

FINAL FALL 2010 CURRICULUM REPORT

December 2, 2010

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed fall 2010 and **Other Curricular Matters**.

Course proposals approved by both the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2011, unless a specific term is requested by an academic department and stated otherwise in this report.

All changes to course catalog listings, except for minor revisions of course descriptions, are intended to be included in the curriculum report, and are routed through the UOCC to the senate. The UOCC will consider new proposals during fall term and will submit a quarterly report to the University Senate in November. Information and suggestions for preparing proposals, including policies and definitions governing group and multicultural general-education requirements, is provided under Other Curricular Matters.

Courses Not Taught Report: Courses not taught within the past three years will be indicated for dropping from the curriculum in the spring curriculum report.

LOOKING AHEAD

Academic Year 2010-2011

November 17, 2010: Preliminary report of the University of Oregon Committee on Courses posted on website for University Senate consideration fall 2010.

December 6, 2010: Curricular proposals for consideration in the winter 2011 round must be submitted to the provost's office.

MOTION

The University of Oregon Committee on Courses moves that the following course proposals and other curricular matters be approved.

Respectfully submitted,

Voting: Paul Engelking, Chair
Jack Boss
Paul Peppis
Shlomo Libeskind
Frances White
Jens Noeckel
Debra Merskin

Ex officio nonvoting: Sue Eveland
John Crosiar
Sandra Morgan
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Student:

Staff:

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COURSE PROPOSALS

APPROVED COURSE PROPOSALS

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

COLLEGE OF ARTS AND SCIENCES

NEW COURSE

CAS 101 Reacting to the Past (4) Centers on complex, exciting role-playing simulations of decisive historical events and develops key analytical skills in close readings of classic texts. *Approved to satisfy Social Science group requirement.* Effective fall 2010, and is emergency approval as of summer 2010.

ANTHROPOLOGY

EXISTING COURSE CHANGES

ANTH 413/513 Culture and Psychology (4)

(Changed Multicultural Requirements, Instruction Types)

Instruction types: Discussion, Lecture.

Approved to satisfy Category C: International Cultures multicultural requirement.

NEW COURSES

ANTH 355 Lithic Analysis in Archaeology (4) Study of stone tools and other lithic artifacts using scientific identification and quantitative analysis of collections from a range of early human sites. Prereq: ANTH 150.

Offered alternate years.

Approved to satisfy Science group requirement.

(Course previously taught as 410/510 in spring 2009)

ANTH 446/546 Practical Archaeobotany (4) [Graded only for majors] Investigates interactions between human-plant populations in the past; laboratory training of analyzing plant fossils in archaeological contexts.

COMPARATIVE LITERATURE

REINSTATED COURSE

COLT 461/561 Studies in Contemporary Theory: [Topic] (4R) Identifies issues in literary or cultural theory for close examination. **R** twice when topic changes for maximum of 12 credits. Effective winter 2011.

COMPUTER AND INFORMATION SCIENCE

NEW COURSES

(Course previously taught as 410/510 in 2010 winter)

CIS 472/572 Machine Learning (4) A broad introduction to machine learning and its established algorithms. Topics include concept learning, decision trees, neural network.

EXISTING COURSES

CIS 111 Web Programming (4) Prereq: MATH 111.

(Remove prerequisite)

CIS 111 Web Programming (4) Effective fall 2010.

CIS 122 Introduction to Programming and Algorithms (4) Prereq: MATH 111.

(Remove prerequisite)

CIS 122 Introduction to Programming and Algorithms (4) Effective fall 2010.

CIS 433/533 Computer and Network Security (4) Prereq: CIS 432.

(Change prerequisite)

CIS 433/533 Computer and Network Security (4) Prereq: CIS 415. Effective fall 2010.

CREATIVE WRITING

REINSTATED COURSE

CRWR 244 Introduction to Creative Writing: Literary Nonfiction (4) Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing. Prereq: WR121 or equivalent.

EAST ASIAN LANGUAGES AND LITERATURES

DROPPED COURSES

CHN 440, 441, 442 Advanced Language Strategies (4) Effective spring 2011.

NEW COURSES

CHN 439/539 Chinese Academic Writing (4R) Expansion of skills in formal written Chinese to communicate with native speakers about thoughts and professional knowledge. Prereq: CHN 420/520 or its equivalent. **R** when topic changes. Effective spring 2011.

CHN 445/545 Advanced Chinese: [Topic] (5R) Focuses on group and individual language study that is typically related to a content course and domain-specific language learning. Prereq: CHN 411, 412, 413, 421 or fourth-year Chinese language proficiency. **R** when the associated content course changes. Effective spring 2011.

CHN 480/580 Chinese Linguistics (4) Introduces students to various linguistic levels of Chinese; covers basic concepts and methodologies of linguistic analysis, including the relationship between language structure, culture, and cognition. Effective spring 2011.

CHN 520 Intermediate Language Strategies (4) Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 421/521, CHN 422/522. Prereq: CHN 303 or third-year Chinese language proficiency. Effective spring 2011.

CHN 521 Intermediate Language Strategies (4) Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 420/520, CHN 422/522. Prereq: CHN 303 or third-year Chinese language proficiency. Effective spring 2011.

CHN 522 Intermediate Language Strategies (4) Focuses on group and individual language study that is typically correlated with a specific content course concerning China or other Chinese-speaking areas. Sequence with CHN 420/520, CHN 421/521. Prereq: CHN 303 or third-year Chinese language proficiency. Effective spring 2011.

ETHNIC STUDIES

NEW COURSES

(Course previously taught as ES 199 in fall 2009)

ES 310 Race and Popular Culture: [Topic] (4R) [Graded only for majors] Examines the interface between race and popular culture, surveying the historical development, political significance, and social influence of popular culture in the United States. Prereq: one from ES 101, 250, 252, 254, 256. **R** when topic changes. Offered alternate years.

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Approved to satisfy Category B: Identity, Pluralism and Tolerance multicultural requirement.

(Course previously taught as 399 in summer 2005)

ES 370 Race, Ethnicity, and Cinema: [Topic] (4R) [Graded only for majors] Examines the history and politics of race, ethnicity, and indigenouness in relation to film, including questions of production, distribution, and reception in the United States. Prereq: one from ES 101, 250, 252, 254, 256. **R** when topic changes. Offered alternate years.

Approved to satisfy Category B: Identity, Pluralism and Tolerance multicultural requirement.

(Course previously taught as 407/507 in fall 2008)

ES 460/560 Race, Culture, Empire: [Topic] (4R) [Graded only for majors] Examines how racial discourses have informed United States domestic and foreign policy, with special attention on cultural representations of U.S. colonialism and imperialism. Prereq: one from ES 101, 250, 252, 254, 256. **R** when topic changes. Offered alternate years.

GEOLOGICAL SCIENCES

NEW COURSES

(Course previously taught as GEOL 410 in winter 2009)

GEOL 314 Principles of Paleontology (4) [Graded only for majors] Survey of the methods, theories, and major ideas common to all areas of paleontology, and the relation of paleontology to other areas of geological and biological study. Prereq: GEOL 103 or 203. Offered alternate years.

HUMAN PHYSIOLOGY

NEW COURSES

HPHY 105 Principles of Nutrition (3) Explores the fundamentals of nutrition and its application to culture, lifestyle, and health across the lifespan.

HPHY 420/520 Human Cadaver Dissection (1) Dissection of one region of a preserved human cadaver and preparation of the specimen for the ANAT 314 or 315 laboratory experience. Students are accepted by application, which are due early February. Pre- or coreq: ANAT 314 or 315 with C- or better.

HPHY 671 Therapeutic Restoration of Biomotor Abilities (4) Exploration of advanced rehabilitation techniques for athletic trainers, including advanced program design, evaluation, and movement-sport analysis. Pre- or coreq: certification as an athletic trainer or physical therapist.

JUDAIC STUDIES

NEW COURSES

(UOCC Administrative Action)

JDST 510 Experimental Course: [Topic] (1–16R) R when topic changes. Effective spring 2011.

MATHEMATICS

EXISTING COURSE CHANGES

(UOCC Administrative Action)

251, 252, 253 Calculus I,II,III (4,4,4) Standard sequence for students of physical and social sciences and of mathematics. **251:** differential calculus and applications. **252:** integral calculus. **253:** introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Prereq for 251: MATH 112 or satisfactory placement test score. Students cannot receive credit for more than one of MATH 241, 246, 251 or more than one of MATH 242, 247, 252 or more than one of MATH 253, 263.

(Change duplication of credit rule)

251, 252, 253 Calculus I,II,III (4,4,4) Standard sequence for students of physical and social sciences and of mathematics. **251:** differential calculus and applications. **252:** integral calculus. **253:** introduction to improper integrals, infinite sequences and series, Taylor series, and differential equations. Prereq for 251: MATH 112 or satisfactory placement test score. *Students cannot receive credit for more than one of MATH 241, 246, 251 or more than one of MATH 242, 247, 252.* Effective fall 2010.

(UOCC Administrative Action)

MATH 261, 262, 263 Calculus with Theory I,II,III (4,4,4) ... Students cannot receive credit for more than one of MATH 241, 246, 251, 261 or more than one of MATH 242, 247, 252, 262 or more than one of MATH 253, 263.

(Change duplication of credit rule)

MATH 261, 261, 263 Calculus with Theory I,II,II (4) . . . *Students cannot receive credit for MATH 241, 246, or 251 taken after 261, nor credit for MATH 242, 247, or 252 taken after 262, nor for MATH 253 taken after 263.* Effective fall 2010.

PHILOSOPHY

NEW COURSES

(Course previously taught as 399 in winter 2009)

PHIL 309 Global Justice (4) Introduction to philosophical problems of globalization and justice related to global poverty, citizenship, human rights, and issues of identity, multiculturalism, war, terrorism, environmentalism and health care.

Approved to satisfy Social Science group requirement.

Approved to satisfy Category C: International Cultures multicultural requirement.

PHYSICS

NEW COURSES

PHYS 171 The Physics of Life (4) Explores topics in biophysics and biomaterials, including the physical properties of biological materials and behaviors of related “complex” soft materials.

Approved to satisfy Science group requirement.

POLITICAL SCIENCE

REINSTATED COURSES

PS 230 Introduction to Urban Politics (4) Conflict in cities; power structures; protest movements and political participation; urban political institutions; critiques of urban politics; black politics. *Satisfies Social Science group requirement and Category A: American Cultures multicultural requirement.* Effective spring 2011.

PS 455/555 Theories of International Politics (4) Competing theories of international relations and strategies for testing the theories.

NEW COURSES

(Course previously taught as PS 399 in winter 2009)

PS 350 Politics and Film (4) [Graded only for majors] Examines the political relevance of films and their role as a medium for illustrating, defending, and challenging political ideas.

RELIGIOUS STUDIES

NEW COURSES

(UOCC Administrative Action)

ARB 409 Practicum: [Topic] (1–5R) Effective fall 2010.

(Course previously taught as REL 399 in spring 2009)

REL 304 Religions of India (4) [Graded only for majors] An introduction to the major religious traditions of the Indian subcontinent: Hinduism and Buddhism, and more briefly Sikhism and Jainism.

Approved to satisfy Social Science group requirement.

Approved to satisfy Category C: International Cultures multicultural requirement.

(Course previously taught as REL 399 in summer 2009)

REL 305 Hinduism: Myth and Tradition (4) [Graded only for majors] A survey of Hinduism, examining its complex system of doctrines, myths, rituals and spiritual practices, and its historical development. Offered alternate years.

Approved to satisfy Arts and Letters group requirement.

Approved to satisfy Category C: International Cultures multicultural requirement.

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(Course previously taught as REL 407/507 in spring 2010)

REL 335 Introduction to the Qur'an (4) [Graded only for majors] An introduction to the nature of the Qur'an and the various ways it has been interpreted throughout history by both Muslims and non-Muslims. Prereq: REL 233.

Approved to satisfy Arts and Letters group requirement.

Approved to satisfy Category C: International Cultures multicultural requirement.

(Course previously taught as REL 407/507 in spring 2010)

REL 435/535 Advanced Study of the Qur'an: [Topic] (4R) [Graded only for majors] Close reading of a section of the Qur'an in terms of its literary, historical, and cultural contexts, history of interpretation, and critical scholarship. Sequence with REL 335. Prereq: REL 335. **R** when topic changes.

EXISTING COURSES

REL 414/514 Biblical Book: [Topic] (4R) Prereq: REL 211.

(Change prerequisite)

REL 414/514 Biblical Book: [Topic] (4R) Prereq: REL 223.

ROMANCE LANGUAGES

EXISTING COURSES

FR 301 *Culture et langage: la France contemporaine* (4) Prereq: FR 203; WR 122 or 123.

(Change prerequisite)

FR 301 *Culture et langage: la France contemporaine* (4) Prereq: FR 203. Effective fall 2010.

FR 303 *Culture et langage: identites francophones* (4) Prereq: FR 203; WR 122 or 123.

(Change prerequisites)

FR 303 *Culture et langage: identites francophones* (4) Prereq: FR 203. Effective fall 2010.

ITAL 301 *Cultura e lingua: l'Italia contemporanea* (4) Prereq: ITAL 203; WR 122 or 123.

(Change prerequisites)

ITAL 301 *Cultura e lingua: l'Italia contemporanea* (4) Prereq: IATAL 203. Effective fall 2010.

ITAL 303 *Cultura e lingua: societa, economia, politica* (4) Prereq: ITAL 203; WR 122 or 123.

(Change prerequisite)

ITAL 303 *Cultura e lingua: societa, economia, politica* (4) Prereq: ITAL 203. Effective fall 2010.

ITAL 305 *Cultura e lingua: arte, musica, i mass media* (4) Prereq: ITAL 203; WR 122 or 123.

(Change prerequisite)

ITAL 305 *Cultura e lingua: arte, musica, i mass media* (4) Prereq: ITAL 203. Effective fall 2010.

SPAN 301 *Cultura y lengua: identidades hispanas* (4) Prereq: SPAN 203; WR 122 or 123.

(Change prerequisite)

SPAN 301 *Cultura y lengua: identidades hispanas* (4) SPAN 203. Effective fall 2010.

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SPAN 303 *Cultura y lengua: expresiones artisticas* (4) Prereq: SPAN 203; WR 122 or 123.
(Change prerequisite)

SPAN 303 *Cultura y lengua: expresiones artisticas* (4) Prereq: 203. Effective fall 2010.

SPAN 305 *Cultura y lengua: cambios sociales* (4) Prereq: SPAN 203; WR 122 or 123.
(Change prerequisite)

SPAN 305 *Cultura y lengua: cambios sociales* (4) Prereq: SPAN 203. Effective fall 2010.

REINSTATED COURSE

ITAL 441/541 Medieval Italian Culture: [Topic] (4R) Cultural productions of 13th- and 14th-century Italy (e.g., translating Dante, rewriting Boccaccio, chivalric romance) and the history of their interpretation. Conducted in Italian. **R** twice when topic changes for a maximum of 12 credits. Effective spring 2011.

NEW COURSES

SPAN 308 *Cultura y lengua: comunidades bilingues* (4) [Graded only for majors] Develops advanced language skills through the analysis of social and linguistic dynamics of communities in Spain, Latin America, and the United States where Spanish encounters another language. Taught in Spanish. Sequence with SPAN 301, 303, 305. Prereq: SPAN 203; WR 122 or 123. Effective spring 2011.

Approved to satisfy General Education Group II, Social Science, requirement.

Approved to satisfy Category B: Identity, Pluralism and Tolerance multicultural requirement.

SOCIOLOGY

REINSTATED COURSE

SOC 557 Sex and Society (4) Examines alternative sociological perspectives on sexual behavior, the social construction and regulation of sexuality, and contemporary social and political issues pertaining to sexuality.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARCHITECTURE

NEW COURSES

(Course previously taught as ARCH 4/510 in winter 2009)

ARCH 439/539 Minimal Dwelling (3) Examination of the design of small dwelling units for a variety of users. Prereq: junior standing. Offered alternate years.

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ARCH 617 Built Environment Design and Theory (4) Investigation of design processes, planning, and construction of buildings and communities. Prereq: conditional MArch or PhD standing.

ARCH 620 Research Methods in Sustainable Design (2–6) Research methods to assess the design of buildings and communities; discussions include defining research themes, hypotheses, and developing thesis proposals. Prereq: conditional MArch or PhD standing.

ARCH 633 History of Sustainable Design (4) History and theory of sustainable design practices; the evolution of codes and standards related to building design; perspectives and implementation strategies by leading ecological practitioners. Prereq: conditional MArch or PhD standing.

ARCH 678 Advanced Research in Sustainable Design (2–6) Quantitative and qualitative techniques used in validating the design practice and research covering analytic approaches, including research design, surveys, case-study research, measurement, evaluation, and data presentation. Prereq: conditional MArch or PhD standing.

ARCH 695 Advanced Dissertation Proposal Development (4–6R) Directed study for the development of dissertation proposals. Approval of faculty advisor required. Prereq: PhD standing. **R** based on development of proposal for dissertation.

ART

DROPPED COURSES

ARTD 395 Digital Video and Audio (4)

EXISTING COURSE CHANGES

(UOCC Administrative Action)

ARTD 350 Digital Drawing (4)

(Add repeatability)

ARTD 350 Digital Drawing (4R) Applies technology as a drawing medium to communicate concepts visually. The entire creative process is researched in an experimental studio environment. **R** with mastery of subject.

ARTD 379 Introduction to Video Art (4)

(Add repeatability)

ARTD 379 Introduction to Video Art (4R) Intermediate video-audio production and nonlinear editing, including camera, sound, and lighting techniques. Key theoretical, historical, and aesthetic approaches to time-based art in video and sound are surveyed. **R** with mastery of subject.

ARTF 456/556 Advanced Fibers (3–5R)

(Changed Course Description, Course Title, prerequisites)

ARTF 456/556 Advanced Fibers: [Topic] (3–5R) Develops individual studio practice through exploration of contemporary issues in textile-based processes and expansion of the rhetoric of craft. Pre- or coreq: ARTF 368; ARTF 267 or 369.

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ARTO 351 Constructed Image Photography (4)

(Add repeatability)

ARTO 351 Constructed Image Photography (4R) Explores processes and concepts extending beyond the single photographic image. Narrative and formal strategies in manipulation and sequencing, exploring the materiality of the photograph. Studio course. **R** with mastery of subject.

ARTO 450/550 Digital Photography II (4)

(Add repeatability)

ARTO 450/550 Digital Photography II (4R) Addresses advanced methods in a digital workflow and the role of photography in contemporary art practice through various constructed, aesthetic, and conceptual approaches. **R** with mastery of subject.

ARTO 455/555 Conceptual Strategies in Photography (4)

(Add repeatability)

ARTO 455/555 Conceptual Strategies in Photography (4R) Studies the 1960s conceptual art movement and its influence on contemporary photography practice: open-ended projects respond to various conceptual frameworks. **R** with mastery of subject.

REINSTATED COURSE

ART 381 Letterpress (4R) Experiments with lead and wooden type as related to graphic composition and communication. **R** ten times for a maximum of 44 credits. Prereq: ART 115, 116, 233.

NEW COURSES

ART 333 Drawing II (4) Emphasizes synthesis of ideas and approaches, complex subjects, investigation, and expression while building on previous drawing skills. Sequence with ART 233. Prereq: ART 233. Effective spring 2011.

ARTD 415/515 Video Art: Experimental Film (4) Video and sound art practices, from conceptual deconstructions of the film-video apparatus to self-reflexive socio-political and/or cultural critique, are examined through short format and video installation. Pre- or coreq: ARTD 379. Effective spring 2011.

ART HISTORY

EXISTING COURSE

ARH 441/541 Renaissance and Baroque Problems: [Topic] (4R) Prereq: one course from ARH 341–344. (Change prerequisite)

ARH 441/541 Renaissance and Baroque Problems: [Topic] (4R) Prereq: one course from ARH 341, 342, 343, 344, 348, 349. Effective fall 2010.

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REINSTATED COURSE

ARH 386 Chinese Art III (4) The major Chinese arts, including bronzes, sculpture, painting, and architecture, from the Shang through the Ch'ing dynasties.

Satisfies Arts and Letters group requirement and Category C: International Cultures multicultural requirements.

HISTORIC PRESERVATION

NEW COURSE

(UOCC Administrative Action)

AAAP 604 Internship: [Topic] (1–9R) Effective winter 2011.

INTERIOR ARCHITECTURE

EXISTING COURSE CHANGES

IARC 486/586 Custom Cabinet and Furniture Design (6)
(Changed Course Title)

IARC 486/586 Furniture Design (6)

NEW COURSES

(Course previously taught as IARC 484/584 in spring 2009)

IARC 487/587 Working Drawings (4) (P/NP only) Focuses on the design of a small environment and the production of a set of working drawings that documents the project for construction. Prereq for 487: ARCH 462, 484 or IARC 471, 472, 484; prereq for 587: ARCH 562, 584 or IARC 571, 572, 584; coreq: IARC 473/573.

LANDSCAPE ARCHITECTURE

OLD COURSES DROPPED

LA 361 Land Analysis (4)

NEW COURSES

(Course previously taught as LA 361 in fall 2009)

LA 413/513 Analyzing Landscape Systems (4) Develops skills for collecting data and understanding how landscapes function in space and time to inform good decision-making in planning and design. Prereq: one course in geography or biology or environmental studies.

PLANNING, PUBLIC POLICY AND MANAGEMENT

NEW COURSES

(Course previously taught as 407/507 in spring 2009)

PPPM 486/586 Philanthropy and Grant Making (2) History, economics, and practice of philanthropy and grant making in the United States. Students study philanthropy from a multidisciplinary perspective and finish the quarter by awarding a \$15,000 grant to a nonprofit organization of their choice.

LUNDQUIST COLLEGE OF BUSINESS

ACCOUNTING

NEW COURSE

ACTG 351 Intermediate Accounting II (4) [Graded only] Concepts and principles of financial accounting, including U.S. and international financial reporting standards. Analysis of alternatives for income measurement and asset and liability valuation. Prereq: ACTG 350. Effective winter 2011.

COLLEGE OF EDUCATION

COLLEGE OF EDUCATION

NEW COURSES

(Course previously taught as EDLD 610 in fall 2010)

EDUC 611 Social Science Research Methods (3) [Graded only] Survey of qualitative, quantitative, and single-subject research methods. Students develop competence in using published research to inform decision-making in various settings.

(Course previously taught as SPED 627 in fall 2010)

EDUC 612 Social Science Research Design (4) [Graded only] Overview of qualitative, quantitative, and single-subject research methods. Emphasis on introducing students to considerations, issues, and techniques of social science research design.

(Course previously taught as SPSY 618 in winter 2009)

EDUC 614 Educational Statistics (4) [Graded only] Foundations of statistical methods for research producers. Covers sampling methods, descriptive statistics, standard scores, distributions, estimation, statistical significance testing, T tests, correlation, Pearson's chi-square test, power, effect size. Prereq: EDUC 612.

(Course previously taught as SPED 607 in winter 2009)

EDUC 620 Program Evaluation I (4) [Graded only] Focuses on small-scale evaluations, particularly in the field of education and human services. Students plan and design an evaluation. Prereq: EDUC 640.

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(Course previously taught as SPED 607 in spring 2009)

EDUC 621 Program Evaluation II (3–6) [Graded only] Implementation and completion of the evaluation design defined in Program Evaluation I. Prereq: EDUC 620.

(Course previously taught as EDST 671 in fall 2010)

EDUC 630 Qualitative Methodology I: Interpretive Inquiry (4) [Graded only] Examines the history, philosophy, and some basic applications of naturalistic research methods in the study of human experience.

EDUC 632 Qualitative Data Analysis and Collection I (4) [Graded only] Introduction to data collection and analysis for a range of research practices that fall under the umbrella term “qualitative.” Prereq: EDUC 630.

(Course previously taught as EDST 672 in winter 2007)

EDUC 634 Qualitative Methodology II: Reflexive Inquiry (4) [Graded only] Examines the irony and ideology of naturalistic approaches to the study of human experience. Prereq: EDUC 630.

EDUC 636 Qualitative Data Analysis and Collection II (4) [Graded only] Expands on processes of qualitative data collection and analysis; emphasis placed on the analysis of qualitative forms of data. Prereq: EDUC 630, 632.

(Course previously taught as SPSY 619 in spring 2009)

EDUC 640 Applied Statistical Design and Analysis (4) [Graded only] Factor analysis of variance, planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs. Prereq: EDUC 614.

(Course previously taught as EDLD 610 in fall 2009)

EDUC 642 Multiple Regression in Educational Research (4) [Graded only] Application and use of multiple regression in educational research. Topics include bivariate regression, multiple regression with continuous and categorical independent variables. Prereq: EDUC 640.

(Course previously taught as EDLD 610 in winter 2009)

EDUC 644 Applied Multivariate Statistics (4) [Graded only] Advanced statistical techniques including covariance analyses, discriminant function analysis, multivariate analysis of variance, principal components analysis, exploratory factor analysis. Prereq: EDUC 640.

EDUC 646 Advanced Research Design (4) [Graded only] Provides a deeper understanding of educational research with an emphasis on principles of research designs and their use in applied research. Prereq: EDUC 640. Offered alternate years.

(Course previously taught as SPED 667 in winter 2009)

EDUC 650 Single-Subject Research Methods I (4) [Graded only] Basic single-subject design strategies and general procedures as well as issues related to conducting and analyzing single-subject research in applied settings. Prereq: EDUC 614.

(Course previously taught as SPED 668 in spring 2009)

EDUC 652 Single-Subject Research Methods II (4) [Graded only] Critical evaluation of single-subject and group-analysis research designs; elaboration on critical topics in single-subject methodology. Prereq: EDUC 650.

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(Course previously taught as SPED 624 in fall 2010)

EDUC 654 Advanced Applied Behavior Analysis (4) [Graded only] Doctoral-level seminar designed to provide skills, practice, and knowledge in advanced methods and theory of applied behavior analysis. Prereq: EDUC 652.

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

EXISTING COURSE CHANGES

CFT 620 Psychopathology and Behavior Deviation (3)

(Course description, course title)

CFT 620 Mental Health and Diagnosis (3) Study of maladaptive behavior, treatment, and prevention emphasizing the integrative contributions of biological, behavior, cognitive, psychodynamic, humanist-existential, and community perspectives, including the *Diagnostic and Statistical Manual of Mental Disorders*.

FHS 406 Special Problems: [Topic] (1-8R)

(Change variable credit)

FHS 406 Special Problems: [Topic] (1–12R) Effective winter 2011.

SPECIAL EDUCATION AND CLINICAL SCIENCES

EXISTING COURSE CHANGES

SPSY 606 Special Problems: [Topic] (1–9R)

(Change title)

SPSY 606 Field Studies: [Topic] (1–9R) Effective fall 2010.

SPSY 650 Child Development and Psychopathology (4)

(Changed Course Description, Course Title)

SPSY 650 Developmental Psychopathology

Overview of developmental psychopathology, with emphasis on childhood, adolescence, and early adulthood. Covers phenomenology, etiology, development, classification systems, and prognosis of major psychological disorders.

NEW COURSES

SPSY 651 Cognitive-Affective Aspects of Behavior (4–5) Examination of cognitive and affective foundations of human behavior. Emphasis on reciprocal influences of cognition and emotion. Selected topics in attention, language, memory, thinking, reasoning. Prereq: school psychology or counseling psychology graduate program status. Offered alternate years.

(Course previously taught as SPSY 610 in spring 2009)

SPSY 662 Foundations of Clinical Supervision (3) [Graded only] Introduction to theory and practice of clinical supervision. Overview of supervision models, factors affecting the supervision relationship, supervision and evaluation techniques, legal and ethical considerations. Prereq: certification as a licensed psychologist or enrolled in graduate psychology program.

(Course previously taught as SPSY 610 in Winter 2010 (200902))

SPSY 675 Social-Emotional Assessment of Children (4) Behavioral, social, and emotional assessment of children and adolescents. Emphasis on social-emotional problems as well as strength-based approaches. Applied practice in assessment and report writing. Prereq: school psychology or counseling psychology graduate program status. Offered alternate years.

SCHOOL OF MUSIC AND DANCE

MUSIC

EXISTING COURSE CHANGES

MUS 430/530 Schenkerian Analysis (3) Prereq: MUS 326
(Change prerequisites)

MUS 430/530 Schenkerian Analysis (3) Prereq: MUS 327. Effective winter 2011.

REINSTATED COURSES

MUS 349 American Ethnic and Protest Music (3) Effective winter 2011.

PHYSICAL EDUCATION AND RECREATION

PHYSICAL EDUCATION AND RECREATION

DROPPED COURSES

PEMB 230 Sport Yoga (1R)

PERS 241 Racquetball I (1R)

PERS 242 Racquetball II (1R)

PERS 243 Racquetball III (1R)

NEW COURSES

(Course previously taught as 399 in spring 2010)

PEAE 311 Boot Camp (1R) [P/NP only] Sport conditioning drills, running, resistance training, and dynamic core work to improve cardiovascular fitness, muscular endurance, agility, and flexibility. For students with a good base of physical fitness. R repeatable once for credit.

(Course previously taught as 399 in spring 2010)

PEAE 321 Zumba (1R) [P/NP only] Fitness and dance moves to Latin rhythm and music: salsa, meringue,

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cumbia, and others. Simple enough for beginners yet can challenge the fitness of advanced exercisers. R repeatable once for credit.

(Course previously taught as 399 in winter 2010)

PEAQ 301 Triathlon Swimming (1R) [P/NP only] Learn to swim more efficiently and effortlessly while conserving energy for the bike and run. Freestyle technique and endurance is emphasized. Prereq: PEAQ 202. R repeatable once for credit.

(Course previously taught as 399 in winter 2010)

PEF 341 Fitness Instructor Training (3) [P/NP only] Principles of exercise physiology, biomechanics, kinesiology, nutrition, group fitness, and class design. Group fitness leadership skills include cueing, exercise technique, choreography, and music application.

(Course previously taught as 199 in spring 2010)

PEMB 215 Partner Yoga (1R) [P/NP only] Hatha yoga poses practiced with a partner. Increased strength and flexibility (and an abundance of humor) will likely occur. Previous yoga experience is helpful but not required. You do not need a partner to enroll. R repeatable once for credit.

(Course previously taught as 230 in spring 2010)

PEMB 221 Sports Yoga I (1R) [P/NP only] Covers important yogic concepts and practices for athletes. Improve your flexibility and strength as you learn yoga techniques, practice, and philosophy. Sequence with PEMB 222. R repeatable once for credit.

(Course previously taught as 399 in spring 2010)

PEMB 222 Sports Yoga II (1R) [P/NP only] Covers advanced yogic concepts and practices for athletes. Improve your flexibility and strength as you learn yoga techniques, practice, and philosophy. Sequence with PEMB 221. Prereq: PEMB 221. R repeatable once for credit.

PENDING PROPOSALS

LUNDQUIST COLLEGE OF BUSINESS

BUSINESS ADMINISTRATION

NEW COURSE PENDING

BA 240 Managing Business Information (4) [Graded only for majors] Data-oriented approaches for

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structuring and analyzing information, with applications in the traditional functional areas of business, emphasizing modern techniques for developing fact-based decision models. Prereq: Sophomore Standing

DECISION SCIENCES

OLD COURSE DROP PENDING

DSC 240 Managing Business Information (4)

COLLEGE OF EDUCATION

EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP

NEW COURSES PENDING

(Course previously taught as EDLD 610 in fall 2010)

EDLD 611 Statistical Software in Educational Research (1) [Graded only] This course is specifically for graduate students learning how to use the Statistical Package for the Social Sciences (SPSS) version 17.0.

EDLD 625 Survey and Questionnaire Design/Analysis (4) [Graded only] Students will gain hands-on experience in the design, collection and analysis of social science information using surveys and questionnaires.

EDLD 629 Hierarchical Linear Models I (4) [Graded only] Introduction to multilevel modeling and hierarchical data structures, random and fixed effects, intercepts and slopes as outcomes models, estimation, centering, and two level models. Sequence: EDLD 630 Hierarchical Linear Models II Prereq: EDUC 642 Multiple Regression in Education Research

EDLD 630 Hierarchical Linear Models II (4) [Graded only] Advanced topics in multilevel modeling and hierarchical data structures including three level models with random and fixed effects, longitudinal models and multilevel models. Sequence: EDLD 629 Hierarchical Linear Models I Prereq: EDLD 629 Hierarchical Linear Models I Offered alternate years.

EDLD 633 Structural Equation Modeling I (4) [Graded only] Theory, application, interpretation of Structural Equation Modeling (SEM) techniques. Includes covariance structures, path diagrams, path analysis, model identification, estimation, and testing. Sequence: EDLD 634 Structural Equation Modeling II Prereq: EDUC 642 Multiple Regression in Educational Research

EDLD 634 Structural Equation Modeling II (4) [Graded only] Emphasis on structural and latent variable models, including cross-validation, mean structures, comparing groups and models, latent growth curve analyses. Sequence: EDLD 633 Structural Equation Modeling I Prereq: EDLD 633 Structural Equation Modeling I Offered alternate years.

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EDLD 650 Advanced Seminar Educational Research Methods (4) [Graded only] The goal of the course is to engage special issues in the use and application of educational statistics and research design in group discussion/seminar format. Prereq: EDUC 640 Applied Statistical Design and Analysis

EDLD 670 Analysis of Discrete and Categorical Data (4) [Graded only] Advanced methods for analysis of discrete data. Topics covered include log-linear, logit, probit, latent class and mixture models, and other generalized linear models Prereq: EDUC 642 Multiple Regression in Educational Research Offered alternate years.

EDLD 672 Analysis of Large Scale Databases (4) [Graded only] The course is designed to introduce students to secondary data analysis and the use of data from national and other databases. Prereq: EDUC 642 Multiple Regression in Educational Research Offered alternate years.

EDLD 681 Advanced Program Evaluation (4) [Graded only] The course focuses on the analysis of evaluation data. Topics alternative research designs, matching, use of propensity scoring, and time series designs. Prereq: EDUC 621 Program Evaluation II Offered alternate years.

EDUCATIONAL STUDIES

EXISTING COURSE CHANGES PENDING

EDST 331 Autobiography of Schooling (3)

(Changed Credits/Workload)

Minimum credits: 4

Contact hours per week: 4

EDST 342 Curriculum Studies I (3)

(Changed Credits/Workload)

Minimum credits: 4

Contact hours per week: 4

EDST 343 Curriculum Studies II (3)

(Changed Credits/Workload)

Minimum credits: 4

Contact hours per week: 4

EDST 420 Living in a Stratified Society (3)

(Changed Credits/Workload)

Minimum credits: 4

Contact hours per week: 4

EDST 422/522 Technology Education: Teachers as Cyborgs (3)

(Changed Credits/Workload)

Minimum credits: 4

Contact hours per week: 4

EDST 458/558 Observation: Equal Opportunity I (1) Pass/NoPass

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(Changed Course Description, Grading Options, Repeatability)

Repeatable 2 times.

Repeatable for a maximum of 3 credits.

Pre/corequisite(s): Prereq: EDST 420 Coreq: EDST 452 or 453 or 454 or 455 or 456 or 457 Repeatable Twice for a max of 3 credits.

EDST 462/562 Interventions for the Struggling Reader (3)

(Changed Credits/Workload)

Minimum credits: 4

Contact hours per week: 4

NEW COURSES PENDING

EDST 451/551 Eq Opp: Ecojustice and Education (3) [Graded only for majors] This course examines ways that schools, implicitly and explicitly, teach about the environment and human relationships to the environment. Prereq: EDST 420 Coreq: EDST 458/558

EDST 673 Qualitative Methodology III: Transformative Inquiry (4) [Graded only] This course examines the ethics and aesthetics of naturalistic studies of human experience. Sequence: EDUC 630 Qualitative Methodology I: Interpretive Inquiry, EDUC 634 Qualitative Methodology II: Reflexive Inquiry Prereq: EDUC 634 Qualitative Methodology II: Reflexive Inquiry Offered alternate years.

SCHOOL OF JOURNALISM AND COMMUNICATION

JOURNALISM

EXISTING COURSE CHANGES PENDING

J 638 Writing the Nonfiction Book (4)

(Changed Course Description, Course Title, Instruction Types)

J 638 Story and Commerce (4)

An exploration of the changing face of narrative journalism in a tumultuous book publishing environment

Pre/corequisite(s): Admitted Litgerary nonfiction graduate student or by instructors consent

Instruction type: Seminar

NEW COURSE PENDING

(Course previously taught as 620 in spring 2009)

J 617 Strategic Communication Theory and Research (Topic) (4R) Theory and research and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. R when topic changes. Prereq: Graduate standing R When topic changes

WITHDRAWN PROPOSALS

None.

DENIED PROPOSALS

HONORS COLLEGE

HONORS COLLEGE

NEW COURSE

HC 377H Thesis Orientation (1) Sophomore/junior preparation for thesis project. Prereq: HC 233
Denied

ADMINISTRATIVELY DROPPED COURSES

None

OTHER CURRICULAR MATTERS

College of Arts and Sciences

Women and Gender Studies with endorsement from the CAS curriculum committee and Deans have revised minor requirements for both the Women and Gender Studies and Queer Studies. Remove restriction from WGS minor "Courses applied to any major may not count for the WGS minor." Stipulate for both WGS and QS minor "No more than 8 credits may count for both the minor and the subject's major." Effective winter 2011.

Latin American Studies with endorsement from the CAS Deans approve slight revisions to the LAS minor. The changes include increasing upper division course requirement from 16 to 20 credits and decreasing comparative, global, and ethnic courses from 8 to 4 credits.

The University of Oregon is authorized by the Board's Academic Strategies Committee to establish an Instructional program leading to a B.A. / B.S. degree in General Social Science. Effective winter 2011.

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

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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 University 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.

Minor edits of course description may be made without review by the full committee. Changes may be submitted in writing directly to the Office of the Registrar and to Design and Editing Services, 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.

Other minor changes (conditions of repeatability, prerequisites, ...) will be routed through the UOCC for administrative action and documentation in the report to the senate.

Generic courses with standard numbers (see catalog for list) may be added under a subject code without full committee review by administrative action if no conflicts or confusion could potentially result.

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, changes in existing general education courses, all 4XX/5XX courses, and extensively modified 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. Students enrolled in a 5XX course may not provide instruction in the corresponding 4XX course.

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** are also reviewed by 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.

Expanded Course Descriptions for Group-Satisfying Courses: All proposals for courses that would satisfy a group requirement for general education must include a suitable expanded 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-satisfying status.” (US03/04-8, May 12, 2004)

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.

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 these courses available at the more general 100, 200, or 300 levels whenever possible, rather than at the more specialized 400 level.

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.*

<p>Undergraduate Courses Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 3-credit course would engage students for approximately 90 hours total among the activities listed below, whereas a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.</p>	<p>Graduate Courses Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. Therefore, a 3-credit graduate course would typically engage students approximately 120 hours; a 4-credit graduate course may be expected to entail approximately 160 hours for the average student for whom the course is designed.</p>
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Please identify the number of hours a typical or average student would expect to spend in each of the following activities:

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

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.

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

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.

UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

The following criterions 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.

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)

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.

MULTICULTURAL REQUIREMENTS FOR STUDY ABROAD

Students who participate in University of Oregon sponsored study abroad programs can fulfill one Category C International Cultures-satisfying course through this participation in order to meet Multicultural Requirements.

The UO Foreign Study Programs Committee in collaboration with Study Abroad staff will identify which UO-sponsored programs will meet the *International Cultures* requirement, based on the following criteria:

Students must be enrolled full-time and maintain satisfactory academic progress throughout their academic programs abroad.

Approved study abroad programs must be a minimum of five weeks in length. If the program is between five and nine weeks in duration, it must have substantial cultural immersion, and meet at least two of the following three criteria:

Include a home stay or immersion living experience

Offer a language-intensive and/or culturally-immersive curriculum

Provide an internship, service learning, or integrated work or volunteer program

Programs of ten weeks or longer will automatically satisfy the *International Cultures* requirement

A student who participates in a program that does not fit any of the criteria above has the option to petition the Academic Requirements Committee under their usual guidelines.

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.