



UNIVERSITY OF OREGON

**Spring 2012
Final
Curriculum Report**

May 23, 2012

**Prepared by the
University of Oregon Committee on Courses**



SPRING 2012 FINAL CURRICULUM REPORT 05/23/2012

TABLE OF CONTENTS

	Page
Overview	1
Motion	1
Course Proposals	
College of Arts and Sciences	
Arts and Sciences	2
Biology	2
Chemistry	3
Computer and Information Science	3
Creative Writing	4
East Asian Languages and Literatures	5
English	6
Environmental Studies	7
Geography	5
Philosophy	8
Political Science	8
Romance Languages	9
Robert Donald Clark Honors College	10
School of Architecture and Allied Arts	
Architecture	10
Architecture and Allied Arts	10
Art	11
Arts and Administration	11
History of Art and Architecture	12
Planning, Public Policy and Management	12
Product Design	13



Table of Contents—continued

Charles H. Lundquist College of Business (No Proposal Submitted)

College of Education

[Counseling Psychology and Human Services](#).....14

[Educational Studies](#).....15

[Special Education and Clinical Services](#).....15

School of Journalism and Communication (No Proposal Submitted)

School of Law (No Proposal Submitted)

School of Music and Dance

[Dance](#)16

[Physical Education and Recreation](#)17

[Denied Proposals](#).....18

[Dropped Courses](#).....18

[Pending Proposal](#)22

[Withdrawn Proposals](#).....22

[Other Curricular Matters](#)23

Reference Materials

[Submitting Course Proposals](#).....25

[Instructions for Explaining the 4XX/5XX Differential](#)27

[Syllabus, Contents of Course](#).....28

[Student Engagement Inventory](#).....29

[Sustainable Course Descriptions](#).....30

[Criteria for Adding an “H” Suffix to a Course Number](#)31

[Multilisted courses](#)32

[Undergraduate General-Education Requirements, Group Requirement Policies](#).....33

[Multicultural Category Definitions](#).....35

[Suggestions for Revising Definitions of Undergraduate Majors, Minors, Certificates](#)36

SPRING 2012 FINAL CURRICULUM REPORT

05/23/2012

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed spring 2012 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 December. 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 2012–13

- October 3, 2012: Schools-colleges make final report for fall curricular changes
- December 5, 2012: University of Oregon Senate considers fall proposed curricular changes
- December 12, 2012: Schools-colleges make final report for winter curricular changes
- March 13, 2013: University of Oregon Senate considers winter curricular changes
- March 20, 2013: Schools-colleges make final report for spring curricular changes
- May 8 or 24, 2013: University of Oregon Senate considers spring curricular changes

MOTION

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

Respectfully submitted,

Voting: Paul Engelking, Chair
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James Imamura
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Staff: Kathy Warden

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

ARTS AND SCIENCES

EXISTING COURSE(S)

CAS 101 Reacting to the Past (4)
(Course number change)

CAS 101H Reacting to the Past (4)

OLD COURSE(S) DROPPED

(UOCC administrative action)
CAS 210 Humanities College Scholars Circle (1R)

(UOCC administrative action)
CAS 220 Science College Scholars Circle (1R)

(UOCC administrative action)
CAS 230 Social Science College Scholars Circle (1R)

BIOLOGY

NEW COURSE(S)

(Course previously taught as BI 251; UOCC approved winter 2012; department requesting reorder of course title and number)

BI 281H Honors Biology I: 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. Sequence with BI 282H, 283H. Prereq: MATH 111 with grade of B– or better *or* minimum AP/IB mathematics

score of 4 or 5 and CH 223 or CH 226H with grade of B– or better. *Approved to satisfy science general-education group requirement.*

(Course previously taught as BI 252; UOCC approved winter 2012; department requesting reorder of course title and number)

BI 282H Honors Biology II: 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. Sequence with BI 281H, 283H. Prereq: BI 281H with grade of C– or better or P. *Approved to satisfy science general-education group requirement.*

(Course previously taught as BI 253; UOCC approved winter 2012; department requesting reorder of course title and number)

BI 283H Honors Biology III: Evolution, Diversity, and Ecology (5) [Graded only for majors] The genetic basis and ecological context of evolutionary change leading to an examination of the generation and major patterns of biodiversity. Sequence with BI 281H, 282H. Prereq: BI 282H with grade of C– or better or P. *Approved to satisfy science general-education group requirement.*

CHEMISTRY

NEW COURSE(S)

CH 341 Majors Track Organic Chemistry I (4) Structure, properties, and bonding of organic molecules. Provides a rigorous foundation appropriate for chemistry and biochemistry majors as they become chemical practitioners. Sequence with CH 342, 343. Prereq: CH 223 or CH 226H. Concurrent CH 337 recommended.

CH 342 Majors Track Organic Chemistry II (4) Focuses on mechanisms and reactions of common organic functional groups. Sequence with CH 341, 343. Prereq: CH 331 (with grade of B– or better) or CH 341. Concurrent CH 338 recommended.

CH 343 Majors Track Organic Chemistry III (4) Incorporates topics from the recent chemistry literature. Sequence with CH 341, 342. Prereq: CH 335 (with grade of B– or better) or CH 342. Concurrent CH 339 recommended.

COMPUTER AND INFORMATION SCIENCE

NEW COURSE(S)

(Course previously taught as CIS 170)

CIS 105 Explorations in Computing (4) Overview of basic ideas and areas of computer science: includes algorithms, hardware, machine organization, programming languages, networks, artificial intelligence, and associated ethical issues. *Approved to satisfy science general-education group requirement.*

(Course previously taught as CIS 610)

CIS 633 Advanced Network Security (4) Classic and state-of-the-art research topics in network security; threats and attacks, defense algorithms and mechanisms, measurement and evaluation of both security problems and solutions. Prereq: CIS 533. Offered alternate years.

EXISTING COURSE CHANGE(S)

CIS 110 Digital Information Processing (4)

(Changed course title)

CIS 110 Fluency with Information Technology (4)

CIS 111 Web Programming (4)

(Changed Course Title)

CIS 111 Introduction to Web Programming (4)

CIS 115 Multimedia on the Web (4)

(Changed course title)

CIS 115 Multimedia Web Programming (4)

CIS 122 Introduction to Programming and Algorithms (4)

(Changed course title)

CIS 122 Introduction to Programming and Problem Solving (4)

OLD COURSE(S) DROPPED

CIS 170 The Science of Computing (4)

(The dropping of CIS 170 is for the sole purpose of renumbering the course. The course content is not changing. Termination is contingent upon the approval of CIS 105. Course is to remain in science group.)

CREATIVE WRITING

EXISTING COURSE CHANGE(S)

(UOCC administrative action)

CRWR 330 Intermediate Poetry Writing (4R) Prereq: CRWR 230 or equivalent with a grade of B or better.

(Change prerequisite)

CRWR 330 Intermediate Poetry Writing (4R) Prereq: CRWR 230 and 240 or 244 with grade of mid-B or better.

(UOCC administrative action)

CRWR 336 Intermediate Creative Writing: Literary Nonfiction (4R) Prereq: CRWR 244 or equivalent with a grade of B or better.

(Change prerequisite)

CRWR 336 Intermediate Creative Writing: Literary Nonfiction (4R) Prereq: CRWR 240 and 230 or 244 with grade of mid-B or better.

(UOCC administrative action)

CRWR 340 Intermediate Fiction Writing (4R) Prereq: CRWR 240 or equivalent with a grade of B or better.

(Change prerequisite)

CRWR 340 Intermediate Fiction Writing (4R) Prereq: CRWR 240 and 230 or 244 with grade of mid-B or better.

(UOCC administrative action)

CRWR 413 Literature for Poets (4R) Prereq: CRWR 330 or equivalent with a grade of B or better or concentration in English, journalism, theater arts, or comparative literature.

(Change prerequisite)

CRWR 413 Literature for Poets (4R) Prereq: two courses of CRWR 330 *or* CRWR 330 and 419 with grade of mid-B or better. Students majoring in English, journalism, or comparative literature also may enroll with department approval.

(UOCC administrative action)

CRWR 414 Literature for Fiction Writers (4R) Prereq: CRWR 340 or equivalent with a grade of B or better or concentration in English, journalism, theater arts, or comparative literature.

(Change prerequisite)

CRWR 414 Literature for Fiction Writers (4R) Prereq: two courses of CRWR 340 *or* CRWR 340 and 336 or 419 with grade of mid-B or better. Students majoring in English, journalism, or comparative literature also may enroll with department approval.

(UOCC administrative action)

CRWR 435 Advanced Poetry Writing (4R) Prereq: CRWR 330 or equivalent with a grade of B or better.

(Change prerequisite)

CRWR 435 Advanced Poetry Writing (4R) Prereq: two courses of CRWR 330 *or* CRWR 330 and 419 with grade of mid-B or better.

(UOCC administrative action)

CRWR 445 Advanced Fiction Writing (4R) Prereq: CRWR 340 or equivalent with a grade of B or better.

(Change prerequisite)

CRWR 445 Advanced Fiction Writing (4R) Prereq: two courses of CRWR 340 *or* CRWR 340 and 336 or 419 with grade of mid-B or better.

OLD COURSE(S) DROPPED

(UOCC administrative action)

CRWR 401 Research: [Topic] (1–12R)

(UOCC administrative action)

CRWR 403 Thesis (1–12R)

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

EALL 440/540 Japanese and Korean Phonetics (4) [Graded only for majors] The articulatory and acoustic analyses of Japanese and Korean sound systems. Prereq: JPN 103 or KRN 103.

EALL 486/586 East Asian Sociopragmatics (4) [Graded only for majors] Provides detailed analysis of how three East Asian languages (Chinese, Japanese, Korean) are used appropriately according to the social context. Offered alternate years.

KRN 151 Introduction to Korean Cinema (4) [Graded only for majors] Surveys Korean national cinema, from the earliest days of the medium to the present. *Approved to satisfy arts and letters general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

KRN 315 Introduction to Korean Linguistics (4) [Graded only for majors] Surveys general characteristics of the Korean language and places them in their cultural and historical context. Prereq: KRN 103. *Approved to satisfy arts and letters general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

ENGLISH

NEW COURSE(S)

(Course previously taught as ENG 410/510)

ENG 420/520 The Art of the Sentence (4) [Graded only for majors] Analysis of English grammar and style in literary and academic contexts. Prereq: junior standing. Offered alternate years.

(Course previously taught as WR 199)

WR 195 Writing Tutorial (1R) [P/NP only] Provides students concurrently enrolled in WR 121 with one-on-one tutoring. Enrollment priority based on entrance exam (SAT or ACT) scores. Coreq: WR 121. **R** once.

EXISTING COURSE CHANGE(S)

ENG 330 Oral Controversy and Advocacy (4)

(Changed general-education requirements)

Approved to satisfy arts and letters general-education group requirement.

ENG 335 Inventing Arguments (4)

(Changed general-education requirements)

Approved to satisfy arts and letters general-education group requirement.

ENVIRONMENTAL STUDIES

NEW COURSE(S)

(Course previously taught as ENVS 411/511)

ENVS 467/567 Sustainable Agriculture (4) Examines sustainability issues in agricultural production and current food systems. Focuses on environmental aspects of seed, water, soil, energy, and pest management. Prereq: ENVS 201 or 202.

(UOCC administrative action; course approved fall 2011)

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.

(Correction to prerequisite)

ENVS 477/577 Soil Science (4) Chemical and physical characteristics and classification of soils, field soil identification, soil degradation. Prereq: CH 111 or 221 or 224H.

GEOGRAPHY

NEW COURSE(S)

GEOG 181 Our Digital Earth (4) Exploring the emergence of geospatial data and technologies that are pervasive in our everyday lives and how they are shaping society. *Approved to satisfy social science general-education group requirement.*

(Course previously taught as GEOG 410/510)

GEOG 443/543 Global Migration (4) Explores political, economic, and sociocultural dimensions of labor migration. Topics include capitalism and colonialism; state territoriality; urbanization; globalization; race, gender, and citizenship. Prereq: GEOG 342. Or junior standing cannot be enforced

GEOG 467/567 International Water Policy (4) Examines problems in water policy and governance in a global context. Draws on interdisciplinary perspectives, compares case studies, and analyzes institutions. Prereq: GEOG 360.

(Course previously taught as GEOG 311)

GEOG 481/581 GIScience I (4) An introduction to the geographic information science, geographic information systems (GIS), the current population survey (CPS), remote sensing, and cartography. Sequence with GEOG 482/582, 491/591. Prereq: GEOG 181.

(Course previously taught as GEOG 416/516)

GEOG 482/582 GIScience II (4) Spatial data collection, spatial data models, database design, data editing, geographic information system (GIS) project management, and advanced topics in geographic information science. Sequence with GEOG 481/581, 491/591, 493/593. Prereq: GEOG 481/581.

(Course previously taught as GEOG 418/518)

GEOG 485/585 Remote Sensing I (4) Introduction to remote sensing science including its physical basis, instruments, platforms, data, processing methods, and applications. Sequence with GEOG 486/586. Prereq: GEOG 481/581.

GEOG 486/586 Remote Sensing II (4) The use of digital electromagnetic data for classification, mapping, and monitoring biologic, hydrologic, atmospheric, geologic, and human processes and environmental change. Sequence with GEOG 485/585. Prereq: GEOG 485/585.

(Course previously taught as GEOG 472/572)

GEOG 491/591 Advanced Geographic Information Systems (4) Socioeconomic analysis with geographic information systems (GIS) and the U.S. census, network modeling, 3-D models of natural and urban landscapes, web-based GIS and programming. Sequence with GEOG 481/581, 482/582. Prereq: GEOG 482/582.

(Course previously taught as GEOG 411/511)

GEOG 493/593 Advanced Cartography (4) Map design and production methods; use of color, cartographic visualization, graphing, data graphics theory, and integration of geographic information systems (GIS) and graphics tools. Sequence with GEOG 481/581, 482/582. Prereq: GEOG 482/582.

(Course previously taught as GEOG 417/517)

GEOG 495/595 Geographic Data Analysis (4) Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches. Prereq: GEOG 481/581.

(UOCC administrative action; course previously taught as GEOG 415/515)

GEOG 497/597 Qualitative Methods in Geography (4) Explores conceptual and practical dimensions of qualitative research. Includes linking theory and method; research question formulation; project design; ethics; data gathering, analysis, and presentation. Prereq: GEOG 341, 342, or 343.

OLD COURSE(S) DROPPED

GEOG 311 Maps and Geospatial Concepts (4)

(Contingent upon approval of proposed replacement course GEOG 481/581)

GEOG 411/511 Advanced Cartography (4)

(Contingent upon approval of proposed replacement course GEOG 493/593)

(UOCC administrative action; course number changed to GEOG 497/597)

GEOG 415/515 Qualitative Methods in Geography (4)

GEOG 416/516 Introductory Geographic Information (4)

(Contingent upon approval of proposed replacement course GEOG 482/582)

GEOG 417/517 Geographic Data Analysis (4)

(Contingent upon approval of proposed replacement course GEOG 495/595)

GEOG 418/518 Fundamentals of Remote Sensing (4)

(Contingent upon approval of proposed replacement courses GEOG 485/585 and 486/586)

GEOG 472/572 Advanced Geographic Information Systems (4)

(Contingent upon approval of proposed replacement course GEOG 491/591)

PHILOSOPHY

NEW COURSE(S)

PHIL 471H Honors Thesis Workshop (2) [P/NP only] Study methods of philosophical research and writing; develop an honors thesis project.

PHIL 475H Honors Seminar (4) In-depth study of a particular area or problem in philosophy for students pursuing departmental honors.

POLITICAL SCIENCE

NEW COURSE(S)

(Course previously taught as PS 399)

PS 375 Race, Politics, and the Law (4) [Graded only for majors] Examines the development and transformation of race-based domination and resistance in the United States by examining the intersection of policy and law. *Approved to satisfy social science general-education group requirement. Approved to satisfy American cultures multicultural requirement.*

EXISTING COURSE CHANGE(S)

PS 352 Political Parties and Interest Groups (4)
(Changed course title)
PS 352 Political Parties and Elections (4)

OLD COURSE(S) DROPPED

PS 353 Campaigns and Elections (4)
(Content from this course has considerable overlap with PS 352. It is a disservice to students to duplicate materials in two courses. With materials in two courses one cannot cover important information in one course because it is in the other. *Previously satisfied social science group requirement.*)

ROMANCE LANGUAGES

NEW COURSE(S)

PORT 150 Lusofonia: The Portuguese-Speaking World (4) Topics in the history and contemporary cultures of the regions where Portuguese is spoken (Portugal, Brazil, Africa, Asia, and North America). *Approved to satisfy arts and letters general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

SPAN 218 Latino Heritage I (5) Basic oral and reading skills for heritage language learners—students whose first language is Spanish, but whose knowledge of the language is minimal because of their switch to English. Content focuses on personal experiences in U.S. Latino communities. Prereq: placement through self-identification or placement by Spanish heritage language placement test. *Approved to satisfy arts and letters general-education group requirement. Approved to satisfy American cultures multicultural requirement.*

SPAN 228 Latino Heritage II (5) Intermediate-level language development (oral skills, academic Spanish) for heritage language learners of Spanish, with focus on the U.S. Latino experience and the larger Spanish-speaking world. Prereq: SPAN 218 or placement by Spanish heritage language placement test. *Approved to satisfy arts and letters general-education group requirement. Approved to satisfy language requirement for the BA degree. Request to satisfy American cultures multicultural requirement denied.*

SPAN 322 Introduction to Hispanic Linguistics (4) [Graded only for majors] Linguistic description of the Spanish language, including phonetics and phonology, morphology, syntax, history, and social and geographical variation. Prereq: two from SPAN 301, 303, 305, 308, 311. *Approved to satisfy social science general-education group requirement.*

SPAN 424/524 History of the Spanish Language (4) Linguistic changes and social-historical influences on the development of Spanish from its roots in Latin to the diversity of modern dialects. Prereq: SPAN 315, 320, 322. Offered alternate years.

SPAN 428/528 Spanish in the United States (4) [Graded only for majors] The history and description of the linguistic characteristics of and narratives about the use of Spanish within the United States. Prereq: SPAN 308; coreq: SPAN 320, 322. Offered alternate years.

ROBERT DONALD CLARK HONORS COLLEGE

NEW COURSE(S)

(UOCC administrative action)

HC 404H Internship: [Topic] (1–6R) R twice for a maximum of 16 credits.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ARCHITECTURE

EXISTING COURSE CHANGE(S)

ARCH 417/517 Context of the Architectural Profession (3)

(Change credits)

ARCH 417/517 Context of the Architectural Profession (4)

ARCHITECTURE AND ALLIED ARTS

NEW COURSE(S)

(UOCC administrative action)

ARCH 603 Dissertation (1-9R) Pass/No Pass only grading.

OLD COURSE(S) DROPPED

(UOCC administrative action)

AAA 611 Sustainability Leadership Practicum I (4)

(The dropping of AAA 611 is for the sole purpose of changing the subject code to OLIS. The course content is not changing.)

(UOCC administrative action)

AAA 612 Sustainability Leadership Practicum II (6)

(The dropping of AAA 611 is for the sole purpose of changing the subject code to OLIS. The course content is not changing.)

(UOCC administrative action)

AAA 613 Sustainability Leadership Practicum I (8)

(The dropping of AAA 613 is for the sole purpose of changing the subject code to OLIS. The course content is

not changing.)

ART

NEW COURSE(S)

ARTF 270 Introduction to Fibers (4) Skills and conceptual concerns of fibers, pertaining to structural textile forms and embellished or manipulated surfaces. Introduces historical and contemporary work through slides and lectures. Prereq: ART 116, 233.

EXISTING COURSE(S)

(UOCC administrative action)

ARTF 368 Textile Printing (4) Prereq: ARTF 253 or 268 or 269.

(Change prerequisite)

ARTF 368 Textile Printing (4) Prereq: ARTF 270.

(UOCC administrative action)

ARTF 369 Woven Structures (4) Prereq: ARTF 253 or 268 or 269.

(Change prerequisite)

ARTF 369 Woven Structures (4) Prereq: ARTF 270.

OLD COURSE(S) DROPPED

ARTF 268 Introduction to Fibers: Structures (4)

(Restructuring the fibers curriculum.)

ARTF 269 Introduction to Fibers: Surfaces (4)

(Restructuring the fibers curriculum.)

ARTS AND ADMINISTRATION

NEW COURSES(S)

(Course previously taught as AAD 410/510)

AAD 471/571 Performing Arts Management (4) Examines development of cultural-policy institutions and processes worldwide; emphasis on understanding contemporary American cultural-policy issues. Governance and strategic planning; executive leadership; management; revenue; developing audiences; cross-cultural interactions.

(Course previously taught as AAD 410/510)

AAD 472/572 Artistic Administration in the Performing Arts (4) Focuses on developing leadership and management skills for professional nonprofit performing arts administration (e.g., theater, music, opera, dance). Topics in artistic administration, programming, artist management, and operations and production management.

EXISTING COURSE CHANGE(S)

AAD 462/562 Culture Policy in Art (4)

(Change course title)

AAD 462/562 Cultural Policy (4)

HISTORY OF ART AND ARCHITECTURE

NEW COURSES(S)

ARH 101 Global Masterpieces: Monuments in Context (4) Introduction to art and architectural history through examination of thirteen key sites from around the world. Themes include religion, politics, domesticity, and modernity. *Approved to satisfy arts and letters general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

EXISTING COURSE(S)

(UOCC administrative action)

ARH 441/541 Renaissance and Baroque Problems: [Topic] (4) Prereq: one course from ARH 341–344, 348, 349.

(Remove prerequisite)

ARH 441/541 Renaissance and Baroque Problems: [Topic] (4)

PLANNING, PUBLIC POLICY AND MANAGEMENT

NEW COURSE(S)

(UOCC administrative action; approved new subject code for Oregon Leadership in Sustainability program)

OLIS 601 Research: [Topic] (1–12R) R when topic changes.

(UOCC administrative action; approved new subject code for Oregon Leadership in Sustainability program)

OLIS 604 Internship: [Topic] (1–12R) R when topic changes.

(UOCC administrative action; approved new subject code for Oregon Leadership in Sustainability program)

OLIS 605 Reading and Conference: [Topic] (1–16R) R when topic changes.

(UOCC administrative action; approved new subject code for Oregon Leadership in Sustainability program)

OLIS 606 Special Problems: [Topic] (1–16R) R when topic changes.

(UOCC administrative action; approved new subject code for Oregon Leadership in Sustainability program)

OLIS 607 Seminar: [Topic] (1–5R) R when topic changes.

(UOCC administrative action; approved new subject code for Oregon Leadership in Sustainability program)

OLIS 608 Workshop: [Topic] (1–16R) R when topic changes.

(UOCC administrative action; approved new subject code for Oregon Leadership in Sustainability program)

OLIS 609 Practicum: [Topic] (1–5R) R when topic changes.

(UOCC administrative action; approved new subject code for Oregon Leadership in Sustainability program)
OLIS 610 Experimental Course: [Topic] (1–5R) R when topic changes.

(UOCC administrative action; previously taught as AAA 611)
OLIS 611 Sustainability Leadership Practicum I (4) Graded only for majors.

(UOCC administrative action; previously taught as AAA 612)
OLIS 612 Sustainability Leadership Practicum II (6) Graded only for majors.

(UOCC administrative action; course previously taught as AAA 613)
OLIS 613 Sustainability Leadership Practicum III (8) Graded only for majors.

(Course previously taught as PPPM 407/507)
PPPM 425/525 Project Management (4) Application of specific techniques that, if implemented, lead to projects being completed on time, within budget, and with appropriate quality.

(Course previously taught as PPPM 407/507)
PPPM 426/526 Strategic Planning for Management (4) Process of strategic planning for communities and public and nonprofit organizations.

(Course previously taught as PPPM 608)
PPPM 625 Community Planning Workshop (5) First in a two-term sequence of planning and problem-solving courses. Students working in teams conduct research and develop solutions to planning problems for a client community.

(Course previously taught as PPPM 608)
PPPM 626 Community Planning Workshop (5) Last in a two-term sequence of planning and problem-solving courses. Students working in teams conduct research and develop solutions to planning problems for a client community.

PRODUCT DESIGN

EXISTING COURSE(S)

(UOCC administrative action)
PD 430 Computer-Assisted Design and Production (4) Prereq: ART 115, 116, PD 301; pre- or coreq: PD 350.
(change prerequisite)

PD 430 Computer-Assisted Design and Production (4) Prereq: ART 115, 116, PD 223 or ART 233.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

No course proposals submitted

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSE(S)

(UOCC administrative action; course omitted from 2010–11 curriculum reporting)

SAPP 408 Workshop: [Topic] (1–12R) Effective fall 2011.

EXISTING COURSE(S)

(UOCC administrative action)

CFT 622 Relational Assessment (2)

(Change credits)

CFT 622 Relational Assessment (1)

CFT 625 Family Violence (3)

(Changed course title)

CFT 625 Violence, Trauma, and Healing

CFT 627 Advanced Family Therapy (4)

(Changed course title)

CFT 627 Advanced Theories in Relational Therapy

(UOCC administrative action)

CFT 629 Couples Therapy (4)

(Change credits)

CFT 629 Couples Therapy (3)

EDUCATION STUDIES

EXISTING COURSE CHANGE(S)

(UOCC administrative action)

EDST 343 Curriculum Studies II (4) Prereq: EDST 342; coreq: EDST 349.

(Remove corequisite)

EDST 343 Curriculum Studies II (4) Prereq: EDST 342. *Effective spring 2012.*

(UOCC administrative action)

EDST 455/555 Equal Opportunity: Homophobia (3) Prereq: EDST 420.

(Add corequisite)

EDST 455/555 Equal Opportunity: Homophobia (3) Prereq: EDST 420; coreq: EDST 458. *Effective spring 2012.*

(UOCC administrative action)

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

(Change corequisite)

EDST 458/558 Observation: Equal Opportunity I (1R) Prereq: EDST 420; coreq: one from EDST 451, 452, 453, 454, 455, 456, 457. *Effective spring 2012.*

SPECIAL EDUCATION AND CLINICAL SERVICES

NEW COURSE(S)

(UOCC administrative action)

ASL 399 Special Studies: [Topic] (1–5R)

(Approved winter 2012; UOCC administrative action change effective term from fall 2012 to summer 2012)

SPED 443/543 Supporting Students with Low-Incidence Disability (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, 441/541, and 442/542. Prereq: SPED 440/540, 441/541, and 442/542. *Effective summer 2012.*

EXISTING COURSE CHANGE(S)

(UOCC administrative action)

ASL 101 First-Year American Sign Language (5)

(add prerequisite)

ASL 101 First-Year American Sign Language (5) Prereq: WR 122 or 123.

(UOCC administrative action)

ASL 102 First-Year American Sign Language (5)

(Change prerequisite)

Prereq: ASL 101 with C– or better or P.

(UOCC administrative action)

ASL 103 First-Year American Sign Language (5)

(Change prerequisite)

Prereq: ASL 102 with C– or better or P.

(UOCC administrative action)

ASL 201 Second-Year American Sign Language (5)

(Change prerequisite)

Prereq: ASL 103 with C– or better or P.

(UOCC administrative action)

ASL 202 Second-Year American Sign Language (5)

(Change prerequisite)

Prereq: ASL 201 with C– or better or P.

(UOCC administrative action)

ASL 203 Second-Year American Sign Language (5)

(Change prerequisite)

Prereq: ASL 202 with C- or better or P.

SCHOOL OF JOURNALISM AND COMMUNICATION

No course proposals submitted

SCHOOL OF LAW

No course proposals submitted

SCHOOL OF MUSIC AND DANCE

DANCE

NEW COURSE(S)

(Course previously taught as DAN 605)

DAN 692 Dance Literature (3) [Graded only] Introduction to graduate studies in dance through critical reading of literature of theory and practice. Prereq: admission to graduate program in dance.

EXISTING COURSE CHANGE(S)

DAN 256 Body Fundamentals (3)

(Changed course title)

DAN 256 Dance Somatics

DAN 301 Dance and Folk Culture (4)

(Changed course title)

DAN 301 Dance in Traditional Cultures: Africa: [Topic](4R)

DAN 360 Dance Kinesiology (3)

(Changed credits and workload)

DAN 360 Dance Kinesiology (4)

PHYSICAL EDUCATION AND RECREATION

NEW COURSE(S)

(Course previously taught as PEW 331)

PEIA 371 Sport Conditioning I (1R) [P/NP only] A strength and conditioning training opportunity for varsity and club sport student-athletes. Sequence with PEIA 372, 373. All PE activity courses are repeatable once for credit.

(Course previously taught as PEW 332)

PEIA 372 Sport Conditioning II (1R) [P/NP only] A strength and conditioning training experience for varsity and club sports student-athletes. Sequence with PEIA 371, 373. All PE activity classes are repeatable once for credit.

(Course previously taught as PEW 333)

PEIA 373 Sport Conditioning III (1R) [P/NP only] A strength and conditioning training experience for varsity and club sport student-athletes. Sequence with PEIA 371, 372. All PE activity courses are repeatable once for credit.

(Course previously taught as 199)

PEMB 216 Vinyasa Flow Yoga (1R) [P/NP only] Based on a specialized and dynamic sequence of postures and focused breathing techniques. Participation aids in development of postural strength, stability, and muscular flexibility. All PE activity courses are repeatable once for credit.

OLD COURSE(S) DROPPED

PEW 331 Sport Conditioning I (1R)

(Requesting subject code change to PEIA—Physical Education Intercollegiate Athletics)

PEW 332 Sport Conditioning II (1R)

(Requesting subject code change to PEIA—Physical Education Intercollegiate Athletics)

PEW 333 Sport Conditioning III (1R)

(Requesting subject code change to PEIA—Physical Education Intercollegiate Athletics)

DENIED PROPOSALS

SPAN 228 Latino Heritage II (5)

Request for course to satisfy American cultures multicultural requirement denied.

PD 101 Introduction to Product Design (4)

(Changed general-education requirements)

Request for course to satisfy arts and letters group requirement denied.

DROPPED COURSES

The University Senate agreed in 1998 that the report of the Committee on Courses should include those permanently numbered courses that are being dropped because (1) they have not been taught for three or more years, and (2) the department can provide no reasonable explanation why they have not been taught or whether they will be in the future. The faculty requires that general education–satisfying courses be offered each year. Other courses should be offered at least every other year to avoid misrepresentation of course offerings to prospective students, and to ensure that required courses are readily available to current students.

Courses may be reinstated within a period of three years, conditional upon the following: (1) there has been no change made to the course, (2) the department provides the term the course will be taught, (3) the department provides the name of the faculty member who will be responsible for teaching, and (4) the department provides a course syllabus with information regarding undergraduate graduate differential for demonstrating mastery if the course is numbered 4XX/5XX.

Historic Preservation

AAAP 416	Fund Historic Preserv	last offered: 200801
AAAP 516	Fund Historic Preserv	last offered: 200801

Anthropology

ANTH 519	Perform, Pol and Folkl	last offered: 200803
ANTH 571	Zooarchaeology	last offered: 200802

History of Art and Architecture

ARH 342	Southern Baroque Art	last offered: 200801
ARH 392	Art of Pacific Isl II	last offered: 200804
ARH 428	Roman Architecture	last offered: 200803
ARH 455	Contemporary Art	last offered: 200803
ARH 528	Roman Architecture	last offered: 200803
ARH 555	Contemporary Art	last offered: 200803

Art

ARTD 411	Web Art	last offered: 200802
ARTD 511	Web Art	last offered: 200802

ARTO 451	The Fabricated Image	last offered: 200802
ARTO 551	The Fabricated Image	last offered: 200802
Biology		
BI 431	Algae and Photosyn Bact	last offered: 200803
BI 531	Algae and Photosyn Bact	last offered: 200803
Communication Disorders and Sciences		
CDS 668	Issues in Diversity	last offered: 200803
Chemistry		
CH 616	Biochemistry: Topic	last offered: 200803
Chinese		
CHN 454	Early Chinese Poetry	last offered: 200803
CHN 536	Literary Chinese	last offered: 200801
CHN 554	Early Chinese Poetry	last offered: 200803
Computer and Information Science		
CIS 452	Database Issues	last offered: 200802
CIS 552	Database Issues	last offered: 200802
Comparative Literature		
COLT 350	Comparative Lit: Topic	last offered: 200803
Educational Leadership		
EDLD 627	Law and Governance	last offered: 200803
EDLD 635	Group Process	last offered: 200803
EDLD 642	Measur in Decis-Mak	last offered: 200804
EDLD 646	Action Research	last offered: 200801
Education Studies		
EDST 453	Equal Opp: Racism	last offered: NO BANNER RECORD FOUND!
EDST 553	Equal Opp: Racism	last offered: NO BANNER RECORD FOUND!
EDST 561	Lit across Curriculum	last offered: NO BANNER RECORD FOUND!
EDST 651	Practical, Pers, Prof	last offered: NO BANNER RECORD FOUND!
EDST 656	Sci and Math Learning	last offered: NO BANNER RECORD FOUND!
EDST 657	Natr, Nutr and Schooling	last offered: NO BANNER RECORD FOUND!
English		
ENG 365	Global Lit in English	last offered: 200802
ENG 446	Restoration and 18C Lit	last offered: 200801
ENG 454	English Romantic Writ	last offered: 200802
ENG 466	Col/Postcol Lit: Topic	last offered: 200803
ENG 488	Race/Rep Film: [Topic]	last offered: 200803
ENG 546	Restoration and 18C Lit	last offered: 200801
ENG 548	Restoration and 18C Lit	last offered: 200803
ENG 554	English Romantic Writ	last offered: 200802

ENG 566	Col/Postcol Lit: Topic	last offered: 200803
ENG 588	Race/Rep Film: [Topic]	last offered: 200803
ENG 680	Folklore: Topic	last offered: 200803
Finance		
FIN 671	Corp Fin and Valuation	last offered: 200701
Folklore		
FLR 412	Folklore of Subcultur	last offered: 200802
FLR 413	Folk Art and Mater Cul	last offered: 200703
FLR 512	Folklore of Subcultur	last offered: 200802
FLR 513	Folk Art and Mater Cul	last offered: 200703
French		
FR 151	Francophone Cinema	last offered: 200803
Geography		
GEOG 206	Geography of Oregon	last offered: 200804
GEOG 464	Forests and Human Exper	last offered: 200803
GEOG 562	Views of the Environ	last offered: 200601
GEOG 564	Forests and Human Exper	last offered: 200803
Geological Sciences		
GEOL 462	Enviromental Geomech	last offered: 200802
GEOL 474	Gen and Env Geochemistry	last offered: 200801
GEOL 562	Enviromental Geomech	last offered: 200802
GEOL 574	Gen and Env Geochemistry	last offered: 200801
History		
HIST 493	Jpn Hst thr Film: Top	last offered: 200801
HIST 497	Cul/Mod/Rev Chn: Topic	last offered: 200803
HIST 593	Jpn Hst thr Film: Top	last offered: 200801
HIST 597	Cul/Mod/Rev Chn: Topic	last offered: 200803
HIST 690	Asian Res Materials	last offered: 200801
International Studies		
INTL 640	Gend Analy in Dev Plan	last offered: 200803
Journalism		
J 613	Mass Communic Theories	last offered: 200801
J 620	Publ Rel Plan Theory	last offered: 200803
J 622	Strategic Commun Plan	last offered: NO BANNER RECORD FOUND!
Judaic Studies		
JDST 340	Israelis and Palestinian	last offered: 200803
Japanese		
JPN 433	Adv Spoken Japanese	last offered: 200803
JPN 533	Adv Spoken Japanese	last offered: 200803

Landscape Architecture

LA 375 Contemp Amer Landsc last offered: 200803

Linguistics

LING 622 Discourse Analysis last offered: 200801

Mathematics

MATH 426 Statistical Methods II last offered: 200802

MATH 526 Statistical Methods II last offered: 200802

Management

MGMT 615 Leadership last offered: 200801

Music

MUS 130 Sightread Strat Guitar last offered: 200802

MUS 355 Beethoven last offered: 200802

Physical Education and Recreation

PEF 202 Pilates Matwork II last offered: 200803

PEMA 215 Italian Long Sword II last offered: 200803

PEOL 493 Wilderness 1st Respond last offered: 200804

PEOW 261 Kayaking I last offered: 200803

PERS 241 Racquetball I last offered: 200803

PERS 242 Racquetball II last offered: 200803

PERS 243 Racquetball III last offered: 200803

Physics

PHYS 103 Essentials of Physics last offered: 200803

PHYS 618 Adv Analog Electronics last offered: 200801

PHYS 672 Solid State Physics last offered: 200802

Planning, Public Policy and Management

PPPM 326 Region Lead and Change last offered: 200802

PPPM 414 Intro to Research Des last offered: 200802

Political Science

PS 448 Racial Politics US I last offered: 200701

PS 548 Racial Politics US I last offered: 200701

Religious Studies

REL 418 Martyrdom last offered: 200703

REL 450 Read in Daoism: Topic last offered: 200801

REL 518 Martyrdom last offered: 200703

REL 550 Read in Daoism: Topic last offered: 200801

Sociology

SOC 435 Ethnometh and Conv Analy last offered: 200803

SOC 535 Ethnometh and Conv Analy last offered: 200803

Spanish

SPAN 417 Adv Oral Skills last offered: 200704

Special Education

SPED 480 Provid Stu Supports I last offered: 200802

SPED 580 Provid Stu Supports I last offered: 200802

Swedish

SWED 303 3rd Year Swedish last offered: 200803

Theater Arts

TA 442 Scene Des: Multi Set last offered: 200703

TA 542 Scene Des: Multi Set last offered: 200703

Writing

WR 523 Adv Composition last offered: 200803

PENDING PROPOSALS

NEW COURSES(S) PENDING

(Course previously taught as PS 410/510)

PS 458/558 Feminist Political Theories (4) Examines the relationship between feminism, gender, and the state. Offered alternate years.

(Course previously taught as PS 410/510)

PS 460/560 Political Economy of East Asia (4) [Graded only for majors] Examines the political economy of East Asia, with a focus on states, markets, and social classes during economic transformation. Offered alternate years.

WITHDRAWN PROPOSALS

(Course previously taught as AAD 410/510)

AAD 428/528 The Cultural Museum (3) Introduces students to museum studies (the study of museum history, theory, and practice) from an anthropological perspective.

OTHER CURRICULUM MATTERS

College of Arts and Sciences

The elimination of the European studies certificate was omitted from the spring 2009 curriculum report. This drop should have coincided with the approval of the European studies minor approved by the Undergraduate Council, effective fall term 2009. The last certificate in European studies was awarded spring 2010. The elimination of this certificate will be retroactive to fall term 2010.

A new minor program in South Asian studies, upon recommendation for approval by the Undergraduate Council and the vice provost for undergraduate studies, has been approved by the provost. Effective fall 2012.

SPAN 228 cannot be used to satisfy both the BA language requirement and the arts and letters group requirement.

Correction:

The title of the new minor program reported in the fall 2011 curriculum report is “comics and cartoon studies.” It was incorrectly reported as “comic and cartoon studies.”

With the approval of the CAS dean’s office, the minimum grade requirement for courses in the creative writing minor was consistently defined as mid-B or better. The change affects minimum grade requirements for 200-level courses (CRWR 230, 240, 244) that can fulfill the lower-division requirements for the minor. Effective fall 2012. Changes to prerequisites for the minor are reported elsewhere in this report.

The Department of Computer and Information Science, with the approval of the CAS dean’s office, has modified the requirements for a major to replace required course CIS 323 (2 credits) with CIS 330 (4 credits), thereby increasing the total credits required for the major to 56. Additional changes were made to the list of courses satisfying CIS math and science core requirements. Effective fall 2012. Changes to prerequisites for the major are reported elsewhere in this report.

School of Architecture and Allied Arts

A new graduate certificate program in new media and culture was approved by the Provosts’ Council of the Oregon University System on behalf of the Oregon State Board of Higher Education on May 3, 2012. Effective fall 2012.

The master of architecture (MArch) option I and master of interior architecture (MIArch) option I programs are discontinued and replaced with a master of science (MS) in architecture and a master of science (MS) in interior architecture. The change in nomenclature responds to the 2010 decision of the National Architectural Accrediting Board that all institutions with NAAB-accredited programs restrict the use of the MArch title to such programs. There are no changes to the degree requirements associated with this name change. The change was approved by the provost upon recommendation of the Graduate Council and the vice provost for graduate studies. Effective fall 2012.

The master of architecture (MArch) option II and option III programs are merged into a single master of architecture (MArch) program with two tracks. Similarly, the master of interior architecture (MIArch) option II and option III programs are merged into a single master of interior architecture (MIArch) program with two tracks. Minimum credit requirements for the two tracks are set at 87 and 144 credits for both programs. The change was approved by the provost upon recommendation of the Graduate Council and the vice provost for graduate studies. Effective fall 2012.

School of Journalism and Communication

A new honors program, upon recommendation for approval by the Undergraduate Council and the vice provost for undergraduate studies, has been approved by the provost. Effective fall 2012.

The name of the communication and society doctoral degree program and the affiliated master's degrees have been changed to media studies with the approval of the dean of the School of Journalism and Communication and the endorsement of the Graduate Council and provost. Effective fall 2012.

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 College of Arts and Sciences 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 of Oregon 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.

Proposals for new courses, changes in existing general education courses, all 4XX/5XX courses, and extensively modified courses must be accompanied by full syllabi.

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@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.

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 Intercollege 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)

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

Include additional information on university or personal policies regarding disabilities, inclement weather and emergencies, notification of class cancellations, academic conduct, and others, as appropriate. (To save space on the syllabus, this policy information may be conveyed by reference to the appropriate material on the course Blackboard site or official university websites; please check to make sure that all links are current and active!)

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. An “H” suffix appearing on student transcripts is also meant to convey these facts. While the term “honors course” does not have a single, strict definition, the term is used with this common understanding within U.S. undergraduate education (and specifically among the UO’s fellow member institutions in the National Collegiate Honors Council and the Western Regional Honors Council).

Honors classes are expected to be distinctly and substantively different from corollaries in the regular curriculum. The Committee on Courses will look for a student experience that is deeper and more intense than what is provided in conventional classes. Considerations will include suitability for students, class size, structure of the class, faculty-to-student ratio, location in the curriculum, and increased availability of faculty members for feedback, counseling, and mentoring.

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

Preparedness. The academic skills needed to successfully participate are expected to be different for honors courses. Prerequisites should spell out specialized background skills (e.g., mathematics abilities, language fluency), or necessary experience or achievement (e.g., participation in an honors program, a cumulative GPA of at least 3.30 in their major). Include justification for the exclusion of nonhonors students.

Content. Content of the class, and the level of analysis, should be significantly deeper than for nonhonors classes (e.g., use of primary sources rather than texts, participation in modeling or simulation exercises, elaborating the subject in broader context or within more comprehensive theory). Please manifest this contrast in the proposal by explicit comparisons and examples.

Class size. Classes should be small enough to promote intensive student participation. The committee expects that lectures or colloquia will be smaller than twenty students; larger lectures may be suitable if smaller discussion or lab sections of twelve or fewer students facilitate direct interaction with the faculty and other students. Other class sizes will be considered only if it is demonstrated that other factors (e.g., a cohesive student cohort, multiple instructors present in the classroom) insure the continued, active participation of all students.

Mentoring. The faculty member(s) teaching the course should be available for close advising outside of class. Instruction tailored to individual students or groups is encouraged.

Faculty. Honors classes are taught by faculty members with doctorates or other terminal degrees in their fields. Other instructors, assistants, or course visitors may only be used to accompany these principal faculty instructors in class. Proposals should identify faculty members available to teach, and explain why the course and the faculty members are a good match.

Monitoring. Honors courses are resource intensive. They can evolve as student and faculty interests change. Proposals should identify how colleges, departments, or units will monitor the continuing suitability of the course for meeting student needs and its place in the curriculum.

Articulation. Proposals should explain how the course connects to the rest of the curriculum and why the course is not suitable as a more advanced course (e.g., upper division vs. lower division) instead. Proposals should include the typical curricular paths of students eligible for this class. Proposals should include what course equivalencies are appropriate and what articulation agreements are needed.

Implementation. An honors course will be given a unique three digit course number and an “H” suffix. Because of limitations, a multilisted course designated by an “M” may not carry an “H.” Generic course numbers, designating courses that are not reviewed, will not carry “H” suffixes. Student credit hours will be assigned as is done with regular courses.

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 criteria were proposed by the Undergraduate Council and the College of Arts and Sciences Curriculum Committee. The University Senate approved them in May 2001 by Motion US0001-3 Replacement Motion governing the approval of courses meeting general-education requirements and the distribution of courses student must complete within each group. 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 intercollege *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.