Letters; last taught Summer 2002
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SCHOOL OF JOURNALISM AND COMMUNICATION

J 433/533	Advanced Radio News; last taught Winter 2002
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LUNDQUIST COLLEGE OF BUSINESS

ACTG 635	Accounting for Multinational Corporations; last taught Spring 2002
FIN 688	Investment Administration; last taught Winter 2002

SCHOOL OF MUSIC

MUS 546	Computer Music Applications: [Topic]; last taught Winter 2001
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PHYSICAL ACTIVITY AND RECREATION SERVICES

PEAE 242	Aerobic Funk II; last taught Spring 2002
PEAE 252	Aerobic Kick Box II; last taught Winter 2002
PEAQ 111	Learn to Swim; last taught Spring 2002
PEAS 373	SCUBA: Search and Recovery; last taught Spring 2002
PEF 115	Flexibility and Relaxation; last taught Fall 2001

PENDING DROPS

To be determined in the fall 2005 curriculum cycle:

ARTM 459/559	Advanced Metalsmithing and Jewelry; never taught Dept teach fall 2005
LA 484/584	Landscape Perception; last taught fall 2001; Dept teach fall 2005

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 CAS website, <http://uocurriculum.uoregon.edu/>. Arrangements for access may be made by contacting the appropriate college curriculum coordinator for each individual professional school or college. Proposals submitted on old forms will be returned, without review, to academic departments, schools, or colleges. Proposals must be submitted to the Committee on Courses prior to the beginning of the term in which they are to be considered. Proposals received after the beginning of the term will be deferred to the following term. **All** departments should consult **their college curriculum coordinator** for deadline dates or go to <http://uocurriculum.uoregon.edu/> and click the “Important Dates” link.
- ✓ The following minor course changes may be made without review by the full committee: minor edits of course description, pre- or co-requisites, grading option, and conditions of repeatability. Changes may be submitted in writing directly to the Offices of the Registrar and Creative Publishing, in care of Mike Jefferis (jefferis@uoregon.edu) and Scott Skelton (sskelton@darkwing.uoregon.edu), respectively. The memorandum should indicate the effective term for the change(s). Note: extensive changes may be referred to the UOCC for review.
- ✓ 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 must be accompanied by full syllabi.
- ✓ 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 minimal requirements for general-education status of a course are regarded as necessary, but not always sufficient, for inclusion of a course as part of a comprehensive general-education program at the university.

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

According to University Senate legislation, courses submitted for group-satisfying status must be submitted to the Intercollege General Education Review Committee.

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

- ✓ 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 not be stated along with any other course prerequisites. The prerequisites of any course may be overridden by instructor’s consent, and need not be stated explicitly for individual courses. Academic departments are able to override any prerequisite requirements in Banner should a student qualify to enroll.

“Instructor’s consent” is reserved for use alone as a sole prerequisite to allow departments to monitor suitability of enrollment in courses for individual students, preventing enrollment without prior approval. Academic departments should be aware they must code the courses correctly and assume enrollment management responsibilities, preauthorizing each student individually, with this option. Approved March 10, 2004.

CONTENTS OF COURSE SYLLABUS

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

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

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

STUDENT ENGAGEMENT INVENTORY

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

Please identify the number of hours a typical or average student would expect to spend in each of the following activities. The general guideline is that each undergraduate credit should reflect thirty hours of student engagement. Therefore, a 3-credit course would engage students for ninety hours total among the activities listed below, whereas a 4-credit course would list 120 hours of activities in which students are engaged over the course of the term. (Graduate students are expected to perform work of higher quality and quantity, typically with an additional 20–25 percent effort expected.)

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

Definition of terms:

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

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

The following criteria were proposed by the Undergraduate Council and the College of Arts and Sciences Curriculum Committee. The University Senate approved them in May 2001 by Motion US0001-3 Replacement Motion governing the approval of courses meeting general education requirements and the distribution of courses student must complete within each group.

1. **Group satisfying courses in Arts and Letters, Social Science, and Science must meet the following general criteria:**

- 1.1. **Group satisfying courses in arts and letters** must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. **Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives).** Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.
- 1.2. **Group satisfying courses in the social sciences** must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g. involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.
- 1.3. **Group satisfying courses in the sciences** should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.

2. **Specific Criteria:**

- 2.1. Group satisfying courses must be numbered at the 100, 200, and 300 levels.
- 2.2. Lower division courses must be offered annually, and upper division courses at least every other year.
- 2.3. Approved courses must be at least 4 credits each.
- 2.4. Upper division group satisfying courses must provide depth and rigor beyond that of typical lower-division general education courses. Departments must justify, in terms of content, workload, and method of instruction, the assignment of a course to the upper level.
- 2.5. Courses that are offered for majors only are excluded from group status, but courses that are designed for both majors and other students may qualify.
- 2.6. Although laboratory courses are not automatically excluded from group status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.

3. **Procedures governing the approval of all courses designed to meet General Education requirements.:**

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

4. **Completion of group requirements (student progress):**

- 4.1. Within the full set of courses that fulfills all of the requirements, students may not count
 - 4.1.1. more than one course that has the subject code of the major, or
 - 4.1.2. more than three courses that have the same subject code.
- 4.2. Within the smaller set of courses that fulfills the requirements of each group, students must complete at least two courses that have the same subject code.

SUSTAINABLE COURSE DESCRIPTIONS

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

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

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

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

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

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

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

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

MULTICULTURAL-CATEGORY DEFINITIONS

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

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

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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, prejudice and tolerance) or explicitly describe and analyze a worldview (i.e., a system of knowledge, feeling, and belief) that is substantially different from those prevalent in the twentieth-century United States.

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

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

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

1. Students enrolling should have a cumulative GPA of at least 3.30 in their major.
2. The content of the class, and the level of analysis, should be significantly deeper than for nonhonors classes.
3. Class size should be small enough to promote intensive student participation.
4. The faculty member(s) teaching the course should be available for close advising outside of class.

SUGGESTIONS FOR REVISING DEFINITIONS OF UNDERGRADUATE MAJORS, MINORS, CERTIFICATES

MAJOR

Definition

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

Minimal Requirements

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

MINOR

Definition

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

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Minimal Requirements

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

CERTIFICATE

Definition

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

Minimal Requirements

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