

WINTER 2011 FINAL CURRICULUM REPORT

March 9, 2011

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed winter 2011 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 that have already been submitted during spring term and will submit a quarterly report to the University Senate in May. New proposals to be considered beginning fall 2011 should be submitted before the start of fall term (see date below). 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

April 27, 2011: Spring preliminary report sent to the senate

May 11, 2011: Senate considers the Committee on Courses report

Academic Year 2011-2012

Sept 13, 2011: **Fall course proposals due at Academic Affairs office**

November 23, 2100: Fall preliminary report from Committee on Courses sent to the senate

Dec 6, 2011: **Winter course proposals due at Academic Affairs office**

February 22, 2012: Winter preliminary report from Committee on Courses sent to the senate

March 11, 2012: **Spring course proposals due at Academic Affairs office**

April 25, 2012: Spring preliminary report from Committee on Courses sent to the senate

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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 – on sabbatical
Paul Peppis
Shlomo Libeskind
Frances White
Jens Noeckel
Debra Merskin

Ex officio nonvoting: Sue Eveland
John Crosiar
Sandra Morgan
Andrew Wahlstrom
Scott Skelton
Mia Tuan

Student: Heath Hutto

Staff: Tami Oar
Mike Jefferis

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

(Course previously taught as CAS 199 in 201001)

CAS 101 Reacting to the Past (4) [Graded only] Complex, exciting role-playing simulations of decisive historical events. Develops key analytical skills in close reading of classic texts. *Approved to satisfy Social Science group requirement.* Effective fall 2010.

BIOLOGY

NEW COURSE

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

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BI 426/526 Cancer Genetics (4) Genetic regulation of cancer. Topics include oncogenes and tumor suppressor genes, signal transduction pathways, genetic animal models, and rationale treatment design. Prereq: Two from BI 320, BI 322, BI 328.

EXISTING COURSES

(UOCC Administrative Action)

BI 211 General Biology I: Cells (4) Prereq: CH 111 or 113 or 221 or 224H.

(Change prerequisite)

BI 211 General Biology I: Cells (4) Prereq: C- or better or P in CH 111 or 113 or 221 or 224H. Effective spring 2011.

BI 214 General Biology IV: Biochemistry and Genetics (4)

(Change course title)

BI 214 General Biology IV: Mechanisms (4)

BI 309 Diseases of Africa (4)

(Change course title)

BI 309 Tropical Diseases in Africa (4)

CINEMA STUDIES

NEW COURSES

(UOCC Administrative Action)

CINE 399 Special Studies: [Topic] (1-5R) Effective spring 2011.

(UOCC Administrative Action)

CINE 401 Research: [Topic] (1-12R) Effective spring 2011.

(UOCC Administrative Action)

CINE 404 Internship: [Topic] (1-12R) Effective spring 2011.

(UOCC Administrative Action)

CINE 405 Reading and Conference: [Topic] (1-5R) Effective spring 2011.

(UOCC Administrative Action)

CINE 407 Seminar: [Topic] (1-5R) Effective spring 2011.

(UOCC Administrative Action)

CINE 408 Workshop: [Topic] (1-12R) Effective spring 2011.

(UOCC Administrative Action)

CINE 410 Experimental Course (1-5R) Effective spring 2011.

CREATIVE WRITING

REINSTATED COURSE

(UOCC Administrative Action)

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: WR 121 or equivalent.

EAST ASIAN LANGUAGES AND LITERATURES

(UOCC Administrative Action)

EALL 608 Colloquium: [Topic] (1–3R) R twice when topic changes for maximum of 9 credits.

(Change title, credits, repeatability)

EALL 608 Workshop: [Topic] (1–4R) R thrice when topic changes for maximum of 12 credits.

ECONOMICS

NEW COURSE

(Course previously taught as EC 420/520 in 201001)

EC 320 Introduction to Econometrics I (4) [Graded only for majors] Application of classical statistical techniques of estimation, hypothesis testing, and regression to economic models. Includes laboratory section in Social Science Instructional Laboratory. Prereq: MATH 242, 243.

EXISTING COURSES

EC 418 Economic Analysis of Community Issues I (2) Prereq: EC 311, EC 420.

(Change prerequisites)

EC 418 Economic Analysis of Community Issues I (2) Prereq: EC 311, 320.

EC 419 Economic Analysis of Community Issues II (4) Prereq: EC 311, EC 420.

(Change prerequisites)

EC 419 Economic Analysis of Community Issues II (4) Prereq: EC 311, 320.

EC 421 Introduction to Economics (4)

(Change prerequisites and title)

EC 421 Introduction to Econometrics II (4) Analysis of departures from classical regression assumptions, corrections, and other related topics. Includes laboratory section in Social Science Instructional Laboratory. Prereq: EC 320.

EC 422/522 Economic Forecasting (4) Prereq: EC 420; coreq: EC 421.

(Change prerequisites)

EC 422/522 Economic Forecasting (4) Prereq: EC 320; coreq: EC 421.

EC 427/527 Games and Decisions (4)

(Change prerequisites)

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EC 427/527 Games and Decisions (4) Prereq: EC 311, 320.

EC 428/528 Behavioral and Experimental Economics (4) Prereq: MATH 111 or equivalent.
(Change prerequisites)

EC 428/528 Behavioral and Experimental Economics (4) Prereq: EC 311, 320.

EC 430/530 Urban and Regional Economics (4) Prereq: EC 311.
(Change prerequisites)

EC 430/530 Urban and Regional Economics (4) Prereq: EC 311, 320.

EC 432/532 Economy of the Pacific Northwest (4) Prereq: EC 311.
(Change prerequisites)

EC 432/532 Economy of the Pacific Northwest (4) Prereq: EC 311, 320.

EC 433/533 Resource and Environmental Economics (4) Prereq: EC 311.
(Change prerequisites)

EC 433/533 Resource and Environmental Economics (4) Prereq: EC 311, 320.

EC 440/540 Public Economics (4) Prereq: EC 311.
(Change prerequisites)

EC 440/540 Public Economics (4) Prereq: EC 311, 320.

EC 443/543 Health Economics (4) Prereq: EC 311.
(Change prerequisites)

EC 443/543 Health Economics (4) Prereq: EC 311, 320.

EC 450/550 Labor Economics (4) Prereq: EC 311.
(Change prerequisites)

EC 450/550 Labor Economics (4) Prereq: EC 311, 320.

EC 451/551 Issues in Labor Economics (4) Prereq: EC 311.
(Change prerequisites)

EC 451/551 Issues in Labor Economics (4) Prereq: EC 311, 320.

EC 460/560 Theories of Industrial Organization (4) Prereq: EC 311.
(Change prerequisites)

EC 460/560 Theories of Industrial Organization (4) Prereq: EC 311, 320.

EC 461/561 Industrial Organization and Public Policy (4) Prereq: EC 311.
(Change prerequisites)

EC 461/561 Industrial Organization and Public Policy (4) Prereq: EC 311, 320.

EC 470/570 Monetary Policy (4) Prereq: EC 311, 313.
(Change prerequisites)

EC 470/570 Monetary Policy (4) Prereq: EC 311, EC 313, 320.

EC 471/571 Monetary Theory (4) Prereq: EC 311, 313.
(Change prerequisites)

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EC 471/571 Monetary Theory (4) Prereq: EC 313, 320.

EC 480/580 International Finance (4) Prereq: EC 311, 313.
(Change prerequisites)

EC 480/580 International Finance (4) Prereq: EC 311, 313, 320.

EC 481/581 International Trade (4) Prereq: EC 311.
(Change prerequisites)

EC 481/581 International Trade (4) Prereq: EC 311, 320.

EC 484/584 Multinational Corporations (4) Prereq: EC 311.
(Change prerequisites)

EC 484/584 Multinational Corporations (4) Prereq: EC 311, 320.

EC 490/590 Economic Growth and Development (4) Prereq: EC 311, 313.
(Change prerequisites)

EC 490/590 Economic Growth and Development (4) Prereq: EC 311, 313, 320.

EC 491/591 Issues in Economic Growth and Development (4) Prereq: EC 311, 313.
(Change prerequisites)

EC 491/591 Issues in Economic Growth and Development (4) Prereq: EC 311, 313, 320.

EC 493/593 The Evolution of Economic Ideas (4) Prereq: EC 311, 313.
(Change prerequisites)

EC 493/593 The Evolution of Economic Ideas (4) Prereq: EC 311, 313, 320.

DROPPED COURSES

EC 420/520 Introduction to Econometrics (4)

(UOCC Administrative Action)

EC 521 Introduction to Econometrics (4)

ENGLISH

(Course previously taught as ENG 199 in 200801)

ENG 225 Age of King Arthur (4) [Graded only for majors] Introduction to the literature of the Middle Ages set against the backdrop of medieval culture. *Approved to satisfy Arts and Letters group requirement.*

ETHNIC STUDIES

NEW COURSES

(Approved fall 2010; UOCC administrative action change effective term to summer 2011)

ES 310 Race and Popular Culture: [Topic] (4R)

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(UOCC Administrative Action)

ES 404 Internship: [Topic] (1–12R)

(UOCC Administrative Action)

ES 605 Reading and Conference: [Topic] (1–9R)

(UOCC Administrative Action)

ES 607 Seminar: [Topic] (1–5R)

(UOCC Administrative Action)

ES 610 Experimental Course (1–5R)

EXISTING COURSES

(UOCC Administrative Action)

ES 350 Native Americans and the Environment (4) Pre- or coreq: ES 101 or 256.

(Change prerequisites)

ES 350 Native Americans and the Environment (4) ES 101 or 256 recommended preparation. Effective spring 2011.

(UOCC Administrative Action)

ES 399 Special Studies [Topic] (1–5R) Prereq: ES 101 and 102.

(Remove prerequisites)

ES 399 Special Studies [Topic] (1–5R) ES 101 recommended. Effective spring 2011.

(UOCC Administrative Action)

ES 442/542 Caribbean Literature and Politics (4) Prereq: ES 101, ES 250, 252, 254, or 256 recommended.

(Change prerequisite)

ES 442/542 Caribbean Literature and Politics (4) Prereq: ES 101. Effective spring 2011.

(UOCC Administrative Action)

450/550 Race and Incarceration (4) Prereq: ES 101. ES 250, 252, 254, or 256 recommended.

(Change prerequisite)

ES 450/550 Race and Incarceration (4) Prereq: ES 101. Effective spring 2011.

REINSTATED COURSE

(Reinstatement retroactive to winter 2010; UOCC failed to report)

ES 330 Women of Color: Issues and Concerns (4) Contemporary social issues and feminism among women of color in the United States. Prereq: ES 101 or 102 recommended.

(Remove prerequisite)

ES 330 Women of Color: Issues and Concerns (4) ES 101 or 102 recommended preparation. Effective spring 2011.

GEOLOGICAL SCIENCES

EXISTING COURSES

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(UOCC Administrative Action)

GEOL 606 Field Studies: [Topic] (1–3R)

(Change variable credit)

GEOL 606 Field Studies: [Topic] (1–6R) Effective summer 2011.

INTERNATIONAL STUDIES

EXISTING COURSES

(UOCC Administrative Action)

INTL 420/520 International Community Development (4)

(Add prerequisite)

INTL 420/520 International Community Development (4) Prereq: INTL 240. Effective spring 2011.

(UOCC Administrative Action)

INTL 421/521 Gender and International Development (4)

(Add prerequisite)

INTL 421/521 Gender and International Development (4) Prereq: INTL 240. Effective spring 2011.

INTL 422/522 Aid to Developing Countries (4)

(Add prerequisite)

INTL 422/522 Aid to Developing Countries (4) Prereq: INTL 240. Effective spring 2011.

LINGUISTICS

NEW COURSE

AEIS 108 Advanced Reading Academic Discourse (4) Focuses on interactive reading of academic text, reading strategies for better comprehension, speed, and confidence, and further development of critical, interpretive and evaluative reading. Sequence with AEIS 107. Prereq: AEIS 107 or Accuplacer Reading Comprehension Test score of 60–79.

EXISTING COURSES

AEIS 107 Comprehending Written Academic Text (4) Provides interactive reading model for effective processing of academic texts. Emphasizes development of critical reading skills, use of content schemata, and the role of context in resolving ambiguity. Prereq: TOEFL score of 500-574, English-proficiency examination.

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(Change course description, course title, prerequisite)

AEIS 107 Reading Academic Discourse (4) Focuses on interactive reading of academic text, building reading strategies for better comprehension, speed, and confidence, and developing critical reading skills. Prereq: Accuplacer Reading Comprehension Test score of 59 or below.

AEIS 110 Written Discourse I (4)

(Change course title)

AEIS 110 Introductory Academic Writing (4)

AEIS 111 Written Discourse II (4)

(Change course title)

AEIS 111 Intermediate Academic Writing (4)

AEIS 112 Written Discourse III (4)

(Change course title)

AEIS 112 Advanced Academic Writing (4)

PHILOSOPHY

NEW COURSES

PHIL 123 Internet, Society, and Philosophy (4) Introduction to philosophical problems of the Internet. Primary focus on social, political, and ethical issues with discussion of epistemological and metaphysical topics. *Approved to satisfy Social Science group requirements.*

(approved fall 2010; UOCC administrative action change effective term to summer 2011)

PHIL 309 Global Justice (4)

PHIL 342 Introduction to Latin American Philosophy (4) History of Latin American philosophy through the study of ideas, issues, problems, and forms of thinking in the work of key periods, movements, and authors. *Approved to satisfy Arts and Letters group requirement. Approved to satisfy International Cultures multicultural requirement.*

PHIL 343 Critical Theory (4) Examines the methodological, epistemological, moral, and political dimensions of critical theory. Prereq: one philosophy course. Offered alternate years. *Approved to satisfy Social Science group requirements. Approved to satisfy Identity, Pluralism and Tolerance multicultural requirement.*

POLITICAL SCIENCE

REINSTATED COURSE

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. Effective spring term 2011.

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NEW COURSE

(approved fall 2010; UOCC administrative action change effective term to summer 2011)

PS 350 Politics and Film (4)

RELIGIOUS STUDIES

NEW COURSES

ARB 331 Reading Classical Arabic (4) [Graded only for majors] Improves students' abilities to work with classical Arabic texts; serves as a gateway to other classical Arabic text courses. Prereq: ARB 202 or equivalent. *Approved to satisfy Arts and Letters group requirement.*

(approved fall 2010; UOCC administrative action change effective term to summer 2011)

REL 305 Hinduism: Myth and Tradition (4)

EXISTING COURSE

(UOCC Administrative Action)

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

(Change prerequisite)

REL 414/514 Biblical Book: [Topic] (4R) Prereq: REL 222 or 223. Effective spring 2011.

REL 432/532 Islamic Mystical Thought (4)

(Change title, repeatability)

REL 432/532 Islamic Mysticism: [Topic] (4R) R twice for maximum of 12 credits. (Repeatable under the following conditions: when taught with different content, which rotates among three different authors.)

ROMANCE LANGUAGES

EXISTING COURSE CHANGE

(UOCC Administrative Action)

(Approved fall 2010; effective fall 2011)

SPAN 308 *Cultura y lengua: comunidades bilingues* (4) Prereq: SPAN 203; WR 122 or WR 123.

(Change prerequisite)

SPAN 308 *Cultura y lengua: comunidades bilingues* (4) Prereq: SPAN 203.

THEATER ARTS

NEW COURSE

TA 470 Majors Seminar (4) Capstone seminar for junior theater majors; readings and research in new theater

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trends, aesthetics, professional and higher academic opportunities. Prereq: TA 367.

DROPPED COURSE

TA 462 Advanced Script Analysis (4)

WOMEN'S AND GENDER STUDIES

COURSE CHANGE

WGS 422/522 Lesbian and Gay Studies: [Topic] (4R) Various topics in lesbian and gay studies, including the relationship between gender and sexuality and between lesbian-gay studies and women's and gender studies. **R** twice when topic changes for maximum of 12 credits. Prereq: WGS 101.

(Change course description, prerequisites, and course title)

WGS 422/522 Sexuality Studies: [Topic] (4R) Various topics in sexuality studies, including the relationship between gender and sexuality and between queer studies and women's and gender studies. **R** twice when topic changes for maximum of 12 credits. Prereq: WGS 101 or 201.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

NEW COURSES

AAA 611 Sustainability Leadership Practicum I (4) [P/NP only] First in a sequence of intensive, applied courses required for students pursuing the Oregon Leadership in Sustainability (OLIS) Certificate. Sequence with AAA 612, 613.

AAA 612 Sustainability Leadership Practicum II (6) [P/NP only] Second in a sequence of intensive, applied courses required for students pursuing the Oregon Leadership in Sustainability (OLIS) certificate. Sequence with AAA 611, 613.

AAA 613 Sustainability Leadership Practicum III (8) [P/NP only] Final course in a sequence of intensive, applied courses required for students pursuing the Oregon Leadership in Sustainability (OLIS) certificate. Sequence with AAA 611, 612.

AAA 620 Urban Ecological Design (4) Strategies for enhancing the sustainable performance of urban environments.

ART

EXISTING COURSES

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(UOCC correction from fall 2010 report; change effective term to fall 2010)

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

(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. Effective fall 2010.

(UOCC correction form fall 2010 report; change effective term to fall 2010)

ARTD 379 Introduction to Video Art (4) 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.

(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. Effective fall 2010.

(UOCC correction from fall 2010 report; change effective term to fall 2010)

ARTO 351 Constructed Image Photography (4) 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** mastery of subject.

(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. Effective fall 2010.

(UOCC correction from fall 2010 report; change effective term to fall 2010)

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

(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. Effective fall 2010.

(UOCC correction from fall 2010 report; change effective term to fall 2010)

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

(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. Effective fall 2010.

ARTP 390 Intermediate and Advanced Painting (4R) Prereq: two terms of ARTP 281 or one term of ARTP 381.

(Change prerequisite)

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ARTP 390 Intermediate and Advanced Painting (4R) Prereq: ARTP 381. Effective spring 2011.

HISTORIC PRESERVATION

NEW COURSE

(UOCC Administrative Action)

AAAP 199 Special Studies: [Topic] (1–5R) Effective spring 2011.

INTERIOR ARCHITECTURE

NEW COURSE

(UOCC Administrative Action; course approved fall 2010)

IARC 487/587 Working Drawings (4)

(change credits)

IARC 487/587 Working Drawings (6)

PRODUCT DESIGN

EXISTING COURSE

(UOCC Administrative Action)

PD 484 Studio (4–6R) Prereq: PD 323, 340, 350, 370 or junior standing in architecture, art, or interior architecture.

(Change prerequisite)

PD 484 Global Studio (4–6R) Prereq: PD 323, 340, 350, 370 or senior standing in architecture, art, or interior architecture. Effective winter 2011.

NEW COURSES

PD 101 Introduction to Product Design (4) Examines how designers invent things that help people through interviews with design superstars, drawing techniques, photo documentation, computer-aided design, and design portfolio creation.

PD 223 Design Drawing (4) Focuses on perspective, line weight, construction with primary shapes, and shading in the creation of three-dimensional objects.

PD 240 Designers' Tools (4) Quick model-making and additive, subtractive, and mold-using fabrication methods are applied in the creation of products in three separate projects.

PD 301 Introduction to Design Studio (4) Students observe and design solutions for problems on campus in

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three team-based projects. Prereq: PD 101.

PD 430 Computer-Assisted Design and Production (4) Meshes virtual and physical design techniques on projects through the use of both shop tools and computer-aided design and manufacturing software and equipment. Prereq: ART 115, 116, PD 301; pre- or coreq: PD 350.

PD 440 Advanced Designers' Tools (4) Designing a production line for twenty identical items. Prereq: PD 240, 350.

LUNDQUIST COLLEGE OF BUSINESS

BUSINESS ADMINISTRATION

NEW COURSE

BA 240 Managing Business Information (4) [Graded only for majors] Data-oriented approaches for structuring and analyzing information, with applications in the traditional functional areas of business, emphasizing modern techniques for developing fact-based decision models. Sophomore standing required.

DECISION SCIENCES

DROPPED COURSE

DSC 240 Managing Business Information (4)

COLLEGE OF EDUCATION

EDUCATIONAL STUDIES

EXISTING COURSE

EDST 331 Autobiography of Schooling (3)
(Changed Credits/Workload)

EDST 331 Autobiography of Schooling (4)

EDST 342 Curriculum Studies I (3)
(Changed Credits/Workload)

EDST 342 Curriculum Studies I (4)

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EDST 343 Curriculum Studies II (3)

(Changed Credits/Workload)

EDST 343 Curriculum Studies II (4) Effective spring 2011.

(UOCC Administrative Action)

EDST 408/508 Workshop: [Topic] (1–5R)

(Change variable credit)

EDST 408/508 Workshop: [Topic] (1–6R) Effective summer 2011.

EDST 420 Living in a Stratified Society (3)

(Changed Credits/Workload)

EDST 420 Living in a Stratified Society (4)

EDST 458/558 Observation: Equal Opportunity I (1) Prereq: EDST 420; coreq: one among EDST 452, 453, 454, 455, 456, 457, SPED 411.

(Changed pre- and corequisites, repeatability)

EDST 458/558 Observation: Equal Opportunity I (1R) R twice for a maximum of 3 credits. Prereq: EDST 420; coreq: EDST 452 or 453 or 454 or 455 or 456 or 457.

EDST 673 Qualitative Methodology III: Transformative Inquiry (4) [Graded only for majors] Explores the ethics and aesthetics of naturalistic studies of human experience and surveys the latest innovations in qualitative social science methodology.

(Change grading option, course description, prerequisites)

EDST 673 Qualitative Methodology III: Transformative Inquiry (4) [Graded only] Examines the ethics and aesthetics of naturalistic studies of human experience. Sequence with EDUC 630, 634. Prereq: EDUC 634.

NEW COURSES

EDST 451/551 Equal Opportunity: Ecojustice and Education (3) [Graded only for majors] Examines ways that schools, implicitly and explicitly, teach about the environment and human relationships to the environment. Prereq: EDST 420; coreq: EDST 458/558.

SPECIAL EDUCATION AND CLINICAL SCIENCES

NEW COURSES

(Course previously taught as 607)

SPED 684 Applications of a Linked System I (2) [Graded only for majors] Provides opportunities for students to implement activities in a linked approach to early intervention services; foundation for an understanding of the components of a linked system. Sequence with SPED 685.

(Course previously taught as 607)

SPED 685 Applications of a Linked System II (1) [Graded only for majors] Examines the components of a linked system, how they influence one another, and how they are implemented within a best-practices model for early intervention—early childhood special education. Sequence with SPED 684.

SCHOOL OF JOURNALISM AND COMMUNICATION

JOURNALISM

EXISTING COURSE

(UOCC Administrative Action)

J 331 Digital Video Production (4) Prereq: J 330.

(Change prerequisite)

J 331 Digital Video Production (4) Prereq: J 202, 203, 204; or J 205, 206, 207. Effective spring 2011.

J 638 Story and Commerce (4) Explores the book-publishing industry. Focuses on conceptualizing a book-length work of literary nonfiction. Prereq: J 631.

(Changed Course Description prerequisite)

J 638 Story and Commerce (4) Explores the changing face of narrative journalism in a tumultuous book-publishing environment. Taught once or more per academic year.

SCHOOL OF LAW

CONFLICT AND DISPUTE RESOLUTION

EXISTING COURSE

(UOCC Administrative Action)

CRES 503 Thesis (1–9R) Effective fall 2011.

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSE

MUS 280 First Nights in American Music (4) Focuses on issues of religion, race, gender, and “low” and “high” art by studying the origins and contexts of pieces representing different phases of American musical history. *Approved to satisfy American Cultures multicultural requirement.* Effective spring 2011.

PENDING PROPOSALS

EDUCATIONAL METHODOLOGY, POLICY AND LEADERSHIP

NEW COURSES

(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 612 Reading Interventions (4) This advanced course will focus on provided research-based reading interventions to school-age students identified as struggling readers, including English Language Learners. Sequence: EDLD (new proposal 616) Intro to Meas & Assessment; EDST 616 Language, Power and Education; Additional coursework for leadership emphasis: EDLD (new prop 618) Data-based Decision Making; EDLD (new prop 613) Reading Research; SPED 523 Reading & Writing in Content Areas; Practicum: 3 credits with Professional Practices Seminar for 1 credit (4). Total credits 27 Prereq: n/a

EDLD 613 Reading Research (4) The primary content focus of this course is on the empirical research that serves as the scientific basis for advancing reading pedagogy and practice. Sequence: EDLD (new proposal 616) Intro to Meas & Assessment; EDST 616 Language, Power and Education; Additional coursework for leadership emphasis: EDLD (new prop 618) Data-based Decision Making; EDLD (new prop 612) Reading Interventions; SPED 523 Reading & Writing in Content Areas; Practicum: 3 credits with Professional Practices Seminar for 1 credit (4). Total credits 27 Prereq: n/a

EDLD 618 Data-Based Decision Making (4) This course examines data-based decision making in the context of reading development and instruction from kindergarten through 12th grade. Sequence: EDLD (new proposal 616) Intro to Meas & Assessment; EDLD (new prop 612) Reading Interventions; EDST 616 Language, Power and Education; Additional coursework for leadership emphasis: EDLD (new prop 613) Reading Research; SPED 523 Reading & Writing in Content Areas; Practicum: 3 credits with Professional Practices Seminar for 1 credit (4). Total credits 27 Prereq: None

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(Course previously taught as EDLD 610 in 200903)

EDLD 621 Equity & Achievement (3) This course provides basics of data analysis and interpretations regarding achievement gaps, as well as applications of multiculturally competent practices in educational administrative settings. Sequence: N/A Prereq: None

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.

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.

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EXISTING COURSE

EDST 411 Childhood Studies (3)

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

(Changed Credits/Workload)

Minimum credits: 4

Contact hours per week: 4

JOURNALISM

NEW COURSE

J 617 Strategic Communication Theory and Research [Topic] (4) [Graded only for majors] 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.

SCHOOL OF MUSIC AND DANCE

MUS 449/549 Creativity in Technology (3R) Graded only. Explores the influences and applicants of technology in the musical, performing, and visual arts, assessing actualized works and considering their aesthetic and culture impact. **R** different course content.

WITHDRAWN PROPOSALS

DENIED PROPOSALS

ADMINISTRATIVELY DROPPED COURSES

None

OTHER CURRICULAR MATTERS

College of Arts and Sciences (CAS)

Approved fall 2010; the effective term is spring 2011. The Latin American Studies Program, with endorsement from the CAS dean's office, approved slight revisions to the Latin American studies 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 Department of Theater Arts, with endorsement from the CAS dean's office, approved a one-course change in their major requirements. A new 4-credit capstone course, Majors Seminar (TA 470), is submitted for the dropped 4-credit Advanced Script Analysis (TA 462) with elements of the latter incorporated into required upper-division course work. Approved course changes are noted elsewhere in this report. Effective fall 2011.

The Department of Ethnic Studies, with endorsement from the CAS dean's office, approved a one-course change to their minor requirements, adding a second 200-level ethnic studies course for the recently dropped ES 102, preserving the total number of credits required. The program also removed the restriction from the ethnic studies minor: "Courses applied to the minor may not be used to satisfy major or minor requirements of other programs." Effective fall 2011.

At its October 28, 2010 meeting, the request by the University of Oregon to offer an instructional program leading to a Ph.D. in Architecture was reviewed and approved by the Academic Strategies Committee of the State Board of Higher Education.

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 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**.

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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.