



UNIVERSITY OF OREGON

**Spring 2013
Final
Curriculum Report**

May 22, 2013

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



SPRING 2013
FINAL CURRICULUM REPORT
May 22, 2013

TABLE OF CONTENTS

Overview 1
Motion 1
Course Proposals
College of Arts and Sciences
Anthropology 2
Biology 3
Chemistry 3
Cinema Studies 3
Comparative Literature 4
East Asian Languages and Literatures 4
Geography 4
German and Scandinavian 6
History 6
Philosophy 6
Physics 7
Political Science 7
Religious Studies 8
Romance Languages 9
Women's and Gender Studies 9
Robert Donald Clark Honors College (no courses submitted) 9
School of Architecture and Allied Arts
Art 10
Arts and Administration 10
History of Art and Architecture 10
Interior Architecture 11
Landscape Architecture 11
Planning, Public Policy and Management 12
Charles H. Lundquist College of Business
Management 12



College of Education

[Educational Methodology, Policy and Leadership](#).....13

[Educational Studies](#).....13

[School of Journalism and Communication](#).....14

School of Music and Dance

[Music](#).....16

[Denied Proposals](#).....17

[Pending Proposal](#)17

[Withdrawn Proposals](#).....18

[Dropped Courses](#).....19

[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 2013 FINAL CURRICULUM REPORT

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OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed spring 2013 and **Other Curricular Matters**.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2013, 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, are 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

Fall 2013–14

October 1, 2013: Schools and colleges first-round submissions due to UOCC

December 4, 2013: University of Oregon Senate reviews fall 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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Students: Ashley Anderson

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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

NEW COURSE(S)

ANTH 145 Principles of Archaeology (4) [Graded only for majors] Introduction to archaeology methods and interpretation. *Approved to satisfy Category III-Science general-education group requirement.*

ANTH 162 Introduction to Medical Anthropology (4) [Graded only for majors] An introduction to medical anthropology focusing on health, illness, and healing from a cross-cultural perspective. *Approved to satisfy Category II-Social Science general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as ANTH 310)

ANTH 311 Anthropology of Globalization (4) [Graded only for majors] Introduces students to a wide range of issues related to economic, cultural, and ideological aspects of globalization. Prereq: ANTH 161. Offered alternate years. *Approved to satisfy Category II-Social Science general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as 310)

ANTH 342 Archaeology of Egypt and Near East (4) [Graded only for majors] The archaeology of ancient Egypt and the Near East. Offered alternate years. *Approved to satisfy Category II-Social Science general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

ANTH 376 Genomics and Anthropology (4) [Graded only for majors] Explores how genomic data are used to address anthropological questions concerning human and nonhuman primate biological variation, health, and evolution. Prereq: one course from ANTH 175, 270, BI 211, 282H. *Approved to satisfy Category III-Science general-education group requirement.*

(Course previously taught as 310)

ANTH 444/544 Seacoast and Prehistory (4) [Graded only for majors] Global review of the significance of coastal settlement and adaptations by humans in the ancient past. Prereq: ANTH 145 or 150. Offered alternate years.

(Course previously taught as 310)

ANTH 453/553 African Archaeology (4) [Graded only for majors] The archaeology of humans in Africa with an emphasis on the past 15,000 years.

BIOLOGY

EXISTING COURSE(S)

(UOCC administrative action; correction from the winter 2013 report)

BI 464/564 Biological Clocks (4) Prereq: one from BI 320, 328, 360. Effective winter 2013

(change prerequisite)

BI 464/564 Biological Clocks (4) Prereq: BI 320, 322. *Effective spring 2013.*

CHEMISTRY

REINSTATED COURSE(S)

(UOCC administrative action)

CH 513 Physical Chemistry (4) Methods of physics applied to chemical problems, including inorganic, organic, and biochemistry. Introduction to chemical thermodynamics, rate processes, and quantum chemistry.

Effective spring 2013.

CINEMA STUDIES

NEW COURSE(S)

CINE 360 Film Theory (4) [Graded only for majors] Introduction to theoretical debates about film as a medium of artistic expression in a transhistorical and global framework. *Approved to satisfy Category I-Arts and Letters general-education group requirement.*

(Course previously taught as 399)

CINE 425 Cinema Production: [Topic] (4R) [Graded only for majors] Exploration of intermediate to advanced techniques used in cinema production—from music videos to digital sound recording to 16-millimeter film. Prereq: ENG 260, J 201; two from ENG 265, 266, 267; one from ARTD 256, ENG 270, J 208. Repeatable twice for a maximum of 12 credits.

COMPARATIVE LITERATURE

NEW COURSE(S)

COLT 231 Literature and Society (4) [Graded only for majors] Introduction to the interdisciplinary study of literature in relation to society and politics. Draws on perspectives from political science, law, sociology, and related fields. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

COLT 232 Literature and Film (4) [Graded only for majors] Introduction to the interdisciplinary study of literature and film. Draws on perspectives from cinema studies, media aesthetics, and related fields. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

COLT 233 Literature and Science (4) [Graded only for majors] Introduction to the interdisciplinary study of literature in relation to science and technology. Draws on perspectives from the philosophy of science, history of science, and the sociology of knowledge. *Approved to satisfy Category I-Arts and Letters general-education group requirement.*

(Course previously taught as COLT 410)

COLT 380 Comparative Media: [Topic] (4R) [Graded only for majors] Critical analysis of a range of media from a transnational or intercultural perspective. A hybrid course blending face-to-face and online learning. Recent topics include Tokyo Cyberpunk, Asian Horror, Listening to Cinema. **R** thrice when topic changes for a maximum of 16 credits.

EAST ASIAN LANGUAGES AND LITERATURES

NEW COURSE(S)

(Course previously taught as JPN 199)

JPN 250 Manga Millennium (4) [Graded only for majors] Surveys the 1,000-year history of visual-verbal narratives—comics—in Japan, ranging from medieval picture to modern manga. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as JPN 407/507; JPN 410/510)

JPN 490/590 Translation and Japanese Literature (4) [Graded only for majors] Explores the theory and practice of translation as it relates to Japanese literature. Students produce their own translations and critique existing translations. Pre/coreq: one from JPN 414/514, 415/515, or JPN 416/516.

GEOGRAPHY

NEW COURSE(S)

(Course previously taught as 410/510)

GEOG 444/544 Cultural Geography (4) [Graded only for majors] Patterns of culture as a force in human

affairs; dynamics of identity, place, and power; the creation of culture at different scales. Junior standing required.

(Course previously taught as 410/510)

GEOG 448/548 Tourism and Development (4) Tourism-related concepts and practices associated with tourism planning, development, marketing, and impacts in different geographic contexts.

(Course previously taught as GEOG 620)

GEOG 611 Theory and Practice of Geography I (4) Introduction to professional practice in geography and the development of geographic concepts and theories from ancient times through the mid-20th century.

Sequence with GEOG 612 and 613.

(Course previously taught as GEOG 621)

GEOG 612 Theory and Practice of Geography II (4) The development of geographic concepts and theories from the mid-20th century to the present. Students learn to refine effective geographic research questions.

Sequence with GEOG 611 and 613. Prereq: GEOG 611.

GEOG 613 Research Design (4) Examines main components of research design, including research questions, methodological approach, institutional review boards, funding programs, proposal writing, and application.

Sequence with GEOG 611 and 612. Prereq: GEOG 612.

EXISTING COURSE(S)

GEOG 142 Human Geography (4)

(Changed course title)

GEOG 142 The Human World (4) The spatial organization of humans and their activities on Earth's surface. Cultural, political, and economic influences shaping places and their interconnections.

(UOCC administrative action)

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.

(Remove prerequisite; move "junior standing required" to short description)

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. Junior standing required.

DROPPED COURSE(S)

GEOG 620 Theory and Practice of Geography (4)

(Distributing content of GEOG 620 and 621 between two new courses entitled Theory and Practice of Geography I and II. Content included in GEOG 611. Students may not receive credit for both.)

GEOG 621 Current Trends in Geography (4)

(Distributing content of GEOG 620 and 621 between two new courses entitled Theory and Practice of Geography I and II. Content included in GEOG 612. Students may not receive credit for both.)

GERMAN AND SCANDINAVIAN

NEW COURSE(S)

(Course previously taught as SCAN 352)

SCAN 343 Norse Mythology (4) [Graded only for majors] Critical evaluation of the religious beliefs in Scandinavia from prehistory through the Viking Age. Offered alternate years. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as Scan 340)

SCAN 344 Medieval Hero and Monster (4) [Graded only for majors] Study of medieval Scandinavian and Germanic literature addressing the remarkably fine line drawn between the heroes and monsters depicted. Offered alternate years. *Approved to satisfy international cultures multicultural requirement.*

HISTORY

NEW COURSE(S)

(Course previously taught as 199)

HIST 120 Foundations of Islamic Civilization (4) Explores the history of the Near East in 600–1500 C.E., from the origins of Islam to the maturation of Islamic civilization. *Approved to satisfy Category II-Social Science general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as 399)

HIST 121 Women and Gender in World History (4) Introduction to the history of women and gender. A comparative survey of women from prehistory to the present. *Approved to satisfy Category II-Social Science general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as 399)

HIST 385 South Asia: [Topic] (4R) [Graded only for majors] Introduction to South Asian history in the modern period—South Asia I (1757–1971); South Asia II (1930 to the present). **R** once when topic changes for a maximum of 8 credits. *Approved to satisfy international cultures multicultural requirement.*

PHILOSOPHY

NEW COURSE(S)

PHIL 130 Philosophy and Popular Culture (4) Engages in critical philosophical reflection about and through popular culture, including movies, music, graphic novels, and sports. *Approved to satisfy Category I-Arts and Letters general-education group requirement.*

(Course previously taught as 399)

PHIL 330 Philosophy and Disaster (4) Philosophical and interactive course on disaster preparation, with contemporary, historical, and current event readings; students also learn a new practical skill. Offered alternate years. *Approved to satisfy Category I-Arts and Letters general-education group requirement.*

(Course previously taught as 451/551)

PHIL 451/551 Native American Philosophy (4) Survey of Native American philosophy focusing on philosophical perspectives in historical traditions and contemporary Native American philosophy. Offered alternate years.

PHYSICS

NEW COURSE(S)

PHYS 163 Nanoscience and Society (4) Explores the science behind scale-dependent properties of matter, focusing on its applications in futuristic nanotechnologies and the social and political issues that it raises. *Approved to satisfy Category III-Science general-education group requirement.*

POLITICAL SCIENCE

NEW COURSE(S)

(Course previously taught as 399)

PS 345 Southeast Asian Politics (4) [Graded only for majors] Surveys major themes in contemporary Southeast Asian politics, including nation-state building, economic development, authoritarianism and democracy, and religious and ethnic politics. Pre- or coreq: Any lower-division core political science course. *Approved to satisfy Category II-Social Science general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as 399)

PS 377 Gods and Governments (4) Examines the politics of religion in a contemporary global context. *Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as 410/510)

PS 379 United States Political Culture (4) [Graded only for majors] Introduces some of the key themes in U.S. political culture, including religion, liberalism, democracy, race, gender, and empire.

(Course previously taught as 399)

PS 389 Direct Democracy (4) Explores the way issues such as affirmative action, same-sex marriage, and immigration have been debated through ballot initiatives; utilizes simulated campaign exercises. *Approved to satisfy Category II-Social Science general-education group requirement. Approved to satisfy identity, pluralism, and tolerance multicultural requirement.*

(Course previously taught as 410/510)

PS 471/571 Intergenerational Justice (4) Examines the ethical and legal obligations that exist between earlier and later generations within a political society.

(Course previously taught as 410/510)

PS 472/572 Matters of Life and Death (4) Examines the right to life from political, legal, and philosophical perspectives. Considers abortion, capital punishment, assisted suicide, just-war theory, and animal rights.

(Course previously taught as 607)

PS 612 Qualitative Methods (5) [Graded only for majors] Survey of rationales for qualitative methods in the social sciences and the main conceptual and practical issues raised in qualitative research. Offered alternate years.

EXISTING COURSE(S)

PS 449/549 Racial Politics in the United States II (4)

(Changed course title)

PS 449/549 Racial Politics in the United States (4)

RELIGIOUS STUDIES

NEW COURSES

ARB 431/531 Islamic Political Thought (4) [Graded only for majors] Students improve skills at translating and analyzing Arabic texts while learning Islamic theories of governance. Close reading of primary sources from the 7th to 21st centuries. Prereq: ARB 203.

EXISTING COURSE(S)

(UOCC administrative action)

REL 317 Jesus and the Gospels (4) Prereq: REL 223.

(Remove prerequisite)

REL 317 Jesus and the Gospels (4) *Effective spring 2013.*

(UOCC administrative action)

REL 324 History of Eastern Christianity (4) Prereq: REL 321 or equivalent.

(Remove prerequisite)

REL 324 History of Eastern Christianity (4) *Effective spring 2013.*

(UOCC administrative action)

REL 325 History of Eastern Christianity (4) Prereq: REL 321 or equivalent.

(Remove prerequisite)

REL 325 History of Eastern Christianity (4) *Effective spring 2013.*

ROMANCE LANGUAGES

NEW COURSE(S)

SPAN 312 Spanish in the Media (4) [Graded only for majors] Advanced writing for heritage learners of Spanish; transition from oral skills to general literacy in Spanish for advanced work in the humanities. Prereq: SPAN 308. Recommended preparation: one from SPAN 301, 303, 305.

WOMEN'S AND GENDER STUDIES

NEW COURSE(S)

(Course previously taught as 431)

WGS 351 Introduction to Global Feminisms (4) [Graded only for majors] Exploration of feminist activism and women's movements globally, organizing to challenge the state, civil society, international agencies, and corporations for a more just world. *Approved to satisfy Category II-Social Science general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

(Course previously taught as 431/531)

WGS 432/532 Gender, Environment, and Development

Surveys gender and political, economic, and cultural strategies for development and environmental change around the world. Pre- or coreq: WGS 101.

(Course previously taught as 410)

WGS 451/551 Global Issues and Perspectives: [Topic] (4R) Designed to deepen understanding of diverse global issues and perspectives related to women's and gender studies. **R** twice when topic changes for a maximum of 12 credits.

DROPPED COURSE(S)

WGS 415/515 Advanced Feminist Theory: [Topic] (4R)

(Content to be included in WGS 407/507 Seminar: [Topic])

WGS 431/531 Global Feminisms (4)

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

EXISTING COURSE(S)

(UOCC administrative action)

ARTF 456/556 Advanced Fibers: [Topic] (3–5R) Prereq: ARTF 368; ARTF 267 or 369.

(Change prerequisites)

ARTF 456/556 Advanced Fibers: [Topic] (3–5R) Prereq: one course from ARTF 267, 268, 269, 270; ARTF 368 or 369. *Effective spring 2013.*

ARTS AND ADMINISTRATION

NEW COURSE(S)

AAD 301 Understanding Arts and Creative Sectors (4) Mapping the concepts of “art world” and “creative sector” as they relate to each other and to the practice of arts administration. *Approved to satisfy Category I-Arts and Letters general-education group requirement.*

AAD 312 Arts Management (4) [Graded only] Introduces the field of professional management of arts organizations such as museums, galleries, community arts centers, and performing arts centers.

AAD 315 Funding the Arts (4) Introduces the marketing and fundraising management functions in arts organizations such as museums, galleries, community arts centers, and performing arts organizations.

(Course previously taught as 410/510)

AAD 421/521 Cultural Programming (4) Explores the practice and theory related to arts and cultural programming in the public sector.

HISTORY OF ART AND ARCHITECTURE

NEW COURSE(S)

ARH 210 Contemporary Asian Art and Architecture (4) [Graded only for majors] Broad survey of modern and contemporary Asian art, architecture, and film. Sequence with ARH 207, 208, 209. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy international cultures multicultural requirement.*

DROPPED COURSE(S)

(UOCC administrative action; courses will be moved under subject code IARC Interior Architecture)
ARH 474/574 History of Interior Architecture I (3)

(UOCC administrative action; courses will be moved under subject code IARC Interior Architecture)
ARH 475/575 History of Interior Architecture II (3)

(UOCC administrative action; courses will be moved under subject code IARC Interior Architecture)
ARH 476/576 History of Interior Architecture III (3)

INTERIOR ARCHITECTURE

NEW COURSE(S)

(UOCC administrative action; subject code change only)
(Course previously taught as ARH 474/574)

IARC 474/574 History of Interior Architecture I (3) Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

(UOCC administrative action; subject code change only)
(Course previously taught as ARH 475/575)

IARC 475/575 History of Interior Architecture II (3) Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

(UOCC administrative action; subject code change only)
(Course previously taught as ARH 476/576)

IARC 476/576 History of Interior Architecture III (3) Interior architecture as artistic expression. Includes the study of furnishings, textiles, and other interior traditions.

LANDSCAPE ARCHITECTURE

NEW COURSE(S)

(Course previously taught as 225)

LA 227 Introduction to Landscape Architecture (2) Exploring the background and scope of the profession: its history, ethics, goals, skills, topics, achievements, and evolving challenges in making healthy, functional, and beautiful places.

(Course previously taught as 410)

LA 337 Landscape Field Work: [Topic] (1–4R) Direct examination and appraisal of the function, form, content, and composition of example landscapes in relation to ecological, cultural, legal, technical, aesthetic, and economic objectives.

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSE(S)

(UOCC administrative action)

OLIS 611 Sustainability Leadership Practicum I (4) First in a sequence of intensive, applied courses required for students pursuing the Oregon leadership in sustainability (OLIS) certificate. Sequence with OLIS 612, 613. (Remove sequence)

OLIS 611 Sustainability Leadership Practicum I (4) First in a sequence of intensive, applied courses required for students pursuing the Oregon leadership in sustainability (OLIS) certificate.

(UOCC administrative action)

OLIS 612 Sustainability Leadership Practicum II (4) Second in a sequence of intensive, applied courses required for students pursuing the Oregon leadership in sustainability (OLIS) certificate. Sequence with OLIS 611, 613. Prereq: OLIS 611.

(Remove sequence, remove prerequisite)

OLIS 612 Sustainability Leadership Practicum II (4) Second in a sequence of intensive, applied courses required for students pursuing the Oregon leadership in sustainability (OLIS) certificate.

(UOCC administrative action)

OLIS 613 Sustainability Leadership Practicum III (4) Final course in a sequence of intensive, applied courses required for students pursuing the Oregon leadership in sustainability (OLIS) certificate. Sequence with OLIS 611, 612. Prereq: OLIS 612.

(Remove sequence, remove prerequisite)

OLIS 613 Sustainability Leadership Practicum III (4) Final course in a sequence of intensive, applied courses required for students pursuing the Oregon leadership in sustainability (OLIS) certificate.

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

MANAGEMENT

REINSTATED COURSE(S)

(UOCC administrative action)

MGMT 615 Leadership (3) Development of skills managers need to be effective leaders in organizations, including communicating, problem-solving, influencing, motivating, delegating, and resolving conflict. *Effective winter 2014.*

COLLEGE OF EDUCATION

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP

NEW COURSE(S)

(Course previously taught as 610)

EDLD 656 Technology Foundations (4) [Graded only for majors] Introduces students to computational thinking used in education, preparing them to apply technology foundations in schools.

(Course previously taught as 610)

EDLD 657 Information Technology for Curriculum Design (4) [Graded only for majors] Addresses integration of classroom educational technology. Participants explore and evaluate best practices on how, when, and why technology might be introduced into education.

(Course previously taught as 610)

EDLD 658 Online Programs for Virtual Schooling (1–3) [Graded only for majors] Students choose an area of focus and select one module to complete per credit hour.

EDUCATION STUDIES

NEW COURSE(S)

(Course previously taught as 399)

EDST 231 Teaching in the 21st Century (4) Exploration of who teachers are and what teachers do in urban, suburban, and rural school settings.

EDST 463 Foundations of Reading (4) [Graded only for majors] Introduction to the various theoretical dimensions of reading and writing that form the foundation for understanding and teaching the complex texts children encounter today. Prereq: EDST 461.

EXISTING COURSE(S)

(UOCC administrative action)

EDST 641 Reading as a Cultural Practice (4) Examines the teaching of reading as a practice filled with cultural meaning, placing reading education in its wider social and cultural context. Sequence with EDST 640. Prereq: EDST 640.

(Remove prerequisite)

EDST 641 Reading as a Cultural Practice (4) Examines the teaching of reading as a practice filled with cultural meaning, placing reading education in its wider social and cultural context. *Effective summer 2013.*

REINSTATED COURSE(S)

(UOCC administrative action)

EDST 453/553 Equal Opportunity: Racism (3) Examines the historical development of the concept of race and its role in legitimizing colonization, genocide, and extreme maldistributions of wealth. Prereq: EDST 420.

SCHOOL OF JOURNALISM AND COMMUNICATION

NEW COURSE(S)

(Course previously taught as 410)

J 315H Honors Media Theory and Research (4) [Graded only] Foundation course for honors program. Introduction to seminal theories in communication; overview of methodologies used in the study of theories. Acceptance into School of Journalism and Communication honors program required for enrollment.

(Course previously taught as 456/556)

J 342 The Creative Strategist (4) [Graded only] Creative approaches to ideation and strategic thinking for all advertising specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only. Prereq: J 205, 206 with a grade of mid-C or better.

(Course previously taught as 440)

J 352 Strategic Writing and Media Relations (4) [Graded only] Writing-intensive lab; students produce strategic, theory-based content for multiple media platforms using various journalistic styles and storytelling skills and incorporating ethical media-relations practices. Prereq: J 205, 206, 207, 350 with a grade of mid-C or better.

J 424H Honors Theory and Research: [Topic] (4R) [Graded only] Uses a variety of theories and methods to closely examine and analyze contemporary problems and situations in media and communications. Acceptance into School of Journalism and Communication honors program required for enrollment. **R** once when topic changes for a maximum of 8 credits.

J 436/536 Media Design: [Topic] (4R) [Graded only] Focuses on issues and techniques in picture and graphic editing, typography, and work-picture composition and interaction for long-form visual storytelling across legacy- and emerging-media platforms. Repeatable twice for a maximum of 12 credits.

J 480/580 Public Relations: [Topic] (4R) [Graded only] Addresses a specific theory, method, or issue in the study and practice of public relations, such as international practice or strategic use of new media. **R** thrice when topic changes for a maximum of 16 credits.

EXISTING COURSE(S)

(UOCC administrative action)

J 443/543 Advertising Media Planning (4) Prereq: J 456/556 with a grade of mid-C or better.

(Change prerequisite 443; remove prerequisite 543)

J 443/543 Advertising Media Planning (4) Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

(UOCC administrative action)

J 444/544 Agency Account Management (4) Prereq: J 205, 206, 207, J 456/556 with a grade of mid-C or better.
(Change prerequisite 444; remove prerequisite 544)

J 444/544 Agency Account Management (4) Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

(UOCC administrative action)

J 452/552 Strategic Public Relations Communication (4) Prereq: J 440/540 with a grade of mid-C or better.
(Change prerequisite 452; remove prerequisite 552)

J 452/552 Strategic Public Relations Communication (4) Prereq: J 352 with a grade of mid-C or better.

(UOCC administrative action)

J 453/553 Strategic Planning and Cases (4) Prereq: J 440/540 with a grade of mid-C or better.
(Change prerequisite 444; remove prerequisite 544)

J 453/553 Strategic Planning and Cases (4) Prereq: J 352 with a grade of mid-C or better.

(UOCC administrative action)

J 457/557 Curiosity for Strategists (4) Prereq: J 205, 206, 207, 456/556 with a grade of mid-C or better.
(Change prerequisite 457; remove prerequisite 557)

J 457/557 Curiosity for Strategists (4) Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

(UOCC administrative action)

J 458/558 Writing Design Concepts (4) Prereq: J 205, 206, 207, 456/556 with a grade of mid-C or better.
(Change prerequisite 458; remove prerequisite 558)

J 458/558 Writing Design Concepts (4) Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

(UOCC administrative action)

J 459/559 Branding and Content (4) Prereq: J 205, 206, 207, 456/556 with a grade of mid-C or better.
(Change prerequisite 459; remove prerequisite 559)

J 459/559 Branding and Content (4) Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

(UOCC administrative action)

J 460/560 Brand Development: [Topic] (4R) Prereq: J 205, 206, 207, 456/556 with a grade of mid-C or better.
(Change prerequisite 460; remove prerequisite 560)

J 460/560 Brand Development: [Topic] (4R) Prereq: J 205, 206, 207, 342 with a grade of mid-C or better.

DROPPED COURSE(S)

J 440 Strategic Writing and Media Relations (4) (To be replaced by J 352)

J 456/556 The Creative Strategist (4) (To be replaced by J 342)

J 464/564 Newspaper Design (4) (Content included in new topics course, Media Design)

J 476/576 Magazine Design and Production (4) (Content included in new topics course, Media Design)

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSE(S)

MUP 769 Performance Studies: Data-Driven Instruments (2–4) [Graded only] Examines how recent technology can be performed in real time to actuate and control musical outcomes. Prereq: Sufficient talent and experience to justify undertaking performance as a doctoral primary area.

MUP 770 Performance Studies: Collaborative Piano (2–4) [Graded only] Studio instruction. Concentration of vocal and instrumental repertoire. Prereq: Audition to demonstrate proficiency equivalent to MUP 771.

MUS 151 Popular Songwriting (4) Composing and producing songs using software applications and studying historical examples to understand how musical techniques reflect societal trends and express ideas. Music background optional. *Approved to satisfy Category I-Arts and Letters general-education group requirement. Approved to satisfy American cultures multicultural requirement.*

(Course previously taught as MUS 410)

MUS 393 Oregon Electronic Device Orchestra (2) [P/NP only] Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions. Prereq: MUS 447 or 448.

(Course previously taught as MUS 605)

MUS 470/570 History of Electroacoustic Music (3R) [Graded only] Examines the development of aesthetic movements, styles, media, instruments, and performance practice related to electroacoustic music. Prereq: Standing as a music technology major or meeting the prerequisites for history survey courses. **R** with no conditions.

MUS 471/571 Musical Performance Networks (3R) [Graded only] Examines various types of network architectures and data-processing and mapping strategies that can be applied to real-time musical outcomes. **R** with no conditions.

(Course previously taught as MUS 410/510)

MUS 450/550 SensorMusik (3R) [Graded only] Examines the fundamental principles for microprocessors and sensor interface design within the context of musical performance, composition, and improvisation. **R** with no conditions.

(Course previously taught as MUS 510)

MUS 693 Oregon Electronic Device Orchestra (2) [P/NP only] Performance ensemble that uses data-driven musical instruments in combination with software and hardware to perform music and intermedia compositions. Prereq: MUS 547, 548.

DENIED PROPOSALS

NEW COURSE(S)

AAD 301 Understanding Arts and Creative Sectors (4) Request to satisfy international cultures multicultural requirement denied.

AAD 421/521 Cultural Programming (4) Request to satisfy identity, pluralism, and tolerance multicultural requirement denied.

ANTH 145 Principles of Archaeology (4) Request to satisfy international cultures multicultural requirement denied.

COLT 233 Literature and Science (4) Request to satisfy international cultures multicultural requirement denied.

(Course previously taught as 199)

FHS 110 Foundations Leadership and Life Skills (3) [P/NP only] Introduction to knowledge and skills for healthy lifestyle and positive transition to college. Theoretical foundation, practical tools, and inspiration for leadership on and off campus.

(Course previously taught as 199)

FHS 111 Leadership for the 21st Century (1) [P/NP only] Explores foundational principles of leadership education and development, including self-efficacy and active community engagement. Meets two days prior to beginning of Fall Term.

SCAN 344 Medieval Hero and Monster (4) Request to satisfy arts and letters group requirement denied.

PENDING PROPOSALS

NEW COURSE(S)

(Course previously taught as EDLD 630)

EDLD 430/530 Comparative Education (4) This course is a graduate and undergraduate level seminar, focusing on major educational issues of concern to scholars in the field of Comparative Education.

(Course previously taught as 199)

EDST 225 School and Representation in Film (4) This course examines popular culture's influence on schools and teachers along with the various mediating factors such as race, ethnicity, social class, gender, sexuality, religion, and nationality.

(Course previously taught as J495/595)

J 494/594 Strategic Research Methods (4) [Graded only] Uses quantitative and qualitative methods to examine concepts and processes of inquiry in advertising, public relations and strategic communication. Prereq: JAD and JPR majors and Strategic Communication Masters students only. Junior standing required. J350, J456 (number to be changed in this round to J342) or admission to Strategic Communication Masters Program.

EXISTING COURSE(S)

EDST 471/571 Foundations of Algebra Learning (4)
(Changed course title)

EDST 471/571 Foundations of Mathematics Learning I

EDST 472/572 Foundations of Geometry Learning (4)
(Changed course title)

EDST 472/572 Foundations of Mathematics Learning II

DROPPED COURSE(S)

EDLD 630 Comparative Education (4). To be replaced by EDLD 430/530 (pending approval).

<h2>WITHDRAWN PROPOSALS</h2>

NEW COURSE(S)

(Course previously taught as 610)

EDLD 655 Analysis of Teaching and Learning (4) [Graded only for majors] Theories of instruction and learning serve as lenses for school site standards-based instructional cycle: Standards, Assessment, Instruction and Evaluation.

KRN 309 Language, History and Society in Korea (4) [Graded only for majors] This course, conducted in English, examines the development of language, history and society on the Korean peninsula from the Choson dynasty (1392) to the present. Prereq: KRN 101. *Requesting that this course satisfy arts and letters group requirement. Requesting that this course satisfy International Cultures multicultural requirement.*

DROPPED COURSE(S)

PS 448/548 Racial Politics in the US I (4) *Previously satisfied American Cultures multicultural requirement.*

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.

Arts and Administration

AAD 483	Info Design and Present	last offered: 200901
AAD 583	Info Design and Present	last offered: 200901

Anthropology

ANTH 352	The Ancient Maya	last offered: 200903
ANTH 467	Paleoecol Human Evol	last offered: 200902
ANTH 567	Paleoecol Human Evol	last offered: 200902

History of Art and Architecture

ARH 432	Romanesque Sculpture	last offered: 200902
ARH 433	Gothic Sculpture	last offered: 200903
ARH 435	Text and Image: Mediev	last offered: 200902
ARH 490	Islamic Art and Arch	last offered: 200903
ARH 532	Romanesque Sculpture	last offered: 200902
ARH 533	Gothic Sculpture	last offered: 200903
ARH 535	Text and Image: Mediev	last offered: 200902
ARH 590	Islamic Art and Arch	last offered: 200903

Art

ARTD 478	Multimedia Design II	last offered: 200803
ARTD 578	Multimedia Design II	last offered: 200803

Biology

BI 490	Theoretical Ecology	last offered: NO BANNER RECORD FOUND!
BI 590	Theoretical Ecology	last offered: NO BANNER RECORD FOUND!

Couples and Family Therapy

CFT 631 Intl Family Therapy last offered: NO BANNER RECORD FOUND!

Counseling Psychology

CPSY 641 Begin Coun Skills last offered: 200901

Decision Sciences

DSC 635 Appl Regression Analy last offered: 200902

Educational Leadership

EDLD 662 Item Response Theo II last offered: 200903

Education Studies

EDST 348 Observ: Curric Stu I last offered: 200902

EDST 349 Observ: Curric Stu II last offered: 200903

EDST 429 Observ: Technology Ed last offered: 200903

EDST 529 Observ: Technology Ed last offered: 200903

English

ENG 419 Contem Literary Theory last offered: 200901

ENG 431 Renaissance Thought last offered: 200902

ENG 519 Contem Literary Theory last offered: 200901

ENG 531 Renaissance Thought last offered: 200902

French

FR 342 Fr Lit in Tran: Topic last offered: 200903

FR 516 Adv Writing in French last offered: 200902

FR 597 Franc Women Writers last offered: 200901

Geography

GEOG 445 Cul/Ethn and Nationalism last offered: 200902

GEOG 446 Geography of Religion last offered: 200902

GEOG 545 Cul/Ethn and Nationalism last offered: 200902

GEOG 546 Geography of Religion last offered: 200902

Geological Sciences

GEOL 450 Field Geology last offered: 200904

History

HIST 359 Religious Life in US last offered: 200903

HIST 421 Organiz Knowledge last offered: 200901

HIST 521 Organiz Knowledge last offered: 200901

Human Physiology

HPHY 418	Integrat Endocrinology	last offered: 200903
HPHY 471	Train in Health and Perf	last offered: 200902
HPHY 571	Train in Health and Perf	last offered: 200902
HPHY 633	Systems Neuroscience	last offered: 200902

Italian

ITAL 341	Dante in Translation	last offered: 200901
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Journalism

J 202	Information Gathering	last offered: 200903
J 203	Writing for the Media	last offered: 200903
J 204	Visual Comm Mass Media	last offered: 200901

Japanese

JPN 431	Adv Spoken Japanese	last offered: 200901
JPN 432	Adv Spoken Japanese	last offered: 200902
JPN 531	Adv Spoken Japanese	last offered: 200901
JPN 532	Adv Spoken Japanese	last offered: 200902

Music

MUP 105	Bas Perf Percussion	last offered: 200902
MUP 170	Perf St Voice/Nonspec	last offered: 200903
MUS 686	Instr Cond Master Clas	last offered: 200904

Physical Education and Recreation

PEAE 232	Step Aerobics II	last offered: 200904
PEAQ 221	Swim Conditioning I	last offered: 200902
PEAQ 222	Swim Conditioning II	last offered: 200902
PEAS 377	Scuba: Equipment	last offered: 200901
PEC 241	First Aid-CPR (ARC)	last offered: 200903
PEI 251	Ice Skating I	last offered: 200902
PEI 252	Ice Skating II	last offered: 200902
PEOL 373	Cascade Traverse	last offered: 200902

Physics

PHYS 686	Quantum Optics and Laser	last offered: 200903
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Planning, Public Policy and Management

PPPM 634	Strategic Planning	last offered: 200902
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Political Science

PS 591	Politics Everyday Life	last offered: 200901
PS 623	Comparative Politics	last offered: 200901

Psychology

PSY 430	Cognitive Science	last offered: 200904
PSY 460	Adv Social Psy: Topic	last offered: 200902
PSY 560	Adv Social Psy: Topic	last offered: 200902

Religious Studies

REL 420	Jew/Christ Spir Autobi	last offered: 200903
REL 520	Jew/Christ Spir Autobi	last offered: 200903

Sociology

SOC 335	Interact and Soc Order	last offered: 200903
SOC 535	Ethnometh and Conv Analy	last offered: 200803

Spanish

SPAN 417	Adv Oral Skills	last offered: 200704
SPAN 525	Literary Translation	last offered: 200903
SPAN 680	Adv 19C Sp Am: Topic	last offered: 200901

Special Education

SPED 480	Provid Stu Supports I	last offered: 200802
SPED 580	Provid Stu Supports I	last offered: 200802

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
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OTHER CURRICULAR MATTERS

College of Arts and Sciences

A new **graduate specialization in neuroscience**, upon recommendation of the Graduate Council, has been approved by the provost. *Effective fall 2013.*

A new **minor program in Native American studies**, upon recommendation of the Undergraduate Council and vice provost for undergraduate studies, has been approved by the provost. *Effective fall 2013.*

A new **minor program in Arabic studies**, upon recommendation of the Undergraduate Council and vice provost for undergraduate studies, has been approved by the provost. *Effective fall 2013.*

Small changes have been made to the requirements for the undergraduate major in **women's and gender studies**. The revisions were made with the approval of the associate dean and the endorsement of the vice provost for undergraduate studies. *Effective fall 2013.*

Small changes have been made to the requirements for the undergraduate major in **cinema studies**. The revisions were made with the approval of the associate dean and the endorsement of the vice provost for undergraduate studies. *Effective fall 2013.*

Small changes have been made to the residency requirements for the undergraduate major in **economics**. The revisions were made with the approval of the associate dean and the endorsement of the Undergraduate Council. *Effective fall 2013.*

With the endorsement of the dean and the approval of the provost, the name of the Department of Chemistry is changed to the **Department of Chemistry and Biochemistry**. *Effective September 2013.*

A new graduate specialization in **Food Studies**, upon recommendation of the Graduate Council, has been approved by the Provost. *Effective fall 2013.*

School of Architecture and Allied Arts

The architecture department has made modifications to the requirements for a **minor in architecture** and the requirements for a **minor in interior architecture**. The revisions were made with the approval of the associate dean and the endorsement of the Undergraduate Council and the vice provost for undergraduate studies. *Effective fall 2013.*

Charles H. Lundquist College of Business

A new **graduate specialization in sustainable business practices**, upon recommendation of the Graduate Council, has been approved by the provost. *Effective fall 2013.*

College of Education

A new **graduate certificate program in online learning**, to be offered through the Department of Educational Methodology, Policy, and Leadership, was approved by the Provosts' Council of the Oregon University System on behalf of the Oregon State Board of Higher Education on April 4, 2013. *Effective fall 2013.*

A new **graduate specialization in prevention science**, upon recommendation of the Graduate Council, has been approved by the provost. *Effective fall 2013.*

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 Course(s). 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 INCLUDING AN “H” SUFFIX IN 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 including an “H” suffix in 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. Revised May 22, 2013 to make clear that repeatable courses are not assigned groups satisfying status.

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. Approved courses cannot be repeatable for credit.
- 2.5. 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.
- 2.6. 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.
- 2.7. 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.