

FALL 2011 FINAL CURRICULUM REPORT

12/07/2011

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed fall 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 2012, 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 2011–12

- November 23, 2011:** UOCC posts fall preliminary report on University of Oregon Senate website
- December 7, 2011:** Curricular proposals for consideration in the winter round must be submitted to Office of Academic Affairs
- December 7, 2011:** University Senate votes on fall proposed curricular changes
- February 29, 2012:** UOCC posts winter preliminary report on University of Oregon Senate website
- March 14, 2012:** University of Oregon Senate votes on winter proposed curricular changes

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
Frances White
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Ex Officio: Sue Eveland
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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.

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

EXISTING COURSE CHANGES

ANTH 322 Anthropology of the U.S. (4)
(Change general-education requirements)

Satisfies Group II: Social Science general-education group requirement. Effective Winter term 2012.

(UOCC Administrative Action)

ANTH 449/549 Cultural Resource Management (4) Prereq: ANTH 443 and an additional upper-division course in archaeology or prehistory.
(Change prerequisite)

ANTH 449/549 Cultural Resource Management (4) Prereq: ANTH 150. *Effective fall term 2011.*

REINSTATED COURSE

(UOCC Administrative Action)

ANTH 430/530 Balkan Society and Folkore (4) Explores ethnic groups of the Balkans with attention to the roles of folklore, nationalism, rural-urban relationships, gender, music, and folk arts. Silverman.

Course satisfies Category C: International Cultures multicultural requirement. Effective winter term 2012.

BIOLOGY

EXISTING COURSE CHANGES

(UOCC Administrative Action)

BI 356 Animal Physiology (4) Prereq: BI 214 or 253.

(Change prerequisite)

BI 356 Animal Physiology (4) Prereq: BI 214 or 251. *Effective fall term 2011.*

BI 426/526 Cancer Genetics (4)

(Change course title)

BI 426/526 Developmental Genetics of Cancer (4) *Effective winter term 2012.*

(UOCC Administrative Action)

BI 486/586 Population Genetics (4) Prereq: BI 214 or 253 and MATH 252.

(Change prerequisite)

BI 486/586 Population Genetics (4) Prereq: BI 214 or 253 and MATH 247 or 252. *Effective winter term 2012.*

CHEMISTRY

CH 157M Information, Quantum Mechanics and Molecules (4) A non-science major's introduction to the physical and chemical concepts explaining how information is stored in and transmitted by physical objects and molecules, including DNA. Multilisted with PHYS 157M. *Approved to satisfy Group III: Science general-education group requirement.*

COMPUTER AND INFORMATION SCIENCE

EXISTING COURSE CHANGES

(UOCC Administrative Action)

CIS 210 Computer Science I (4) Prereq: programming experience and MATH 112; coreq for CIS majors: MATH 231.

(Change prerequisite)

CIS 210 Computer Science I (4) Prereq: programming experience and MATH 112. *Effective fall term 2011.*

(UOCC Administrative Action)

CIS 211 Computer Science II (4) Prereq: CIS 210; coreq for CIS majors: MATH 232.

(Change prerequisite)

CIS 211 Computer Science II (4) Prereq: CIS 210. *Effective fall term 2011.*

(UOCC Administrative Action)

CIS 212 Computer Science III (4) Prereq: CIS 211; coreq for CIS majors: MATH 233.

(Change prerequisite)

CIS 212 Computer Science III (4) Prereq: CIS 211. *Effective fall term 2011.*

COMPARATIVE LITERATURE

NEW COURSE

COLT 370 Comparative Comics (4) Examines genre of narrative from a comparative and global standpoint, reviewing the impact of comics and other visual media on questions of national, regional, and ethnic identity. Offered alternate years. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE

CHN 481/581 Pedagogical Grammar of Chinese (4) Introduces students to theoretically grounded pedagogical approaches to Chinese as a foreign language. Topics include theoretical models, tones, characters, morphology, syntactic construction, and discourse pragmatics.

(UOCC Administrative Action)

KRN 410/510 Experimental Course: [Topic] (1–5R) *Effective winter term 2012.*

ECONOMICS

EXISTING COURSE CHANGES

(UOCC Administrative Action)

EC 410/510 Experimental Course: [Topic] (1-5R)

(Add prerequisite)

EC 410/510 Experimental Course: [Topic] (1–5R) Prereq: EC 311, 320. *Effective winter term 2012.*

ENVIRONMENTAL STUDIES

NEW COURSE

(Course previously taught as ENVS 410/510)

ENVS 477/577 Soil Science (4) Chemical and physical characteristics and classification of soils, field soil identification, soil degradation. Prereq: CH 211 or 221 or 224.

ETHNIC STUDIES

NEW COURSES

ES 352 Social Equity and Criminal Justice (4) [Graded only for majors] Critical issues related to police, prisons, criminal justice, and racial and gender inequalities. *Approved to satisfy Group II: Social Science general-education group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

ES 440/540 Race, Literature, and Culture: [Topic] (4R) Examines race, literature, and culture from an interdisciplinary perspective. Prereq: ES 101, 250, 252, 254, or 256 recommended. **R** when topic changes. Offered alternate years.

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

EXISTING COURSE CHANGE

ES 498 Theories of Race and Ethnicity (4)
(Changed course description, course title)

ES 498 Interdisciplinary Research Methods (4) Prepares majors for independent research in ethnic studies. Examines interdisciplinary methods for research on race and ethnicity. Majors or minors only. Prereq: completion of required courses for ethnic studies major except ES 499.

FOLKLORE

NEW COURSES

(Course previously taught as FLR 199)

FLR 225 Voices of Africa (4) [Graded only for majors] Novels, music, dance, dress, paintings, films, and cartoons serve as a primary sources from which to learn about the diversity and vivacity of contemporary African peoples. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

(Course previously taught as FLR 410/510)

FLR 235 Folklore and the Supernatural (4) [Graded only for majors] Introduces the study of beliefs about the supernatural by examining diverse approaches to the description and analysis of belief traditions and religious culture. *Approved to satisfy Group I: Arts and Letters general-education group requirement. Effective spring term 2012.*

GEOLOGICAL SCIENCES

GEOL 156M Scientific Revolutions (4) For non-science majors, Scientific Revolutions surveys several major revolutions in our views of the natural and technological world, focusing on scientific concepts and methodological aspects. Multilisted with PHYS 156M. *Approved to satisfy Group III: Science general-education group requirement.*

GERMAN AND SCANDINAVIAN

EXISTING COURSE CHANGES

SWED 101 First-Year Swedish (4)
(Changed credits and workload)

SWED 101 First-Year Swedish (5)

SWED 102 First-Year Swedish (4)
(Changed credits and workload)

SWED 102 First-Year Swedish (5)

SWED 103 First-Year Swedish (4)
(Changed credits and workload)

SWED 103 First-Year Swedish (5)

HISTORY

REINSTATED COURSE

(UOCC Administrative Action)

HIST 342 German History: [Topic] (4R) Middle Ages to the end of the 20th century. **I:** Middle Ages and Reformation (1410–1648). **II:** Germany in the Old Regime and Age of Revolution (1648–1848). **III:** Modern Germany (1848 to present). **R** twice for a maximum of 12 credits when topic changes. Luebke. *Effective spring term 2012.*

HUMAN PHYSIOLOGY

EXISTING COURSE CHANGE

(UOCC Administrative Action)

HPHY 433/533 Neurophysiology of Concussion (3) Prereq: HPHY 322.

(Change prerequisite)

HPHY 433/533 Neurophysiology of Concussion (3) Prereq: HPHY 333. *Effective winter term 2012.*

NEW COURSES

HPHY 212 Evidence, Inference, and Biostatistics (4) [Graded only for majors] Explores how data is used as evidence in research and inferred from experiments, and how statistics are used to inform us about human physiology.

HPHY 462 Therapeutic Techniques (4) [Graded only for majors] Clinical application of therapeutic techniques including modalities and rehabilitation for soft-tissue orthopedic injuries. Prereq: HPHY 362. Offered alternate years.

HPHY 621 Systems Physiology I (4) [Graded only for majors] Advanced overview of neural physiology, neural control of human movement, and the biomechanical constraints underlying that control. Sequence with 622, 623.

HPHY 622 Systems Physiology II (4) [Graded only for majors] Advanced overview of cardiovascular physiology and skeletal muscle cell physiology and metabolism. Sequence with 621, 623. Prereq: HPHY 621.

HPHY 623 Systems Physiology III (4) [Graded only for majors] Advanced overview of renal and respiratory physiology. Sequence with 621, 622. Prereq: HPHY 622.

OLD COURSES DROPPED

(UOCC Administrative Action) *All ANAT drops effective fall term 2011.*

ANAT 401 Research: [Topic] (1–6R)

ANAT 405 Reading and Conference: [Topic] (1–6R)

ANAT 406 Special Problems: [Topic] (1–6R)

ANAT 407/507 Seminar: [Topic] (1–5R)

ANAT 408/508 Workshop: [Topic] (1–6R)

ANAT 409 Practicum: [Topic] (1–6R)

ANAT 410/510 Experimental Course: [Topic] (1–5R)

ANAT 601 Research: [Topic] (1–16R)

ANAT 605 Reading and Conference: [Topic] (1–6R)

ANAT 606 Special Problems: [Topic] (1–16R)

ANAT 607 Seminar: [Topic] (1–5R)

ANAT 608 Workshop: [Topic] (1–6R)

ANAT 609 Practicum: [Topic] (1–6R)

ANAT 610 Experimental Course: [Topic] (1–5R)

INTERNATIONAL STUDIES

NEW COURSE

(Course previously taught as INTL 399)

INTL 434/534 Language Issues for International Studies (4) [Graded only for major] Explores the influence of language on policy issues in societies around the world relative to nationalism, identity, multilingualism, education, human rights globalization, and language spread and loss. *Effective winter term 2012.*

JUDAIC STUDIES

NEW COURSE

(UOCC Administrative Action)

JDST 605 Reading and Conference: [Topic] (1–5R) *Effective fall term 2011.*

LINGUISTICS

EXISTING COURSE CHANGE

(UOCC Administrative Action)

LT 436/536 Second-Language Teaching Planning (4) LT 436 Prereq: LT 435. LT 536 Prereq: LT 540 or 544; LT 535 B- or better.

(Change prerequisites)

LT 436/536 Second-Language Teaching Planning (4) Prereq for 436: LING 440 or 444; LT 435 or 445 with a C– or better; prereq for 536: LING 540 or 544; LT 535 or 545 with a B– or better. *Effective winter term 2012.*

MATHEMATICS

NEW COURSE

MATH 467/567 Stochastic Processes (4) Basics of stochastic processes including Markov chains, martingales, Poisson processes, Brownian motion and their applications. Prereq: MATH 461/561.

OLD COURSES DROPPED

MATH 464/564 Mathematical Statistics I (4)

MATH 465/565 Mathematical Statistics II (4)

MATH 466/566 Mathematical Statistics III (4)

PHILOSOPHY

NEW COURSE

PHIL 345 Place in the Cosmos (4) Explores the relation between humans and the cosmos as a matter of place by comparing seminal texts in the history of philosophy. Offered alternate years. *Effective spring term 2012. Approved to satisfy Group I: Arts and Letters general-education group requirement.*

PHYSICS

NEW COURSES

PHYS 156M Scientific Revolutions (4) For non-science majors, Scientific Revolutions surveys several major revolutions in our views of the natural and technological world, focusing on scientific concepts and methodological aspects. Multilisted with GEOL 156M. *[Multilisting home department is Physics.] Approved to satisfy Group III: Science general-education group requirement.*

PHYS 157M Information, Quantum Mechanics and DNA (4) A non-science major's introduction to the physical and chemical concepts explaining how information is stored in and transmitted by physical objects and molecules, including DNA. Multilisted with CH 157M. *[Multilisting home department is Physics.] Approved to satisfy Group III: Science general-education group requirement.*

PHYS 391 Physics Experimentation Data Analysis Laboratory (4) Practical aspects of physics experimentation, including data acquisition, statistical analysis, and introduction to scientific programming, and use of Fourier methods for data analysis. Prereq: PHYS 253 or equivalent. *Effective spring term 2012.*

PHYS 491 Research Project I (2-4) For physics and other science majors, Physics Projects entails construction and use of apparatus, interfaces and computers to perform technically-sophisticated experiments, analyze and communicate results. Prereq: PHYS 391 or PHYS 399.

PHYS 492 Research Project II (2-4) For physics and other science majors, Physics Projects entails construction and use of apparatus, interfaces and computers to perform technically-sophisticated experiments, analyze and communicate results. Prereq: PHYS 391 or PHYS 399.

PHYS 493 Research Project III (2-4) For physics and other science majors, Physics Projects entails construction and use of apparatus, interfaces and computers to perform technically-sophisticated experiments, analyze and communicate results. Prereq: PHYS 391 or PHYS 399.

EXISTING COURSE CHANGES

(UOCC Administrative Action)

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.

(Change course description)

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PHYS 171 The Physics of Life (4) Explores how physical laws guide the structure, function, and behavior of living organisms, and examines the physical properties of biological materials. Topics span microscopic and macroscopic scales. *Effective spring term 2012.*

(UOCC Administrative Action)

PHYS 201 General Physics (4) Introductory sequence. Mechanics and fluids. Sequence. Prereq: MATH 111, 112 or equivalent.

(Change course description, prerequisite)

PHYS 201 General Physics (4) Introductory series. Mechanics and fluids. Prereq: MATH 095; coreq: MATH 111 or equivalent. *Effective winter term 2012.*

(UOCC Administrative Action)

PHYS 202 General Physics (4) Introductory sequence. Thermodynamics, waves, optics.

(Change course description)

PHYS 202 General Physics (4) Introductory series. Thermodynamics, waves, optics. *Effective winter term 2012.*

(UOCC Administrative Action)

PHYS 203 General Physics (4) Introductory sequence. Electricity, magnetism, modern physics. Prereq: PHYS 202.

(Change course description, prerequisite)

PHYS 203 General Physics (4) Introductory series. Electricity, magnetism, modern physics. Prereq: MATH 111, PHYS 201. *Effective winter term 2012.*

(UOCC Administrative Action)

PHYS 351 Foundations of Physics II (4) Prereq: PHYS 253 or equivalent; coreq: MATH 256.

(Change prerequisite)

PHYS 351 Foundations of Physics II (4) Prereq: MATH 253, PHYS 253; coreq: MATH 256 or 281. *Effective winter term 2012.*

(UOCC Administrative Action)

PHYS 411 Mechanics, Electricity, and Magnetism (4) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, system of particles. Electromagnetic phenomena. Sequence. Only nonmajors may earn graduate credit.

(Change course description)

PHYS 411 Mechanics, Electricity, and Magnetism (4) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, system of particles. Electromagnetic phenomena. Series. Only nonmajors may earn graduate credit. *Effective winter term 2012.*

(UOCC Administrative Action)

PHYS 412 Mechanics, Electricity, and Magnetism (4) Fundamental principles on Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Prereq: PHYS 411.

(Change course description, prerequisite)

PHYS 412 Mechanics, Electricity, and Magnetism (4) Fundamental principles on Newtonian mechanics, conservation laws, small oscillations, planetary motion, system of particles. Electromagnetic phenomena. Series. Prereq: MATH 281. *Effective winter term 2012.*

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(UOCC Administrative Action)

PHYS 413 Mechanics, Electricity, and Magnetism (4) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Sequence.

(Change course description)

PHYS 413 Mechanics, Electricity, and Magnetism (4) Fundamental principles of Newtonian mechanics, conservation laws, small oscillations, planetary motion, systems of particles. Electromagnetic phenomena. Series. *Effective winter term 2012.*

OLD COURSE DROPPED

PHYS 390 Intermediate Physics Laboratory (1R)

RELIGIOUS STUDIES

NEW COURSE

(UOCC Administrative Action)

ARB 199 Special Studies: [Topic] (1–5R) *Effective spring term 2012.*

ROMANCE LANGUAGES

EXISTING COURSE CHANGE

(UOCC Administrative Action)

SPAN 420/520 Spanish Linguistics: [Topic] (4) Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. R when topic changes. Davis. Prereq: two courses from SPAN 316, 317, 318 or 319; SPAN 315 recommended

(Change description, prerequisite)

SPAN 420/520 Spanish Linguistics: [Topic] (4) Variable topics in Spanish linguistics, including advanced grammar, history of the Spanish language, the language of Iberia, Spanish sociolinguistics. Prereq: two from SPAN 316, 317, 318, 319. SPAN 315 and 320 recommended. R when topic changes. Davis, Holguin.

REINSTATED COURSES

(UOCC Administrative Action) *Course was incorrectly reported as a dropped course in the Spring 2011 UOCC report.*

SPAN 417/517 Advanced Oral Skills (2R) Advanced-level practice in improving listening, comprehension, and oral skills in Spanish. In-class communicative activities, language laboratory work. Prereq: two from SPAN 301, 303, 305, 308. R once for maximum of 4 credits.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARCHITECTURE

NEW COURSE

(UOCC Administrative Action)

(Approved spring 2009; incorrectly reported as pending proposal)

ARCH 438/538 Housing Prototypes (3) Examines modern housing prototypes (from the 1920s to the present) with an emphasis on understanding the many and varied factors involved in the production of high-quality housing. Prereq: junior standing. Open to majors. *Effective fall term 2011.*

ART

EXISTING COURSE CHANGES

ART 101 Understanding Contemporary Media (4) Examines contemporary developments in specific media of visual art. Emphasizes process and practice in ceramics, fibers, metalsmithing, painting, photography, printmaking, sculpture, and visual design.

(Change course description)

ART 101 Understanding Contemporary Media (4) Critical exploration of concepts surrounding and defining the experience of understanding contemporary art. Students are guided by instructors through issues relating to their work and disciplines. *Effective winter term 2012.*

ART 111 The Artist Experience (4) Series of presentations by resident faculty members of the Department of Art.

(Change course description)

ART 111 The Artist Experience (4) Critical exploration of concepts surrounding and defining contemporary art through the examination of the individual studio practice of members of the art faculty. *Effective winter term 2012.*

ARTD 379 Introduction to Video Art (4R) Prereq: ART 115, 116, 233, ARTD 250, 251, 252, 350, 260.

(Change prerequisite, conditions of repeatability)

ARTD 379 Introduction to Video Art (4R) Prereq: ART 115, 116, 233, ARTD 251. **R** twice for a maximum of 12 credits. *Effective winter term 2012.*

ARTD 415 Video Art: Experimental Film (4) Pre- or coreq: ARTD 379.

(Change prerequisite)

ARTD 415 Video Art: Experimental Film (4) Prereq: ARTD 379 or BFA standing. *Effective winter term 2012.*

ART HISTORY

REINSTATED COURSE

(UOCC Administrative Action)

ARH 343 Northern Renaissance Art (4) Painting and graphic arts in the Netherlands, Germany, and France in the 15th and 16th centuries. Van Eyck, Durer, Holbein, and other leading artists. *Effective spring term 2012.*

LANDSCAPE ARCHITECTURE

REINSTATED COURSE

(UOCC Administrative Action)

LA 484/584 Landscape Perception (4) Development of the human-environment relationship as it relates to landscape perception, landscape archetypes, and the development of a theoretical base for contemporary landscape design. Helphand. *Effective winter term 2012.*

PRODUCT DESIGN

EXISTING COURSE CHANGE

(UOCC Administrative Action)

PD 486 Studio: BFA I (6R) Explores problems that stress design development through innovation and the responsibility to solve complex societal, functional, and aesthetic issues. Seminar component fosters theoretical, professional, and creative discussion. R for three terms of student's B.F.A.

(Remove Repeatability)

PD 486 BFA Studio I (6) Explores problems that stress design development through innovation and the responsibility to solve complex societal, functional, and aesthetic issues. Seminar component fosters theoretical, professional, and creative discussion.

NEW COURSES

PD 455 Footwear Design History (4) Students will gain knowledge of the concepts and principles of footwear history as an historic artifact and as a focus of fashion and industrial design.

PD 459 Footwear Studio, Capstone (6R) Focuses on finding a concept for a new piece of footwear, and developing that concept to a production-ready presentation format. Repeatable twice.

(Course previously taught as PD 484)

PD 483 Personal Studio (4-6R) [P/NP only for majors] Design studio focuses on Personal question(s) that are explored through active design development. Questions are/may relate to issues of user interface, sustainability or societal problems. Sequence with PD 484, 485. Prereq: PD 323, PD 340, PD 350, PD 370 and senior standing in Architecture, Art, or Interior Architecture. **R** Repeatable for elective credit.

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(Course previously taught as PD 486)

PD 487 BFA Studio II (6) Second course in series of interactive studios in which students engage in independent project-based learning. Sequence: PD 486, 488 Prereq: PD 486, BFA standing.

(Course previously taught as PD 486)

PD 488 BFA Studio III (6) Third course in series of interactive studio in which students engage in independent project-based learning. Sequence: PD 486, 487. Prereq: PD 487, BFA standing.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

FINANCE

NEW COURSES

FIN 562 Derivative Markets and Financial Institutions (4) [Graded only] Valuation of financial derivatives, methodologies for identifying firms' risk exposures, the role of risk management and financial derivatives in corporate strategy, and analysis of financial institutions. Prereq: **FIN 316** or FIN 612.

FIN 675 Fixed Income Securities (3) Theoretical, empirical, and institutional aspects of fixed-income securities and their derivatives; application of these tools to managerial decisions in other contexts.

EXISTING COURSE CHANGES

FIN 663 International Finance and Investment (3)
(Changed course title)

FIN 663 International Financial Management

FIN 671 Advanced Financial Management (3)
(Changed course title)

FIN 671 Corporate Finance and Valuation

FIN 673 Problems in Finance (3)
(Changed course title)

FIN 673 Advanced Topics in Corporate Finance

OLD COURSE DROPPED

FIN 667 Corporate Risk Management (3)

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE

(UOCC Administrative Action)

CFT 410/510 Experimental Course: [Topic] (1–5R) *Effective spring term 2012.*

EDUCATIONAL STUDIES

NEW COURSES

EDST 619 Teaching for Literacy (4) Prepares middle and high school teachers who are expected to teach specific content areas and literacy strategies as part of a reading endorsement. Offered as needed.

EDST 629 Critical Literacy in Multilingual Society (4) Examines theory and practice in the teaching of critical literacy in a multicultural and multilingual society as part of a reading endorsement. Offered as needed.

EXISTING COURSE CHANGES

(UOCC Administration Action)

EDST 342 Curriculum Studies I (4) Examines basic assumptions underlying curriculum in specific areas. Sequence with EDST 343. Prereq: EDST 331; coreq: EDST 348.

(Remove prerequisite)

EDST 342 Curriculum Studies I (4) Examines basic assumptions underlying curriculum in specific subject areas. Sequence with EDST 343. *Effective winter term 2012.*

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

(Changed Title, Credits and Workload)

EDST 422/522 Technology Education (4) *Effective spring term 2012.*

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

(Changed Credits and Workload)

EDST 462/562 Interventions for the Struggling Reader (4) *Effective spring term 2012.*

OLD COURSES DROPPED

EDST 230 Integrated Science for Elementary Educators (4)

EDST 412 Adolescent Studies (4)

EDST 671 Qualitative Methodology I (4)

EDST 672 Qualitative Methodology II (4)

SPECIAL EDUCATION AND CLINICAL SERVICES

OLD COURSES DROPPED

SPED 624 Advanced Applied Behavior Analysis (3)
SPED 627 Introduction to Research Design and Quantitative Methods (3)
SPED 667 Single-Subject Research Methods I (3)
SPED 668 Single-Subject Research Methods II (3)
SPSY 618 Statistics in Education I (4)
SPSY 619 Statistics in Education II (4)
SPSY 620 Multivariate Statistics and Research Design (4)

SCHOOL OF JOURNALISM AND COMMUNICATION

NEW COURSE

(Course previously taught as J 620)

J 617 Strategic Communication Theory and Research [Topic] (4R) [Graded only for majors] Theory, research, and practice of strategic communication. Topics may include relationship management, risk communication, identity and culture, and social media theory. Prereq: graduate standing. **R** Repeatable when topic changes.

EXISTING COURSE CHANGES

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.

(Changed course description)

J 638 Story and Commerce (4) An exploration of the changing face of narrative journalism in a tumultuous book publishing environment.

(UOCC Administrative Action)

J 456/556 The Creative Strategist (4) Prereq: J 340

(Changed prerequisite)

J 456/556 The Creative Strategist (4) Prereq: J 202, 203, 204; or J 205, 206. *Effective fall term 2011.*

SCHOOL OF LAW

CONFLICT AND DISPUTE RESOLUTION

NEW COURSES

(UOCC Administrative Action)

CRES 401 Research: [Topic] (1–4R) *Effective fall term 2011.*

(UOCC Administrative Action)

CRES 404 Internship: [Topic] (1–4R) *Effective fall term 2011.*

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSES

MUS 281 Music of the Woodstock Generation (4) [Graded only for majors] Examines the relationship between popular music and social upheavals in the United States during the 1960s. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement. Effective winter term 2012.*

MUS 363 The Beatles and Their Times (4) Presents and examines the music of the Beatles in the context of post–World War II English and United States cultures and 1960s Western youth cultures. *Effective spring term 2012. Pending request that this course satisfy Group I: Arts and Letters general-education group requirement.*

PHYSICAL EDUCATION AND RECREATION

NEW COURSES

(Course previously taught as PEF 399)

PEF 342 Group Fitness Instructor Training (3) [P/NP only] Sessions on anatomy, physiology, exercise technique, choreography, cuing, safety, training principles, and legal and ethical issues. Students prepare to take a national certification exam. Practicum experience may follow. Sequence with PEL 409 Practicum. Prereq: instructor approval.

(Course previously taught as PEAS 399)

PEAS 388 Scuba: Assistant Instructor (1–2R) [P/NP only] Earn PADI certification as an assistant instructor. Sequence with PEAS 368, 369, 370, 378, 381, 382. Prereq: PEAS 382 or equivalent experience. **R** once for credit.

EXISTING COURSE CHANGES

PEAS 380 Scuba: Underwater Photography (1R)
(Changed course title)

PEAS 380 Scuba: Underwater Digital Photography

PEIA 305 Team Stunts (1R)
(Changed course title)

PEIA 305 Acrobatics and Tumbling

DENIED PROPOSALS

(Course previously taught as EDLD 610)

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.

PENDING PROPOSALS

NEW AND EXISTING COURSE CHANGES

(Course previously taught as BI 252)

BI 281H Honors Biology I: Genetics and Molecular Biology (5) [Graded only for majors] How living organisms store, replicate, and transmit their genetic information, and how this information directs the activities of the cell and organism. Seq: BI 282H, BI 283H. Prereq: MATH 111 with B- or better OR minimum AP/IB Math score of 4/5 and CH 221 or CH 224H with B- or better OR minimum AP/IB chemistry score of 4/5. *Requesting that this course satisfy Group III: Science general-education group requirement.*

(Course previously taught as BI 253)

BI 282H Honors Biology II: Evolution, Diversity and Ecology (5) [Graded only for majors] Genetic basis and ecological context of evolutionary change leading to an examination of the generation and majors patterns of biodiversity. Seq: BI 281H, BI 283H. Prereq: CH 22 or CH 225H with B- or better and BI 281H with C- or better or P. *Requesting that this course satisfy Group III: Science general-education group requirement.*

(Course previously taught as BI 251)

BI 283H Honors Biology III: Cells, Biochemistry and Physiology (5) [Graded only for majors] Focuses on the cellular structures and chemical reactions that allow cells to grow, to transform energy, and to communicate. Seq: BI 281H and BI 282H Prereq: CH 223 or CH 226H with B- or better and BI 282H with C- or better or P. *Requesting that this course satisfy Group III: Science general-education group requirement.*

SOC 370 Urban Sociology (4) Examines the growth of cities; urban inequalities, politics, and social movements; built environment, ecology, and sustainability of cities and identity; global cities and immigration. Prereq: SOC 204 or 207

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(Course previously taught as SOC 410)

SOC 452/552 Issues of Migration: [Topic] (4R) Sociological analysis of migration, including dynamics of race and ethnicity, social structure, and social policy. Examines assimilation, enculturation, marginalization, multiculturalism, postcolonialism and social cohesion. Prereq: SOC 310, 311, 312 R when topic changes. Offered alternate years.

AAD 428/528 The Cultural Museum (4) *(course description pending)*

AAD 462/562 Culture Policy in Arts (4)

(Change course title)

AAD 462/562 Cultural Policy (4)

AAD 471/571 Performing Arts Management (4) *(course description pending)*

AAD 472/572 Artistic Administration in the Performing Arts (4) *(course description pending)*

AAD 612 Cultural Administration (4) *(course description pending)*

(Course previously taught as PD 484)

PD 485 Corporate Studio (4-6R) Design studio focuses on Corporate question(s) that are explored through active design development. Questions are/may relate to issues of user interface, sustainability or societal problems. Sequence: PD 483, PD 384 Prereq: PD 323, PD 340, PD 350, PD 370, PD 484, PD 485 and senior standing in Architecture, Art, Interior Architect or Product Design **R** repeatable as elective credit

SPED 440/540 Early Literacy for Diverse Learners (4) [Graded only for majors] Focuses on designing and evaluating instruction in the areas of reading and writing for preschool to early elementary-aged students with disabilities. Sequence: SPED 441/541 Literacy for Learning, SPED 442/542 Adolescent Literacy, SPED 443/543 Supporting Students with LID Prereq: SPED Majors Only or Instructor Approval Required

SPED 441/541 Intermediate Literacy for Diverse Learners (4) [Graded only for majors] Focuses on designing and evaluating instruction in the areas of reading and writing for late elementary to middle school-aged students with disabilities. Sequence: SPED 440/540 Early Literacy, SPED 442/542 Adolescent Literacy, SPED 443/543 Supporting Students with LID Prereq: SPED 440/540 Early Literacy. SPED Majors only or instructor approval required.

SPED 442/542 Adolescent Literacy for Diverse Learners (4) [Graded only for majors] Focuses on designing and evaluating instruction in the areas of reading and writing for middle and high school-aged students with disabilities. Sequence: SPED 440/540 Early Literacy, SPED 441/541 Literacy for Learning, SPED 443/543 Supporting Students with LID Prereq: SPED 441/541 Literacy for Learning. SPED majors only or instructor approval required.

(Course previously taught as SPED 610)

SPED 443/543 Supporting Students with LID (4) [Graded only for majors] Provides skills on how to plan, coordinate, deliver, and evaluate evidence-based instruction for students with low incidence disabilities. Sequence: SPED 440/540 Early Literacy, SPED 441/541 Literacy for Learning, SPED 442/542 Adolescent Literacy Prereq: SPED 440/540 Early Literacy, SPED 441/541 Literacy for Learning, SPED 442/542 Adolescent Literacy and SPED Math, or instructor approval required.

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MUS 363 The Beatles and Their Times (4) Presents and examines the music of the Beatles in the context of post–World War II English and United States cultures and 1960s Western youth cultures. *Effective spring term 2012. Course approved; pending request that this course satisfy Group I: Arts and Letters general-education group requirement.*

OLD COURSES DROPPED

(These course drops are tabled until proposals are resolved)

BI 251 Foundation I: Biochemistry and Cell Physiology (5)

Drop contingent upon approval of Honors course BI 283H

Previously satisfied Science group requirement

BI 252 Foundation II: Genetics and Molecule Biology (5)

Drop contingent upon approval of Honors course BI 281H

Previously satisfied Science group requirement

BI 253 Foundation III: Evolution and Biodiversity (5)

Drop contingent upon approval of Honors course BI 282H

Previously satisfied Science group requirement

WITHDRAWN PROPOSALS

EDUCATIONAL STUDIES

EXISTING COURSE CHANGES

EDST 411 Childhood Studies (3)

(Change credits/workload)

Minimum credits 4

Contact hours per week: 4

OTHER CURRICULAR MATTERS

Bachelor of Arts degree in Folklore was approved by the Academic Strategies Committee of the Oregon State Board of Higher Education on October 27, 2011. Effective Fall 2012.

A **new minor in Folklore**, upon recommendation for approval by the Undergraduate Council and Vice Provost for Undergraduate Studies, has been approved by the provost. Effective Fall 2012.

A **new minor in Comic and Cartoon Studies**, upon recommendation for approval by the Undergraduate Council and Vice Provost for Undergraduate Studies, has been approved by the provost. Effective Fall 2012.

The **General Social Sciences bachelor's degree** program, with the permission of the CAS Dean's Office and endorsement from the Undergraduate Council, has significantly modified the curriculum to three of its four tracks. Degree requirements for each of the three are increased from 40 to 48 credits to better align with other Social Science majors. Effective Winter 2012.

- Concentration name is changed to "*Globalization, Environment, and Policy*" replacing "Geo-Politics, Policy, and the Environment." SOC 311 replaces GEOG 311 as the required Methods course, with additional changes to breadth and specialization options.
- *Applied Economics, Business, and Society* track increases the number of required specialization courses from 5 to 7 with at least two being outside of Economics or Business, and additional course changes to specialization options.
- *Crime, Law, and Society* track increases the number of required specialization courses from 6 to 8 with additional changes to specialization options.

Political Science, with the approval of the CAS Dean's Office, has modified the requirements for a major to include coursework in each of the following fields: U.S. Politics, International Relations, Comparative Politics, and Political Theory, as well as coursework designated as "writing intensive." Effective Fall 2012.

Political Science, with the approval of the CAS Dean's Office, has raised the discipline-specific GPA requirement to graduate with Honors in Political Science from 3.50 to 3.70 minimum. Effective Fall 2012.

Effective Fall 2011, with permission of the CAS Dean, the **Independent Study track** within the Humanities Program is discontinued in accordance with OUS guidelines governing majors that do not yield the minimum number of graduates per year.

Effective Fall 2011, with permission of the CAS Dean, the Comparative Literature Program became the **Department of Comparative Literature**.

With the approval of the CAS Dean's Office, **Departmental Honors Program for Medieval Studies** was approved on May 12, 2010 effective Spring 2010; subsequently, revised requirements for the Medieval Studies Departmental Honors were approved by the CAS Dean's Office on November 15, 2011, effective Winter term 2012.

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The **Human Physiology bachelor's** degree program, with the endorsement of the Undergraduate Council and Vice Provost for Undergraduate Studies, has significantly modified its curriculum. Effective Fall 2012.

- PSY 201 requirement is dropped and BI 214 is removed as an option.
- 200-level requirements are added and 300-level core series are expanded and updated.
- 400-level capstone course requirements are standardized and greater flexibility is provided in upper-division electives.

Effective Fall 2012, with the endorsement of the Undergraduate Council and Vice Provost for Undergraduate Studies, the **minor in Human Physiology** is discontinued.

Human Physiology, with the endorsement of the Graduate Council and Vice Provost for Graduate Studies, has clarified and modified its **graduate curriculum**. Specific requirements are now listed for the Athletic Training M.S. Program and for the Research-Intensive M.S./Ph.D. Program which includes 600-level professional skills series and systems physiology series. Effective Fall 2012.

Clark Honors College

Undergraduate Council recommends formal adoption of the following policies, effective Winter 2012:

Clark Honors College students who have completed the CHC general-education requirements (HC 221, 222, 231, 232, and either 223 or 233; four math/science courses from approved lists; and 20 credits in upper division CHC Colloquia) have fulfilled the university's group requirements. Should a student leave the CHC after successful completion of all of these courses, the student will retain his/her clearance of the university's group requirements.

Similarly, CHC students who have completed five courses (HC 221, 222, 231, 232, and either 223 or 233) with a B or better in each course have fulfilled the university's writing requirement. Should a student leave the CHC after successful completion of all of these courses, the student will retain his/her clearance of the university writing requirement.

Other

Announced in September 2011, Disability Services was renamed the **Accessible Education Center (AEC)** to more accurately reflect current thinking in the disability services field.

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, etc.) 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**.

General-education group satisfying course proposals must include written justification, regardless of whether they are new or existing courses. The minimal requirements for a general-education group satisfying 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 Inter-college General-Education Review Committee (**ICGER**).

Temporary general-education group satisfying courses will be numbered "100" for lower division credit and "300" for upper division credit. A course may be taught for general-education group satisfying credit once using a "100" or "300" number if (a) a course proposal to obtain a permanent course number has been submitted for review, and (b) an initial review of this proposal by the ICGER committee determines its suitability for group satisfying status. (Approved on May 11, 2011.)

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)

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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 minimal requirements for **multicultural status** of a course are regarded as sufficient for inclusion of a course as part of the multicultural course requirements.

“Any course that might appear to satisfy the university **multicultural requirements**, either by title, description, or content, is carefully examined to see if it should be listed as a multicultural course. If a course might appear on its face eligible for multicultural status, the committee needs clear explanation of why the course does—or does not—satisfy multicultural course guidelines. Arbitrary exclusion of courses from the list of multicultural satisfying courses can engender student confusion or cynicism.” (Approved on March 10, 2004.)

The 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.)

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.

Instructions for Explaining the 4xx/5xx Differential

Dual-listed courses are numbered 4xx/5xx and are offered at both the upper-division (undergraduate) and graduate-student level. Credits and prerequisites are the same, yet students at the graduate level are expected to complete a substantive and measurable difference in the type and amount of work required for credit.

Departments and instructors are responsible for providing a graduate-level learning experience for those students enrolled in 5xx sections. Course proposals and syllabi must clearly distinguish between the undergraduate assignments and learning outcomes and those intended for graduate students. Graduate students should undertake more complex, in-depth work. Graduate students and faculty members must be able to identify and understand how the mastery of course content at the graduate level differs from successful mastery at the undergraduate level.

For 4xx/5xx level courses, both proposal forms and syllabi must state explicitly the substantive and measurable differences in type and amount of work for the two levels. The following “substantive differences” should be clearly stated in the course syllabus:

- 1) graduate-level work appropriate to the field (e.g., additional readings, papers, projects, problem sets); and/or
- 2) course-work significantly more rigorous in both depth of study and methodology.

These requirements are in addition to the already specified time commitment for the credits. Requiring graduate students enrolled in 5xx sections to lead discussion sections, lecture for the instructor, lead group projects, or in any other way take responsibility for undergraduate students’ learning experiences is not acceptable as a “substantive difference” (unless the course itself is a pedagogy course) and is in violation of the Collective Bargaining Agreement.

Graduate students are expected to perform work of higher quantity and more in-depth than undergraduate students, typically with forty hours of student engagement for each student credit hour (compared to thirty hours of undergraduate student engagement for each student credit hour). Therefore, a 3-credit graduate course would typically engage students for approximately 120 hours; a 4-credit graduate course may be expected to entail approximately 160 hours for the average graduate student for whom the course is designed.

An engagement and assessment inventory (sample shown below) is especially helpful for specifying the grading and expectation differential between undergraduate and graduate students.

Educational Activity	Hours Undergraduates Engaged	Hours Graduate Students Engaged	Undergraduate Assessment	Graduate Student Assessment
Attendance	40	40		
Readings	40	40		
Writing Assignments	35	48		
Lab		7		
Review Preparation		20		
Class Activities	5	5		
Total Hours	120	160		
Attendance and participation			15%	15%
2 quizzes			20% (10% each)	10% (5% each)
Critical review			5%	10%
Analytical report			20%	20%
Presentation			15%	10%
Proposal for field sampling				10%
Essay			25%	25%
Total			100%	100%

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

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

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

MULTILISTED COURSES

REPORT OF THE UNIVERSITY OF OREGON COMMITTEE ON COURSES TO THE UNIVERSITY SENATE MAY 13, 1998

Revised May 11, 2011

Most courses have unique subject codes. Some are “cross-listed” in the catalog under one or more different subject codes, too, while still retaining their own subject codes. Often this is enough to facilitate multidisciplinary and interdisciplinary instruction.

The following policies apply whenever the same course is to be offered under more than one subject code. “Multilisting” of the same course under more than one subject code can be approved only when the participating departments share in the development and teaching of the course.

1. Multilisted courses can be established, changed, or dropped only with the concurrence of all departments involved. The departments must select a home department for the course and prepare a single Multilisted Course form, submitted to the Committee on Courses through the home department’s college or school.
2. A set of multilisted courses must have identical course numbers, titles, credits, grading options, descriptions, and pre- or corequisites. Only the subject codes differ.
3. Courses that are repeatable for credit (identified in University of Oregon Catalog by an R after the credits) are ineligible for multilisting. This includes generic courses (numbered 196, 198, 199, 399, 401-410, 503, 601-610, 704-710).
4. Student credits remain with the employing department. For any term that a course will be taught by more than one instructor, the percentage of each faculty member’s responsibility for the course must be specified in advance of registration.
5. All subject codes in a multilisted set are printed in the UO Schedule of Classes whenever one course in the set is listed.
6. Under the home department in the UO Undergraduate and Graduate Catalog, a descriptive statement at the end of the course description specifies all other subject codes for the same course and indicates that it may be taken only once for credit.
7. In the UO catalog, each multilisted course in another department provides a cross-reference to the complete entry in the home department.
8. The Office of the Registrar prepares separate class lists and grade rosters for each department offering multilisted courses.
9. Each multilisted course is denoted by an “M” suffix to the course number. A course may have only one suffix letter.
10. Temporary multilisted courses may be offered without formal course approval only once, under the numbers 200M (lower division), 400M (upper division), 500M, or 600M (graduate).

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. Revised May 11, 2011 to authorize general education credit for courses waiting for permanent numbers.

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 group 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 *general education requirements* committee (*ICGER*) 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.
- 3.3. *At the discretion of the inter-college committee, a course that has been submitted for review specified under 3.1 may be taught for general education credit once under a temporary course number while it is being reviewed, if the inter-college committee initially reviews it and determines the course would meet the criteria of paragraphs 1 and 2 as initially proposed.*

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.

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. Departments should consider setting minimum residency requirements.

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.