

FINAL FALL 2006 CURRICULUM REPORT

Passed, as amended, by the University Senate on November 29, 2006

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed fall 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 2007, unless a specific term is requested by an academic department and stated otherwise in this report.

The UOCC will consider new proposals during winter term and will submit a winter quarterly report to the University Senate in March 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 requirements, 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 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 members or departments are asked to post electronically, in the Schedule of Classes, course descriptions that are substantially expanded over those provided in the catalog. The posted course information should be understandable to someone unfamiliar with the field and should emphasize the questions or issues that reveal, by their breadth and significance, why the course has earned group status.” (US03/04-8, May 12, 2004)

LOOKING AHEAD

- 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.
- September 12, 2007:** **Curricular proposals for consideration in the fall round must be submitted to the provost's office.**
- November 28, 2007:** University Senate considers fall 2007 preliminary report of the University of Oregon Committee on Courses.

Members, University of Oregon Committee on Courses

| | | | |
|-----------------|--|--------------------|---|
| Voting: | Paul Engelking, Chair Jack Boss Emma Martin Paul Peppis Arkady Vaintrob Frances White | 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

COMPUTER INFORMATION SCIENCE

EXISTING COURSE CHANGE

(Changed Grading Option)

CIS 650 Software Engineering (4) (Optional Grading) *Effective spring 2007.*

DEANS OFFICE–COLLEGE SCHOLARS PROGRAM

NEW COURSES

(UOCC Administrative Action)

CAS 399 Special Studies: [Topic] (1-5R) Optional grading

CAS 401 Research: [Topic] (1-12R) Pass/no pass only

CAS 404 Internship: [Topic] (1-12R) Pass/no pass only

CAS 409 Practicum: [Topic] (1-12R) Pass/no pass only

EAST ASIAN LANGUAGES AND LITERATURES

REINSTATED COURSE

JPN 471/571 The Japanese Cinema (4) *Effective spring term 2007*

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. Course was approved by UOCC during spring term 2006 and was added to the department's curriculum. *Approved to satisfy Group I: Arts and Letters general-education status. Effective winter 2007.*

GEOLOGICAL SCIENCES

NEW COURSES

(Course previously taught as 410/510)

GEOL 438/538 Geobiology (4) [Graded only for majors] Studies how microorganisms interact with geological environments at scales from enzymes to global element cycles.

HISTORY

NEW COURSES

(Course previously taught as HIST 399)

HIST 322 The Crusades (4) [Graded only for majors] Surveys the idea and practice of Christian holy war—not only in Palestine, but within Europe. From the First Crusade in 1096 through early 13th Century.

HIST 397 Modern Chinese History (4) Provides an overview of modern China, guiding students through the richness and complexity of modern Chinese history. Conducted in Mandarin Chinese. Prereq: proficiency in Mandarin as determined by instructor. *Approved to satisfy Group II: Social Science general-education group requirement and Category C: International Cultures multicultural requirement. Effective spring term 2007.*

INTERNATIONAL STUDIES PROGRAM

OLD COURSES DROPPED

INTL 251 Cooperation, Conflict, and Global Resources (4)

Previously satisfied Group II: Social Science general-education group requirement and Category C: International Cultures multicultural requirement.

NEW COURSES

INTL 260 Culture, Capitalism, and Globalization (4) [Graded only for majors] Cultural and historical perspectives on the development of capitalism as a way of life and its relationship to contemporary global issues and imbalances. *Approved to satisfy Group II: Social Science general-education group requirement and Category C: International Cultures multicultural requirement.*

MATHEMATICS

EXISTING COURSE CHANGES

MATH 212 Fundamentals of Elementary Mathematics II (3)
(Changed Credits)

MATH 212 Fundamentals of Elementary Mathematics II (4) *Effective winter term 2007.*

MATH 213 Fundamentals of Elementary Mathematics III (3)
(Changed Credits)

MATH 213 Fundamentals of Elementary Mathematics III (4) *Effective winter term 2007.*

PHILOSOPHY

OLD COURSES DROPPED

PHIL 515 Continental Philosophy (4)
PHIL 520 American Philosophy (4)
PHIL 525 Philosophy of Language (4)
PHIL 540 Environmental Philosophy: [Topic] (4)
PHIL 541 Topics in the Philosophy of the Arts (4)
PHIL 543 Feminist Philosophy: [Topic] (4)
PHIL 544 Feminist Ethics (4)
PHIL 558 Philosophy of Mind (4)

NEW COURSES

(Course previously taught as 515)

PHIL 615 Continental Philosophy: [Topic] (4R) Explores philosophical problems and traditions in contemporary European philosophy. Prereq: major standing. R when topic changes.

(Course previously taught as 520)

PHIL 620 American Philosophy: [Topic] (4R) Treats issues in classical and contemporary American philosophy. Prereq: major standing. R when topic changes.

(Course previously taught as 525)

PHIL 625 Philosophy of Language (4) Philosophical theories of language and meaning, with special attention to the nature of concepts and reasoning. Prereq: major standing.

(Course previously taught as 543)

PHIL 643 Feminist Philosophy: [Topic] (4R) Explores contemporary feminist philosophy. Prereq: major standing. R when topic changes.

(Course previously taught as 544)

PHIL 644 Feminist Ethics (4) Treats feminist ethical theory. Prereq: major standing.

(Course previously taught as 540)

PHIL 645 Environmental Philosophy: [Topic] (4R) Pursues advanced questions in environmental philosophy regarding a particular tradition or problem area. Prereq: major standing. R when topic changes.

(Course previously taught as 541)

PHIL 646 Philosophy of the Arts: [Topic] (4R) Concerns the meaning and value of art and aesthetic experience. R when topic changes.

(Course previously taught as 558)

PHIL 658 Philosophy of Mind (4) Analyzes basic concepts and problems in psychology. Prereq: major standing.

RUSSIAN AND EASTERN EUROPEAN STUDIES CENTER

EXISTING COURSE CHANGES

REES 503 Thesis (3-6R)
(Changed Credits)
REES 503 Thesis (1-9R)

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RUSS 351 Russian Film and Literature (4)

(Changed Course Title)

RUSS 351 Russian Literature and Film (4) Effective winter term 2007.

RUSS 444/544 Introduction to Slavic Languages (4)

(Changed Course Title, Repeatability)

RUSS 444/544 Slavic Linguistics: [Topic] R when topic changes.

RUSS 503 Thesis (3-6R)

(Changed Credits, Workload)

RUSS 503 Thesis (1-9R)

NEW COURSES

REES 315 Politics of Language (4) [Graded only for majors] Examines some of the major social issues involving language politics in post-1990 Eastern Europe. *Approved to satisfy Group II: Social Science general-education group requirement and Category C: International Cultures multicultural requirement. Effective winter term 2007.*

SOCIOLOGY

EXISTING COURSE CHANGES

(Changed Grading Option)

SOC 467/567 Economic Sociology (4) [Optional grading] *Effective fall term 2006*

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART: DIGITAL ARTS (ARTD)

EXISTING COURSE CHANGES

(UOCC Administrative Action; Correction from fall term 2005)

(Changed Repeatability)

ARTD 250 Digital Arts I: Print Based (4R) Introduction to the rich, unique resources the computer offers the artist. Image making, print-media design, visual culture. Lab sections and tutorials provide hands-on application. *Effective fall term 2006.*

ART HISTORY

NEW COURSES

ARH 331 Cultures of the Medieval West (4) [Graded only for majors] Explores distinct cultural moments during the Middle Ages (c. 650-1200), drawing on its multicultural character—analyzing its art and its historical, social, religious, racial, and class systems. *Approved to satisfy Group I: Arts and Letters general-education group requirement.*

(Previously taught as ARH 410/510)

ARH 469/569 The Pritzker Prizewinners (4) [Graded only for majors] Examines the work of the Pritzker Prize winners—architecture's equivalent of the Nobel Prize—in order to study recent and contemporary

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architecture. Prereq: ARH 315.

LANDSCAPE ARCHITECTURE

EXISTING COURSE CHANGES

(Changed Grading Option)

LA 362 Landscape Technologies I (4) [Optional grading] *Effective winter term 2007.*

LA 366 Landscape Technologies II (4)

(Changed Credits)

LA 366 Landscape Technologies II (2)

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSE CHANGES

PPPM 422/522 Grant Writing (1)

(Changed Course Title)

PPPM 422/522 Grant Proposal Writing (1) *Effective winter tem 2007*

COLLEGE OF EDUCATION

COMMUNICATION DISORDERS AND SCIENCES

OLD COURSES DROPPED

CDS 168 Beginning American Sign Language (4)

CDS 169 Intermediate American Sign Language (4)

CDS 170 Advanced American Sign Language (4)

(UOCC Administrative Action)

CDS 653 School-Age Language Development and Disorders (4)

EXISTING COURSE CHANGES

CDS 656 Voice Science and Disorders (1)

(Changed Credits, Workload)

CDS 656 Voice Science and Disorders (3)

CDS 665 Language Disorders in Children (4)

(Changed Course Title)

CDS 665 Language Disorders in Young Children

NEW COURSES

(UOCC administrative action; changed prefix)

(Course previously taught as CDS 168)

ASL 101 First-Year American Sign Language (5) Study of basic grammatical structure and vocabulary of American Sign Language, expressive and receptive finger-spelling, and introduction to American deaf culture. Sequence: ASL 101–103, 201–203.

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(UOCC administrative action; changed prefix)

(Course previously taught as CDS 169)

ASL 102 First-Year American Sign Language (5) Increased receptive and expressive communication skills in ASL, and study of cultural values and behavioral rules of the deaf community. Sequence: ASL 101–103, 201–203. Prereq: ASL 101.

(UOCC administrative action; changed prefix)

(Course previously taught as CDS 170)

ASL 103 First-Year American Sign Language (5) Concentration on understanding and acquiring advanced conversational proficiency. Emphasis on ASL classifiers. Continued study of deaf culture as a linguistic minority. Sequence: ASL 101–103, 201–203. Prereq: ASL 102.

(UOCC administrative action; changed prefix)

ASL 201 Second-Year American Sign Language (4) Applied conversational use of ASL through literature, narratives, poetry, and plays. Explores various underlying metaphors found in ASL literature. Sequence: ASL 101–103, 201–203. Prereq: ASL 103.

(UOCC administrative action; changed prefix)

ASL 202 Second-Year American Sign Language (4) Emphasis on more abstract and challenging conversational and narrative ranges. Lab and readings cover historical aspects of deaf community and culture. Sequence: ASL 101–103, 201–203. Prereq: ASL 201.

(UOCC administrative action; changed prefix)

ASL 203 Second-Year American Sign Language (4) Further emphasis on more abstract and challenging conversational and narrative ranges. Explores broader political and social activities of international deaf community. Sequence: ASL 101–103, 201–203. Prereq: ASL 202. *Approved to satisfy BA foreign language requirement of two years college-level or equivalent.*

(UOCC administrative action; changed prefix)

ASL 301 American Deaf Culture (4) Study of the relationship between small groups and dominant culture in the United States. Explore issues of language, culture, self-representation, identity, and social structure. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

(Course previously taught as CDS 653)

CDS 451/551 Later Language Development (4) [Graded only for majors] This course is designed to promote an in-depth study of language development in school-age children, adolescents, and young adults (ages 6-20 years). Sequence: CDS 450, 451. Prereq: CDS 450. *Effective Winter 2007.*

(Course previously taught as 607)

CDS 626 Professional Practices in the Schools (1) [P/NP only for majors] Helps students critically assess and integrate their fieldwork and course work in the broader context of the school experience. Prereq: must be taken concurrently with CDS 625. *Effective Spring 2007.*

(UOCC Administrative Action; Previously taught as CDS 653)

CDS 651 School-Age Language Disorders (4) Presents normal language development and language disorders in school-age children and adolescents. Emphasizes contributions from linguistics, psychology, education, and learning theory.

SCHOOL OF JOURNALISM AND COMMUNICATION

REINSTATED COURSES

J 419/519 Editing Theory and Production (4) *Effective winter term 2007.*

J 464/564 Newspaper Design (4) *Effective winter term 2007.*

SCHOOL OF MUSIC AND DANCE

REINSTATED COURSE

MUS 233 Theory VI (2) *Effective winter term 2007.*

OLD COURSES DROPPED

MUE 614 Resources in Music Education (3)

EXISTING COURSE CHANGES

(UOCC Administrative Action)

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

(Changed Credits)

MUJ 605 Reading and Conference: [Topic] (1-4R) *Effective winter term 2007.*

(Correction from spring term 2006)

MUS 234 Aural Skills IV (3)

(Changed Credits)

MUS 234 Aural Skills IV (2) *Effective fall term 2006.*

(Correction from spring term 2006)

MUS 235 Aural Skills V (3)

(Changed Credits)

MUS 235 Aural Skills V (2) *Effective winter term 2007.*

(Correction from spring term 2006)

MUS 236 Aural Skills VI (3)

(Changed Credits)

MUS 236 Aural Skills VI (2) *Effective winter term 2007.*

MUS 611 Research Methods in Music (3)

(Changed Credits)

MUS 611 Research Methods in Music (4)

NEW COURSES

MUS 250 Popular Musics in Global Context (4) Surveys the global popular music landscape of the 20th and 21st centuries, with an emphasis on identity and cultural mixture. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective spring term 2007.*

PHYSICAL ACTIVITY AND RECREATION SERVICES

OLD COURSES DROPPED

PEAQ 241 Springboard Diving I (1R)

PEI 242 Springboard Diving II (1R)

PEI 243 Springboard Diving III (1R)

PEI 261 Trampoline I (1R)

PEI 262 Trampoline II (1R)

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PEI 263 Trampoline III (1R)

PEI 301 Aerial Maneuvers I (1R)

PEI 302 Aerial Maneuvers II (1R)

NEW COURSES

(Course previously taught as 399)

PEAE 301 Core and Stretch (1R) [P/NP only] Gain physical strength, flexibility, and muscular endurance while learning about physiology and anatomy. Develop personalized training program. Prereq: PEF 111 or 201. R once for maximum of 2 credits.

(Course previously taught as 399)

PEF 340 Personal Trainer (1-2) [P/NP only] Lecture and lab experiences for administering fitness assessments in individual and group settings. Prepares the student for the American Council on Exercise Personal Trainer Certification Exam.

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 fall 2006.

COLLEGE OF ARTS AND SCIENCES

A new minor for the Comparative Literature Program has successfully completed the university review and approval process. Effective fall term 2006.

A new minor for the Department of English, titled Writing, Public Speaking, and Critical Reasoning, has successfully completed the university review and approval process. Effective fall term 2006.

A new certificate for the Department of English, titled Writing, Public Speaking, and Critical Reasoning, has been approved by the State Board of Higher Education during their December 2, 2006 meeting. Effective fall term 2006.

SCHOOL OF JOURNALISM AND COMMUNICATION

The Oregon University System has approved a Communication Ethics Graduate Certificate in the School of Journalism and Communication. Effective fall term 2006.

DENIED PROPOSALS

None

PENDING PROPOSALS

GEOL 418/518 Data Analysis for Earth and Environmental Sciences (4) [Graded only for majors] Lecture- and lab-based introduction to descriptive statistics, data visualization, uncertainty analysis, error propagation, hypothesis testing, regression and multiple regression, directional data, and other topics. (*Department's response is needed.*)

GEOL 463/563 Computational Earth Science (4) [Graded only for majors] Practical techniques for scientific computing using the high-level technical computing language MATLAB. Topics include root finding, curve fitting, interpolation, integration and differentiation, optimization, ordinary differential equations. Prereq: MATH 253. (*Department's response is needed*)

HIST 329 The Mediterranean World: [Topic] (4)

(Changed Course Description, Course Title, General-Education Requirements, Repeatability)

HIST 329 The Mediterranean World, Antiquity to 1453 (4) Late antiquity, Byzantium, rise of Islam, Abbasid caliphate, conquests of Spain and Sicily, religious tolerance, the roles of women, trade, and intellectual exchange. *Approved to satisfy Group II: Social Science general-education group requirement and Category B: Identity, Pluralism, and Tolerance multicultural requirement. (Department's response is needed.)*

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HIST 330 Mediterranean World, 1453–1700 (4) The rise of the Ottomans, Venetian trade, Jewish diaspora from Spain, the roles of women, piracy, slavery, and the decline of the Mediterranean. Approved to *satisfy Group II: Social Science general-education group requirement and Category B: Identity, Pluralism, and Tolerance multicultural requirement. (Department's response is needed.)*

HIST 423/523 Gender in European History: [Topic] (4R) [Graded only for majors] Range of topics include witches and witchcraft; men, women, and revolution; sex and sexual difference in premodern Europe; and medieval religious women. **R** *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. (Department's response is needed.)*

(Course previously taught as HIST 410)

HIST 437/537 Medieval Spain (4) [Graded only for majors] A study of two related aspects of medieval Iberian history: Spain as a frontier society and Spain as a multicultural, multireligious society. *(Department's response is needed.)*

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| WITHDRAWN PROPOSALS |
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None

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.

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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.