

FINAL SPRING 2006 CURRICULUM REPORT

Passed, as amended, by the University Senate on March 24, 2006

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed spring 2006 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 of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2006, 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 2006.

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 corequisites, grading option, and conditions of repeatability. Changes may be submitted in writing directly to the Office of the Registrar and Creative Publishing, in care of Mike Jefferis (jefferis@uoregon.edu) and Scott Skelton (sskelton@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 has changed the policy of dropping courses not taught within the past three years from the fall curriculum report to the spring curriculum report. This allows the correct listing of courses in the catalog for the following curricular year. The intention for this change is to allow departments a chance to reply earlier and provide a more thoughtful response while still involved in curricular planning and staffing for the next academic year and can best determine which courses they are able to offer.

Multicultural Courses Policy: As part of general-education, offerings of multicultural courses at the 100, 200, and 300 levels need to be available to a wide spectrum of students from all across the University. Departments wishing to offer courses to satisfy the multicultural requirement should make such these courses available at the more general 100, 200, or 300 levels whenever possible, rather than at the more specialized 400 level.

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

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

LOOKING AHEAD

September 13, 2006: Curricular proposals for consideration in the fall round must be submitted to the provost's office.

November 29, 2006: University Senate considers fall 2006 preliminary report of the University of Oregon Committee on Courses.

UOCC Final Spring 2006 Curriculum Report. Request additional copies from ladkins@uoregon.edu. After 5/24/06 report errors in writing to ladkins@uoregon.edu and jefferis@uoregon.edu.

December 20, 2006: **Curricular proposals for consideration in the winter round must be submitted to the provost's office.**

March 14, 2007: University Senate considers winter 2007 preliminary report of the University of Oregon Committee on Courses.

March 21, 2007: **Curricular proposals for consideration in the spring round must be submitted to the provost's office.**

May 6, 2007: University Senate considers spring 2007 preliminary report of the University of Oregon Committee on Courses.

July 2007: Publication of 2007–8 *University of Oregon Catalog*. The changes in the fall report will first appear in this catalog.

Members, University of Oregon Committee on Courses

Voting: Paul Engelking, Chair
Jack Boss
David Boush
John Nicols
Paul Peppis
Robert Ribe

Ex officio: Jack Bennett
Herb Chereck
John Crosiar
Scott Skelton

Student: None

Staff: Linda Adkins
Mike Jefferis

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

OLD COURSES DROPPED

(UOCC Administrative Action)
ANTH 682 Social Theory (5)

NEW COURSES

(Subject previously taught as 682)
ANTH 688 Social Theory I (5) [Graded only for majors] Social theory survey organized around keywords: colonialism-postcolonialism, meaning, materiality-materialism, local-national-global, structure-agency-history, power, and difference.

(Subject previously taught as 607)
ANTH 689 Social Theory II (5) [Graded only for majors] Social theory survey organized around keywords: colonialism-postcolonialism, meaning, materiality-materialism, local-national-global, structure-agency-history, power, and difference.

CLASSICS

NEW COURSES

CLAS 611 Introduction to Philological Methods (4) [Graded only for majors] Introduces graduate students to methodological approaches for the study of antiquity, employing faculty expertise in literary criticism, ancient art, historiography, epigraphy, ancient philosophy, and paleography.

COMPARATIVE LITERATURE PROGRAM

NEW COURSES

COLT 103 Introduction to Comparative Literature (4) [Graded only for majors] Study of visual culture from around the world. *Approved to satisfy Group I: Arts and Letters general-education requirement and Category C: International Cultures multicultural requirement.*

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(Subject previously taught as 610)

COLT 613 Translation Pedagogy (4–5) [Graded only for majors] Pedagogy and theoretical training for teaching world literature & literature in translation.

CREATIVE WRITING PROGRAM

OLD COURSES DROPPED

CRWR 241 Introduction to Imaginative Writing: Fiction (4)

CRWR 243 Introduction to Imaginative Writing: Poetry (4)

CRWR 324 Intermediate Creative Writing: Short Story (4R)

CRWR 341 Intermediate Creative Writing: Poetry (4R)

CRWR 411 Kidd Tutorial (4R)

CRWR 420 Craft of Poetry (4)

CRWR 421 Craft of Fiction (4)

CRWR 430 Advanced Creative Writing (4R)

CRWR 451/551 Projects in Writing (3)

CRWR 452/552 Projects in Writing (3)

CRWR 453/553 Projects in Writing (3)

CRWR 630 Graduate Creative Writing: Poetry (6R)

CRWR 631 Graduate Creative Writing: Poetry (6R)

CRWR 632 Graduate Creative Writing: Poetry (6R)

CRWR 640 Graduate Creative Writing: Fiction (6R)

CRWR 641 Graduate Creative Writing: Fiction (6R)

CRWR 642 Graduate Creative Writing: Fiction (6R)

NEW COURSES

(Subject previously taught as 243)

CRWR 230 Introduction to Poetry Writing (4) [Graded only.] Introduction to forms and techniques of writing poetry. Prereq: WR 121 or equivalent.

(Subject previously taught as 241)

CRWR 240 Introduction to Fiction Writing (4) [Graded only.] Introduction to forms and techniques of writing fiction. Prereq: WR 121 or equivalent.

(Subject previously taught as 341)

CRWR 330 Intermediate Poetry Writing (4R) [Graded only.] Intermediate-level study of poetry writing. Prereq: CRWR 230 or equivalent with a grade of mid-B or better. **R** when topic changes.

(Subject previously taught as 324)

CRWR 340 Intermediate Fiction Writing (4R) [Graded only.] Intermediate-level study of fiction writing. Prereq: CRWR 240 or equivalent with a grade of mid-B or better. **R** when topic changes.

(Subject previously taught as 420)

CRWR 413 Literature for Poets (4R) [Graded only.] Advanced discourse on issues and principles related to the craft of poetry. Prereq: CRWR 330 or equivalent with a grade of mid-B or better or concentration in English, journalism, theater arts, or comparative literature. **R** when topic changes.

(Subject previously taught as 421)

CRWR 414 Literature for Fiction Writers (4R) [Graded only.] Advanced discourse on issues and principles related to the craft of fiction. Prereq: CRWR 340 or equivalent with a grade of mid-B or better or concentration in English, journalism, theater arts, or comparative literature. **R** when topic changes.

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(Subject previously taught as 411)

CRWR 417 Kidd Tutorial I (4) [Graded only.] First term of intensive, yearlong study of fiction, poetry, and nonfiction. Sequence with CRWR 418, 419. Admission by application only. Prereq: CRWR 330 or 336 or 340 with a grade of mid-B or better.

(Subject previously taught as 411)

CRWR 418 Kidd Tutorial II (4) [Graded only.] Second term of intensive, yearlong study of fiction, poetry, and nonfiction. Development of individual line of inquiry project. Sequence with CRWR 417, 419. Admission by application only. Prereq: CRWR 417 with a grade of mid-B or better.

(Subject previously taught as 411)

CRWR 419 Kidd Tutorial III (4) [Graded only.] Third and final term of intensive, yearlong study of fiction, poetry, and nonfiction. Focus on completion and presentation of individual line of inquiry project. Sequence with CRWR 417, 418. Admission by application only. Prereq: CRWR 418 with a grade of mid-B or better.

(Subject previously taught as 430)

CRWR 435/535 Advanced Poetry Writing (4R) [Graded only.] Advanced workshop in the writing of poetry. Prereq: CRWR 330 or equivalent with a grade of mid-B or better. Open to graduate students not admitted to creative writing M.F.A. program. **R** when topic changes.

(Subject previously taught as 430)

CRWR 445/545 Advanced Fiction Writing (4R) [Graded only.] Advanced workshop in the writing of fiction. Prereq: CRWR 340 or equivalent with a grade of mid-B or better. Open to graduate students not admitted to creative writing M.F.A. program. **R** When topic changes.

(Subject previously taught as 503)

CRWR 609 Terminal Creative Project: [Topic] (1–16R) [P/N only.] M.F.A. Thesis. Open only to students admitted to creative writing M.F.A. program. **R** when topic changes.

CRWR 610 Experimental Course: [Topic] (1–5R) [Graded only for majors] **R** when topic changes.

(Subject previously taught as 630, 631, 632)

CRWR 635 M.F.A. Poetry Workshop (6R) [Graded only.] Concentration on student writing in a workshop setting. Open only to students admitted to creative writing M.F.A. program in poetry. **R** when topic changes.

(Subject previously taught as 640, 641, 642)

CRWR 645 M.F.A. Fiction Workshop (6R) [Graded only.] Concentration on student writing in a workshop setting. Open only to students admitted to creative writing M.F.A. program in fiction. **R** when topic changes.

ENGLISH

NEW COURSES

ENG 200 Public Speaking as a Liberal Art (4) [Graded only for majors] Study and practice of public speaking as grounded in the five rhetorical canons of invention, arrangement, style, delivery, and memory. Prereq: WR 122 or equivalent.

ENG 330 Oral Controversy and Advocacy (4) [Graded only for majors] In-depth study of the habits of research, reasoning, selection, and presentation necessary for ethical and effective oral advocacy on contested topics. Not open to freshmen. Prereq: WR 122 or equivalent.

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(Subject previously taught as 399)

ENG 335 Inventing Arguments (4) [Graded only for majors] Analysis and use of patterns of reasoning derived from the disciplines of rhetoric, informal logic, cognitive science, and the theory of argumentation. Prereq: WR 122 or equivalent.

ENG 494 Reasoning, Speaking, Writing (4) [Graded only for majors] Application of advanced study in argumentation theory, particularly procedural standards of rationality developed in recent argumentation studies, to selected public policy controversies.

ENG 491/591 Rhetoric and Ethics (4) [Graded only for majors] Investigation of historical and contemporary theories of ethical rhetoric in both written and oral arguments. Prereq: WR 122 or equivalent.

HISTORY

EXISTING COURSE CHANGES

HIST 240 War and the Modern World (4)

(Changed Title, Description)

HIST 240 War in the Modern World I (4) Surveys changes in the nature and conduct of warfare in light of social, political, and technological developments from the 16th century to 1945. *Retained Group II: Social Science general-education requirement.*

NEW COURSES

HIST 241 War in the Modern World II (4) Surveys changes in the nature and conduct of warfare in light of social, political, and technological developments from 1945 to present. *Approved to satisfy Group II: Social Science general-education requirement.*

HUMAN PHYSIOLOGY

OLD COURSES DROPPED

HPHY 663 Sports Medicine (4)

HPHY 664 Sports Medicine (4)

HPHY 665 Sports Medicine (4)

HPHY 681 Biomechanics (4)

HPHY 682 Biomechanics (4)

HPHY 683 Biomechanics (4)

EXISTING COURSE CHANGES

ANAT 311 Human Anatomy I: Bones, Muscles, Nerves (3)

(Changed Title)

ANAT 311 Human Anatomy: Musculoskeletal (3)

ANAT 312 Human Anatomy II: Systems of the Body (3)

(Changed Title)

ANAT 312 Human Anatomy: Internal Organ Systems (3)

ANAT 314 Human Anatomy I: Laboratory (2)

(Changed Title)

ANAT 314 Human Anatomy Laboratory: Musculoskeletal (2)

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ANAT 315 Human Anatomy II: Laboratory (2)
(Changed Title)

ANAT 315 Human Anatomy Laboratory: Internal Organ Systems (2)

HPHY 362 Tissue Injury and Healing (4)
(Changed Title)

HPHY 362 Tissue Injury and Repair (4)

NEW COURSES

(Subject previously taught as 410)

HPHY 418 Integrative Endocrinology (3) [Graded only for majors] Study of the endocrine system and how it regulates and controls various physiological systems from genetic, molecular, cellular, organ, and whole-organism perspectives. Prereq: HPHY 313, 314.

(Subject previously taught as 410/510)

HPHY 485/585 Gait Analysis (4) [Graded only for majors] Study of walking including the impairments and functional limitations contributing to disabilities. Provides fundamental terminology, techniques, and data interpretation used in gait analysis. Prereq: HPHY 381 or equivalent, Fundamental Physics & Linear Algebra.

(Subject previously taught as 410/510)

HPHY 486/586 Orthopedic Biomechanics (4) [Graded only for majors] Principles of musculoskeletal biomechanics relating to concepts in surgical and non-surgical orthopedics. Course is beneficial to those pursuing careers in medicine and health sciences. Prereq: HPHY 381 or equivalent; courses in fundamental physics, linear algebra.

(Subject previously taught as 663)

HPHY 667 Musculoskeletal Adaptations to Stress (4) [Graded only for majors] Structural and mechanical responses of muscle, tendon, and bone to chronic alterations in force accompanying growth, exercise, and injury. Prereq: ANAT 312.

(Subject previously taught as HPHY 664)

HPHY 668 Physiology of Injury (4) [Graded only for majors] Physiological regulatory mechanisms controlling injury, inflammation, and pain. Therapeutic modalities used to mitigate the consequences of these responses that accompany physical activity. Prereq: ANAT 312.

(Subject previously taught as 665)

HPHY 669 The Female Athlete (3) [Graded only for majors] Literature-based investigation into the unique negative and positive adaptations observed in women during acute and chronic exercises. Prereq: ANAT 312.

(Subject previously taught as HPHY 681)

HPHY 684 Kinematics of Human Movement (4) [Graded only for majors] Theory and application of kinematic analysis of human motion. Emphasis on two- and three-dimensional kinematics, including data collection, analysis, and modeling. Prereq: HPHY 381 or equivalent.

(Subject previously taught as 682)

HPHY 685 Kinetics of Human Movement (4) [Graded only for majors] Experimental methods and mechanical theories associated with the analysis of joint forces and movements during human motion. Prereq: HPHY 381 or equivalent.

(Subject previously taught as 683)

HPHY 686 Biomechanical Principles of Balance Control (4) [Graded only for majors] Anatomy, biomechanics, and neuromuscular control of balance during locomotion. Mechanisms of age-related attenuation of balance control and gait stability. Prereq: HPHY 381 or equivalent.

LINGUISTICS

EXISTING COURSE CHANGES

LING 423/523 Fieldwork Methodology and Ethics (3)
(Changed Credits)

LING 423/523 Fieldwork Methodology and Ethics (4)

PHILOSOPHY

EXISTING COURSE CHANGES

PHIL 213 Eastern Philosophy (4)
(Changed Title)

PHIL 213 Asian Philosophy (4) *Retained Category C: International Cultures multicultural requirement status.*

PHIL 415/515 Continental Philosophy (4)
(Changed Title, Repeatability, Description)

PHIL 415/515 Continental Philosophy: [Topic] (4R) Survey of significant areas in the Continental tradition, e.g. phenomenology, critical social theory, deconstruction, feminism, and hermeneutics. **R** when topic changes.

PHIL 420/520 American Philosophy (4)
(Changed Title, Repeatability, Description)

PHIL 420/520 American Philosophy: [Topic] (4R) Survey of significant areas of the American tradition, e.g. 19th- and 20th-century thought, African and Native American thought, feminism, recent pragmatism, the self, and pluralism. **R** when topic changes.

NEW COURSES

PHIL 452 Philosophy and Race (4) Surveys the philosophical contribution to studies of race including intellectual history, philosophy of science, racism and its remedies, media studies, and cultural criticism. Prereq: one philosophy course at the 300 level. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement status.*

PHIL 641 Social and Political Philosophy: [Topic] (4R) Examination of classical and current problems in social and political philosophy including the nature of justice, legitimacy of the state, conditions of war and peace. **R** when topic changes.

PHIL 657 Philosophy and Race: Contemporary Issues (4) Examination of contemporary discussions regarding race including biology and race, race in medicine, reparations, perspectives on race in Continental and American philosophy.

ROMANCE LANGUAGES

EXISTING COURSE CHANGES

FR 111 Intensive Beginning French (6)
(Changed Credits)

FR 111 Intensive Beginning French (5)

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FR 112 Intensive Beginning French (6)
(Changed Credits)
FR 112 Intensive Beginning French (5)

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

INTERIOR ARCHITECTURE

REINSTATED COURSE

IARC 484/584 Interior Design (6R) *Effective spring term 2006*

LANDSCAPE ARCHITECTURE

EXISTING COURSE CHANGES

LA 620 Landscape Research Methods I (2)
(Changed Credits)
LA 620 Landscape Research Methods I (2–4)

LA 621 Landscape Research Methods II (2)
(Changed Credits)
LA 621 Landscape Research Methods II (2–4)

LA 695 Master's Project Development (2)
(Changed Title)
LA 695 Research Proposal Development

NEW COURSES

LA 603 Dissertation (1–16R) [P/NP only.]

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSE CHANGES

PPPM 413 Applied Social Research (4)
(Changed Title, Description)

PPPM 413 Quantitative Methods (4) Introduction to the use of quantitative techniques to answer questions related to planning, public policy and management.

NEW COURSES

(Subject previously taught as 399)

PPPM 330 Policy and Planning Analysis (4) [Graded only for majors.] Applied problem solving in the public policy and planning process. Examines the theoretical and methodological underpinnings of policy and planning analysis.

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(Subject previously taught as 407)

PPPM 414 Introduction to Research Design (4) [Graded only for majors.] Survey of research methods in public policy and planning. Explores research ethics and approaches used in completing research projects.

COLLEGE OF EDUCATION

EARLY INTERVENTION (EINT)

The following changes is a UOCC Administrative Action due to the termination of the Early Intervention major in the College of Education; effective fall term 2006. The existing course changes are moving the remaining courses from under the EINT subject code to the SPED subject code.

OLD COURSES DROPPED:

EINT 405 Reading and Conference: [Topic] (1-18R)

EINT 407/507 Seminar: [Topic] (1-5R)

EINT 409 Practicum: [Topic] (1-15R)

EINT 503 Thesis (1-9R)

EINT 601 Research: [Topic] (1-6R)

EINT 602 Supervised College Teaching (1-9R)

EINT 603 Dissertation (1-16R)

EINT 605 Reading and Conference: [Topic] (1-16R)

EINT 606 Field Studies: [Topic] (1-6R)

EINT 607 Seminar: [Topic] (1-5R) Recent topics are Applied Linked Systems, Research.

EINT 608 Workshop: [Topic] (1-10R)

EINT 609 Practicum: [Topic] (1-16R)

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

SPECIAL EDUCATION

EXISTING COURSE CHANGES:

EINT 625 Final Supervised Field Experience (1-15R)

(Changed Subject code)

SPED 625 Final Supervised Field Experience (1-15R)

EINT 680 Foundations in Early Childhood and Early Intervention (3)

(Changed Subject code)

SPED 680 Foundations in Early Childhood and Early Intervention (3) Conceptual underpinnings and practical application of an approach to early intervention that links assessment, intervention, and evaluation.

EINT 681 Family-Guided Early Intervention (3)

(Changed Subject code)

SPED 681 Family-Guided Early Intervention (3) Covers procedures for family assessment, intervention, and evaluation. Addresses adult communication and management strategies.

EINT 682 Assessment and Evaluation (3)

(Changed Subject code)

SPED 682 Assessment and Evaluation (3) Presents assessment and evaluation materials used in early intervention programs and provides methods for using these materials.

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EINT 683 Curriculum in Early Childhood and Early Intervention (3)
(Changed Subject code)

SPED 683 Curriculum in Early Childhood and Early Intervention (3) Presents curricular materials covering development from birth to six years. Discusses procedures for use and modification.

EINT 687 Early Intervention Methods I (1–3)
(Changed Subject code)

SPED 687 Early Intervention Methods I (1–3) Provides practical information for conducting program-relevant assessments using curriculum-based assessment tools and for developing individualized family service plans.

EINT 688 Early Intervention Methods II (1–3)
(Changed Subject code)

SPED 688 Early Intervention Methods II (1–3) Provides opportunity to develop effective intervention skills to use with young children who are at risk and disabled and with their families.

EINT 689 Early Intervention Methods III (1–2)
(Changed Subject code)

SPED 689 Early Intervention Methods III (1–2) Focuses on advanced methods in early intervention, including special handling and management techniques.

EINT 690 Early Intervention Methods IV (1–2)
(Changed Subject code)

SPED 690 Early Intervention Methods IV (1–2) Develops advanced intervention skills to use with young children who are at risk and disabled and with their families.

SCHOOL OF LAW

LAW

EXISTING COURSE CHANGES

LAW 621 Business Associations II (2)
(Changed Title)

LAW 621 Advanced Business Law (2)

LAW 646 Federal Jurisdiction & Procedure (3)
(Changed Title)

LAW 646 Federal Jurisdiction (3)

NEW COURSES

(Subject previously taught as 607)

LAW 624 Intensive Writing (3) [P/NP only for majors]

(Subject previously taught as 607)

LAW 626 Mergers and Acquisitions (3) Prereq: LAW 620.

CHARLES H LUNDQUIST COLLEGE OF BUSINESS

ACCOUNTING

NEW COURSES

(Subject previously taught as 610)

ACTG 620 Entrepreneurial Accounting (3) [Graded only.] Examines selection of a company's legal organizational structure; compensation strategies for small-business owners; cash-flow budgeting, management, and forecasting; and financial statement analysis. Prereq: M.B.A. core courses or equivalent.

(Subject previously taught as 610)

ACTG 625 Financial Reporting (3) [Graded only.] In-depth coverage of the measurement and disclosure principles used to prepare generally accepted accounting principle-based financial statements. Prereq: M.B.A. core introduction to accounting courses or equivalent.

MANAGEMENT

NEW COURSES

(Subject previously taught as 610)

MGMT 625 New Venture Planning (3) [Graded only.] Students identify and research a business opportunity; develop and present a professional start-up business plan that includes market, competitor, cash flow, and financial analyses.

MARKETING

NEW COURSES

(Subject previously taught as 610)

SBUS 653 Legal Aspects of Sports Business (3) [Graded only.] Examines social responsibility and legal concepts in sports management including constitutional regulatory powers, individual participation rights, drug testing, antitrust, labor rights, intellectual property rights, sponsorships, product and event liability.

SCHOOL OF MUSIC AND DANCE

DANCE

NEW COURSES

(Subject previously taught as 410/510)

DAN 450/550 Choreographer and Composer Workshop (3R) Choreographers and composers collaborate to develop and explore skills for creating work in a supportive laboratory environment. Prereq: MUS 440 or 640 for music students; DAN 352 or 606 for dance students. **R** when topic changes.

MUSIC

OLD COURSES DROPPED

MUP 780 Performance Studies: Guitar (2-4R)

MUS 689 Performance Practices before 1800 (3)

EXISTING COURSE CHANGES

MUE 641 Concept Development in College Music Teaching (3)

(Changed Title, Changed Description, Grading options)

MUE 641 College Music Teaching (3) [Graded only.]

MUS 234 Aural Skills IV, V, VI (3)

(Changed Credits)

MUS 234 Aural Skills IV, V, VI (2)

NEW COURSES

(Subject previously taught as 399)

MUS 349 American Ethnic and Protest Music (3) [Graded only.] Social change and ethnicity reflected by music of and about Native Americans, African Americans, and women as well as songs of protest and Spanish-speaking groups. *Effective summer 2006. Approved to satisfy Category A: American Cultures multicultural requirement status.*

(Correction from winter term 2006)

(Subject previously taught as MUS 407/507)

MUS 457/557 Native American Music (4) Survey of ceremonial, powwow, folk, and contemporary music; women's musical traditions; Native American film music. Powwow drumming and singing in indigenous languages taught by a Native American. *Effective summer 2006. Approved to satisfy Category B: Identity, Pluralism and Tolerance multicultural requirement.*

(Correction from winter term 2006)

(Subject previously taught as MUS 407/507)

MUS 459/559 African Music (4) Authentic musical instruments, repertoire, and recordings illustrate how different societies use music to express identity in an ever-changing contemporary Africa. Traditional and recent popular styles. *Effective summer 2006. Approved to satisfy Category C: International Cultures multicultural requirement.*

(Subject previously taught as MUE 462/562)

MUE 463/563 Pedagogy Methods: Violin and Viola (2) Principles and techniques of violin and viola teaching selected from the pedagogical approaches of Flesch, Galamian, Dounis, Rolland. Straka, Lucktenberg.

(Correction from winter term 2006)

(Subject previously taught as MUS 689)

MUS 687 Performance Practices before 1850 (3) Introduction to theory and practice of sound production, phrasing, historical pronunciation, instrumentation, improvisation, pitch and temperament, and ornamentation in vocal and instrumental music. Sequence with MUS 688.

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 MUSIC AND DANCE

The Oregon University System has approved the request to terminate the doctor of musical arts degree in music education in the School of Music and Dance. Effective fall 2006.

DENIED PROPOSALS

None

PENDING PROPOSALS

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSES

CHN 380 Self and Society in Traditional Chinese Literature (4) Examines the role of the self in premodern Chinese society through reading some of the most important works in traditional Chinese literature. Taught in Chinese. Prereq: proficiency in modern Chinese as confirmed by instructor. *The UOCC has approved the course effective fall term 2006 and will be added to the departments' curriculum. Pending is the decision for this course to satisfy Group I: Arts and Letters general-education status. This topic will be discussed during fall term 2006 by ICGER.*

WITHDRAWN PROPOSALS

DANCE

(Subject previously taught as 410/510)

DAN 451/551 Dance Composition III (3R) [Graded only for majors] Further exploration of dance-making skills, moving beyond craft to more complete choreographic conception. Emphasis on working in small groups. Sequence with DAN 351, 352. Prereq: two terms from DANC 271, DAN 251, 252, 351, 352. **R** when topic changes. *The department withdrew this proposal and will resubmit it during one of the upcoming rounds for 2006-7.*

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 222	Anth of Life Stories; last taught Winter 2003
ANTH 423/523	National/Transnational; last taught Winter 2003
ANTH 448/548	Gender & Archaeology; last taught Winter 2003
ANTH 475/575	Iss/Meth Paleodiets; last taught Summer 2003
ANTH 486/586	Japanese Soc & Culture; last taught Winter 2003
ANTH 521	Anthropology of Gender; last taught Spring 2003
ANTH 550	Anthropology Museum; last taught Winter 2003
ANTH 572	Primate Conserv Biol; last taught Winter 2003
ANTH 630	Pol Force & Disc: Top; last taught Spring 2003
ASTR 492	Adv Astrophysics; never taught
ASTR 221H	Honors Solar System; last taught Fall 2002
ASTR 222H	Honors Stars; last taught Winter 2003
ASTR 223H	Honors Cosmology; last taught Spring 2003
BI 375	Biological Diversity; last taught Winter 2003
BI 417/517	Techn Electron Micro; last taught Winter 2003
BI 465/565	Evol Nervous Systems; last taught Fall 2002
CH 615	Inorganic Mater: Topic; never taught
CHN 431/531	Advanced Chinese; last taught Fall 2002
CHN 432/532	Advanced Chinese; last taught Winter 2003
COLT 412/512	Medieval Cul: Topic; last taught Fall 2002
COLT 414/514	Enlighten: Topic; last taught Fall 2002
COLT 611	Diss Work in Progress; last taught Fall 2002
EC 441/541	Public Finance; last taught Summer 2003
EC 461/561	Indust Org & Pub Pol; last taught Winter 2003
GEO 422/522	Accreted Terranes; last taught Spring 2003
GEO 667	Adv Seismology; last taught Fall 2002
HBRW 201, 202, 203	2nd Yr Modern Hebrew; last taught 2002-2003
HIST 311	Women & Soc Mvmt Eur; last taught Winter 2003
HIST 335	France; last taught Fall 2002
HIST 356	Black Radicalism US; never taught
HIST 360	American City: Topic; last taught Spring 2003
HIST 478/578	Revol Mod Latin Amer; last taught Summer 2002
HIST 481/581	Latin Am Reg: Topic; last taught Spring 2001
HIST 492/592	Postwar Japan: Topic; last taught Winter 2003

HIST 599	Jpn Pop Cul: Topic; last taught Winter 2001
HUM 350	Multicul Stu: Topic; last taught Winter 2001
INTL 655	Proseminar; last taught Spring 2003
ITAL 498/598	Italian Women Writers; last taught Winter 2002
JPN 471/571	Japanese Cinema; last taught Fall 2002
JPN 472/572	Japanese Film & Lit; last taught Winter 2003
LAT 347, 348, 349	Latin Composition; last taught 2002-2003
LING 421/521	Lang, Mind, & Culture; last taught Winter 2003
MATH 452/552	Intro Numeric Ana II; last taught Winter 2002
PHIL 331	Philos in Literature; last taught Winter 2003
PHYS 433/533	Physics Instrument; last taught Spring 2003
PHYS 512	Mechan/Electric/Magnet; last taught Winter 2003
PHYS 673	Solid State Physics; last taught Spring 2003
PS 207	Intro Contemp Pol Theo; last taught Fall 2002
PS 413/513	Politics of Brazil; last taught Winter 2003
PS 417/517	Pol of Viol Latin Amer; last taught Winter 2003
PS 490/590	Politics of Cyberspace; last taught Winter 2003
PS 492/592	Decision-Making; last taught Spring 2003
PS 496/596	International Security; last taught Fall 2002
PS 563	Govt/Pol Latin Amer I; last taught Fall 2002
SOC 474/574	Contemp Persp: Topic; last taught Summer 2003
SOC 428/528	Adv Social Psy: Topic; last taught Spring 2004
TA 425/525	Scenery Drafting Techn; last taught Spring 2003

ARCHITECTURE AND ALLIED ARTS

AAA 180	Intro Visual Inquir I; last taught Spring 2003
ARCH 412/512	Structural Planning; last taught Winter 2003
ARH 341	Ital Renaissance Art; last taught Winter 2003
ARH 439/539	Gothic Architecture II; last taught Spring 2003
ARH 462/562	20C Architecture; last taught Spring 2002
ARTD 382	Continuity for Media; last taught Spring 2003
ARTD 497/597	Advanced Design III; last taught Fall 2002
PPPM 682	Nonprofit Mgmt II; never taught

COLLEGE OF EDUCATION

CPSY 625	Dev Psychopathology; never taught
EDLD 645	Mid-Sec Curr Assess; last taught Winter 2003
SPED 471/571	Underachiev Gifted Ch; last taught Winter 2003
SPSY 673	Func Assmt Low-Inc Pop; last taught Spring 2002

SCHOOL OF JOURNALISM AND COMMUNICATION

J 419/519	Edit Theo/Production; last taught Spring 2002
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SCHOOL OF MUSIC AND DANCE

DAN 302	Dance in Asia; last taught Spring 2003
DAN 455/555	Group Choreography; last taught Fall 2002
MUE 426/526	Gen Music Prog: Elem; last taught Winter 2003
MUE 642	Conc Devel College Mus; last taught Winter 2003

MUJ 397	Oregon Vocal Jazz; last taught Spring 2003
MUJ 697	Oregon Vocal Jazz; last taught Spring 2003
MUP 128	Blues Guitar II; last taught Winter 2003

PHYSICAL ACTIVITIES AND RECREATION SERVICES

PEAE 321	Aerobic Power; last taught Spring 2003
PEAQ 361	Lifeguard Instructor; last taught Winter 2003
PEMB 241	Chi Kung; Spring 2003
PEOL 287	Glacier Rig/Resc Prep; last taught Fall 1995

OVERSEAS STUDY PROGRAM

OBRI 688	Overseas Study: Bristol University; never taught
OCHA 688	Overseas Study: Prague; never taught
OLON 688	Overseas Study: London; never taught
OROM 188	Overseas Study: Rome; never taught
OROM 288	Overseas Study: Rome; never taught
OROM 388	Overseas Study: Rome; never taught
OSEV 188	Overseas Study: Seville; never taught
OSEV 288	Overseas Study: Seville; never taught
OSEV 388	Overseas Study: Seville; last taught Spring 2002
OSEV 488	Overseas Study: Seville; last taught Spring 2002
OSEV 688	Overseas Study: Seville; never taught
OSIE 688	Overseas Study: Siena; never taught
OSIP 688	Overseas Study: Baden-Wurttemberg, Spring Intensive Program; never taught
OSVL 688	Overseas Study: Seville; never taught

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
 - Incomplete 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.

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.

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.