

# PRELIMINARY WINTER 2009 CURRICULUM REPORT

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## OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed winter 2009 and **Other Curricular Matters**. Policies and definitions governing group and multicultural general-education requirements are under **Other Curricular Matters**.

Course proposals approved by both the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2009, unless a specific term is requested by an academic department and stated otherwise in this report.

The UOCC will consider new proposals during spring term and will submit a spring quarterly report to the University Senate in May 2009.

**Routing of Minor Changes:** The UOCC has confirmed that the following minor course changes may be made without review by the full committee: minor edits of course description, pre- or corequisites, grading option, and conditions of repeatability. Changes may be submitted in writing directly to the Office of the Registrar and Creative Publishing, in care of Mike Jefferis ([jefferis@uoregon.edu](mailto:jefferis@uoregon.edu)) and Scott Skelton ([sskelton@uoregon.edu](mailto:sskelton@uoregon.edu)). The memorandum should indicate the effective term for the change(s). Note: extensive changes may be referred to the UOCC for review.

**Courses Not Taught Report:** The UOCC has changed the policy of dropping courses not taught within the past three years from the fall curriculum report to the spring curriculum report. This allows the correct listing of courses in the catalog for the following curricular year. The intention for this change is to allow departments a chance to reply earlier and provide a more thoughtful response while still involved in curricular planning and staffing for the next academic year and can best determine which courses they are able to offer.

**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.

**Extended Course Descriptions for Group-Satisfying Courses:** All proposals for courses that would satisfy a group requirement for general education must include a suitable extended course description for use with the course, as specified in senate legislation:

“For all group-satisfying courses to be offered during a particular term, faculty 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 status.” (US03/04-8, May 12, 2004)

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## LOOKING AHEAD

- March 11, 2009:** University Senate considers winter 2009 preliminary report of the University of Oregon Committee on Courses.
- March 18, 2009:** **Curricular proposals for consideration in the spring round must be submitted to the provost's office.**
- May 13, 2009:** University Senate considers spring 2009 preliminary report of the University of Oregon Committee on Courses.

### Academic Year 2009–10

- September 16, 2009:** **Curricular proposals for consideration in the fall 2009 round must be submitted to the provost's office.**
- November 25, 2009:** University Senate considers fall 2009 preliminary report of the University of Oregon Committee on Courses.
- December 16, 2009:** **Curricular proposals for consideration in the winter 2010 round must be submitted to the provost's office.**
- March 10, 2010:** University Senate considers winter 2010 preliminary report of the University of Oregon Committee on Courses.
- March 17, 2010:** **Curricular proposals for consideration in the spring 2010 round must be submitted to the provost's office.**
- May 12, 2010:** University Senate considers spring 2010 preliminary report of the University of Oregon Committee on Courses.

### Members, University of Oregon Committee on Courses

<b>Voting:</b>	Paul Engelking, Chair Jack Boss Emma Martin Frances White Shlomo Libeskind Jens Noeckel	<b>Ex officio:</b>	Sue Eveland John Crosiar Marian Friestad Scott Skelton Andrew Wahlstrom
<b>Student:</b>	Dylan Corbin	<b>Staff:</b>	Tami Oar Mike Jefferis

## MOTION

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

Unless indicated otherwise, courses may be taken either pass/no pass or for letter grades. "P/N only" or "graded only" indicates that all students must take the course as specified in the bold print. Separate grading options for majors are bracketed in this report and appear in UO class schedule notes; they are not printed in the *UO Catalog*. **R** after course credits means that the course number may be repeated for credit. "Sequence" after the description means the courses must be taken in numerical order.

## COLLEGE OF ARTS AND SCIENCES

### BIOLOGY

#### EXISTING COURSE CHANGE

**BI 320 Molecular Genetics (4)** Prereq: BI 214 and CH 331 or BI 252.

(Change prerequisite)

**BI 320 Molecular Genetics (4)** Prereq: BI 214 or BI 252.

#### NEW COURSES

(Course previously taught as 410/510 in 200704)

**BI 469/569 Ecological Restoration (4)** Examines the basics of ecological restoration through restoration projects in the field and evaluation of scientific literature. Prereq: introductory ecology course.

#### REINSTATED COURSES

**BI 375 Biological Diversity (4)** Patterns of global biological diversity in space and time; major systematic groups of organisms and their ecological roles; historical and human effects on biological diversity. Prereq: BI 213 or 253. Effective winter term 2009.

**BI 463/563 Cellular Neuroscience (4)** Physiology of excitation, conduction, and synaptic transmission. Prereq: BI 360.

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## EAST ASIAN LANGUAGES AND LITERATURES

### NEW COURSES

(Course previously taught as JPN 399 in 200803)

**JPN 455 Japanese Business Culture and Language (4)** [Graded only for majors] Provides extensive training in communication skills in all formats (oral and visual) in a business setting. The goal is a successful interview of local Japanese business people conducted in Japanese. Prereq: JPN 303 or equivalent.

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## ENVIRONMENTAL STUDIES

### REINSTATED COURSES

(UOCC administrative action)

**ENVS 535 Environmental Justice (4)**

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## GEOGRAPHY

### OLD COURSES DROPPED

**GEOG 431/531 Vegetation History and Ecosystem Dynamics (4R)**

Much of content will be included in new course GEOG 433/533.

### NEW COURSES

(Course previously taught as GEOG 431/531, GEOG 410)

**GEOG 433/533 Fire and Natural Disturbances (4)** Wildfire and other landscape disturbance processes, historical and current patterns of fire, use and management of fire. Prereq: BI 307 or GEOG 323 or BI 370. Offered alternate years.

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## GEOLOGICAL SCIENCES

### EXISTING COURSE CHANGE

(UOCC administrative action)

**GEOL 451/551 Hydrogeology (4)** Prereq: GEOL 101–103; MATH 256; one year each of calculus, chemistry, and physics.

(change prerequisite)

**GEOL 451/551 Hydrogeology (4)** Prereq: GEOL 101–103; one year each of calculus, chemistry, and physics.

(UOCC administrative action)

**GEOL 462/562 Environmental Geomechanics (4)** Prereq: MATH 253, PHYS 253.

(change prerequisite)

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**GEOL 462/562 Environmental Geomechanics (4)** Prereq: MATH 253, PHYS 253, GEOL 455.

(UOCC administrative action)

GEOL 466/566 Geodynamics (4) Prereq: MATH 256.

(change prerequisite)

**GEOL 466/566 Geodynamics (4)** Prereq: MATH 256, GEOL 455.

(UOCC administrative action)

GEOL 468/568 Introduction to Seismology (4) Prereq: MATH 256.

(change prerequisite)

**GEOL 468/568 Introduction to Seismology (4)** Prereq: MATH 256, GEOL 455.

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## GERMAN AND SCANDINAVIAN

### EXISTING COURSE CHANGES

(UOCC administrative action)

GER 360 Introduction to German Literature (4)

(change course title)

**GER 360 Introduction to German Literature: Poetry, Plays, Prose (4)**

(UOCC administrative action)

GER 361 Introduction to German Literature (4)

(change course title)

**GER 361 Introduction to German Literature: Literary Movements (4)**

(UOCC administrative action)

GER 362 Introduction to German Literature (4)

(change course title)

**GER 362 Introduction to German Literature: Interpretive Models (4)**

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## HISTORY

### OLD COURSES DROPPED

**HIST 613 Historical Methods and Writings (5)**

Consent to be restructured in HIST 615.

**HIST 614 Historical Methods and Writings (5)**

Consent to be restructured in new course HIST 616.

### NEW COURSES

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**HIST 611 Field Readings (5)** Independent study designed to ground students in major works and issues of their chosen field. Intensive study, based on a substantial reading list, requiring substantial written work.

(Course previously taught as HIST 613 in 200802)

**HIST 615 Professional Development (1) P/NP only.** Promotes understanding of the history profession and development of professional skills through a variety of activities—workshops on research and writing, critiques of scholarly presentations, discussion of the academic job market. Offered once per academic year.

(Course previously taught as HIST 614 in 200803)

**HIST 616 Graduate Student Conference (1) P/NP only.** Designed to build on work from HIST 612 and 615 courses. Promotes understanding of history profession, standards, protocols; plan and host conference. Offered once per academic year.

**HIST 618 Comprehensive Exam Preparation (5)** Independent readings with faculty members to discuss a predetermined reading list in preparation for Ph.D. comprehensive examination.

**HIST 619 Dissertation Prospectus (5)** Independent research under the direction of student's adviser with the specific aim of producing a defensible dissertation prospectus.

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## HUMANITIES

### NEW COURSES

(UOCC administrative action)

**HUM 409 Practicum: [Topic] (1–5R)** Repeatable with consent of instructor and program director.

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## HUMAN PHYSIOLOGY

### EXISTING COURSE CHANGES

**HPHY 669 The Female Athlete (3)** Literature-based investigation into the unique negative and positive adaptations observed in women during acute and chronic exercises.

(Changed course description, credits-workload)

**HPHY 669 The Female Athlete (4)** Literature-based investigation of the unique anatomy and physiology, as well as social-cultural issues, of the female athlete related to sports medicine.

### NEW COURSES

(Course previously taught as 410/510 in fall 2007)

**HPHY 450/550 Research Methods (4)** [Graded only for majors] Development of research-related skills including reading, understanding, evaluating, and retrieving research articles as well as creation of a novel research project. Offered alternate years.

(Course previously taught as 610 in fall 2008)

**HPHY 660 Basic Science in Clinical Decisions (4) Graded only.** Literature-based investigation into the basic science and clinical research underlying clinical decisions in athletic medicine.

(Course previously taught as 610 in winter 2007)

**HPHY 661 Manual Therapy: Movement Patterns, Core Stability (2)** [Graded only for majors] Advanced skills in proprioceptive neuromuscular facilitation (PNF) movement patterns, and both pilates principles and manual therapy to improve core stability. For certified athletic trainers. Offered alternate years.

(Course previously taught as 610 in Winter 2008)

**HPHY 662 Manual Therapy: Spine, Lower Quadrant (2)** [Graded only for majors] Advanced skills in muscle energy, mobilization, and trigger-point release techniques for the spine and lower quadrant. For certified athletic trainers. Offered alternate years.

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## INTERNATIONAL STUDIES PROGRAM

### NEW COURSES

**INTL 280 International Environmental Issues (4)** [Graded only for majors] Examines root causes of “environmental problems” at local, regional, national, and global scales. Critically compares approaches to addressing international environmental challenges.

*Requesting that this course satisfy social science group requirement.*

**INTL 446/546 Development and Social Change in Latin America (4)** Explores development challenges, debt cycles, urban growth, neoliberalism, populism, socialism, gender, the environment, U.S.–Latin American relations, ecotourism, and drug geographies in the region.

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## LINGUISTICS

### NEW COURSES

**LING 201 Language and Power (4)** Explores the nature of language, dialects, accents, and multilingualism, and relates these to issues of political, educational, and other forms of social power.

*Requesting that this course satisfy social science group requirement.*

*Requesting that this course satisfy identity, pluralism, and tolerance multicultural requirement.*

**LT 629 Foundations in Language Theory (4)** [Graded only for majors] Provides a foundation in linguistic theory, sociolinguistics, and language acquisition for teachers assisting language-minority students.

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## POLITICAL SCIENCE

## NEW COURSES

(Course previously taught as 410/510 in 200601)

**PS 475/575 Politics of the European Union (4)** [Graded only for majors] Surveys the historical development and current workings of the European Union's major institutions and policies. Offered alternate years.

# PROFESSIONAL SCHOOLS AND COLLEGES

## SCHOOL OF ARCHITECTURE AND ALLIED ARTS

### ART

#### OLD COURSES DROPPED

**ARTM 258 Introduction to Jewelry (3)**

Merging ARTM 258 and 259 into one course, ARTM 257.

**ARTM 259 Introduction to Metalsmithing (3)**

Merging ARTM 258 and 259 into one course, ARTM 257.

#### EXISTING COURSE CHANGES

**ART 612 Graduate Critique (3R)**

Repeatable thrice for a total of 12 credits.

(Changed repeatability)

**ART 612 Graduate Critique (3R)**

Repeatable five times for a total of 18 credits.

ARTD 413/513 Emerging Technologies (5) Prereq: ARTD 477.

(Change prerequisite)

**ARTD 413/513 Emerging Technologies (5)** Prereq: ARTD 378 or 416/516.

## NEW COURSES

**ART 412 B.F.A. Critique (3R)** Interdisciplinary critique and discussion course for B.F.A. students. Prereq: B.F.A. standing. Repeatable with change of subject.

(Course previously taught as ARTM 258, 259 in 200801)

**ARTM 257 Introduction to Jewelry and Metalsmithing (4R)** Explores developing and constructing jewelry



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and objects rooted in material culture. Introduces historical and contemporary work through image presentations, lectures, and independent research. Repeatable with change of course content.

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## LANDSCAPE ARCHITECTURE

### REINSTATED COURSES

**LA 366 Landscape Technologies II (4)** Effective spring term of 2009

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## PLANNING, PUBLIC POLICY AND MANAGEMENT

### NEW COURSES

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

**PPPM 465/565 Program Evaluation (4)** Introduction to the design and implementation of program evaluations.

(Course previously taught as 424/524 in Spring 2008)

**PPPM 484 Public and Nonprofit Financial Management (4)** Introduction to financial management for public agencies and nonprofit organizations. Topics include budget processes, financial statements, financial resource management (taxes, donations, grants), expenditure systems, and capital project analysis.

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# CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

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## MANAGEMENT

(UOCC administrative action)

**MGMT 455 Business Planning for Entrepreneurs (4)** Prereq: ACTG 340, MKTG 445, BA 453.  
(change prerequisite)

**MGMT 455 Business Planning for Entrepreneurs (4)** Prereq: ACTG 340, MGMT 335, MKTG 445.

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## MARKETING

### EXISTING COURSE CHANGES

**MKTG 445 New Product Development (4)**  
(Changed Course Title)

**MKTG 445 Entrepreneurial Marketing (4)**

## COLLEGE OF EDUCATION

### COMMUNICATION DISORDERS AND SCIENCES

#### EXISTING COURSE CHANGES

ASL 201 Second-Year American Sign Language (4)

(Changed General Education Requirements)

*Requesting that this course satisfy arts and letters group requirement.*

ASL 202 Second-Year American Sign Language (4)

(Changed General Education Requirements)

*Requesting that this course satisfy arts and letters group requirement.*

ASL 203 Second-Year American Sign Language (4)

(Changed General Education Requirements)

*Requesting that this course satisfy arts and letters group requirement.*

### TEACHER EDUCATION

#### NEW COURSES

**EDST 471/571 Foundations of Algebra Learning (4) Graded only.** Focuses on the principles underlying the teaching and learning of algebra. Sequence with EDST 472/572.

**EDST 472/572 Foundations of Geometry Learning (4) Graded only.** Focuses on the principles underlying the teaching and learning of geometry. Sequence with EDST 471/571.

## JOURNALISM AND COMMUNICATION

### JOURNALISM

#### EXISTING COURSE CHANGES

J 496/596 Communication Ethics (4-8R)

(Changed Course Description, Course Title)

**J 496/596 Communication Ethics and Law: [Topic] (4-8R)** Analyses of ethical and legal issues confronting the communications industry using various ethical and legal theories, readings, and cases relevant to the specific

topic. Prereq: major standing.

## NEW COURSES

**J 208 Introduction to Documentary Production (4) Graded only.** Introduction to the theory and practice of documentary production. Focuses on aesthetics, technology, research, and writing fundamentals of documentary making, covering preproduction, production and postproduction.

(Course previously taught as J410/510 in 200802)

**J 495/595 Strategic Communication Research Methods (4)** Overview of the research philosophy, designs, and methods commonly used in advertising, public relations, and marketing communications, including surveys, experiments, content analysis, and focus groups.

(Course previously taught as 610 in 200701)

**J 621 Foundations of Strategic Communication (4) Graded only.** Reviews major theories, models, and practices in strategic communications. Theoretical topics include media effects and persuasion as applied to public relations, advertising, and other strategic communication.

(Course previously taught as 610 in 200803)

**J 622 Strategic Communication Planning (4)** [Graded only for majors] Study of theory and practice of audience-context analysis, message development, persuasion techniques, and communication tactics; application to real-world situations. Offered alternate years.

(Course previously taught as 610 in 200801)

**J 623 Creativity in Strategic Communication (4)** [Graded only for majors] Explores the use of creative conceptual thinking as part of the strategic basis in successful communication campaigns. Prereq: graduate standing.

(Course previously taught as 610 in 200803)

**J 624 Strategic Communication: [Topic] (2R)** [Graded only for majors] Explores problems and specialized skills needed in strategic communication management. Examples include crisis communication, creativity in business, corporate social responsibility. Prereq: graduate standing. Repeatable with change in topic.

(Course previously taught as 610 in 200603)

**J 647 Theoretical Foundations of Communication Ethics (4) Graded only.** Exploration of ethical theories and issues related to the mass media and other relevant forms of mass communication. Prereq: graduate standing. Offered alternate years.

**J 649 International Communication (4)** Examines global communication structures and processes and their consequences. Topics include new technologies, news and information organizations, cross-cultural uses of Western media, and information policies.

## SCHOOL OF MUSIC AND DANCE

### MUSIC

#### OLD COURSES DROPPED

##### **MUS 419/519 MIDI for Musicians (2)**

Replacing this course with proposed new course, MUS 470/570 Digital Audio Workstation Tech I

##### **MUS 545 Advanced Electronic Composition (3R)**

Proposing to offer this course as MUS 645 Advanced Electronic Composition.

#### EXISTING COURSE CHANGES

MUS 445 Advanced Electronic Composition (3R)

(Changed Course Description, Course Title)

**MUS 445 Electronic Composition (3R)** Develops an elementary understanding about how computers and software are used to process digital audio and create musical compositions.

#### NEW COURSES

(Course previously taught as MUS 419/519 in 200801)

**MUS 476/576 Digital Audio Workstation Tech I (3R) Graded only.** Explores how MIDI (musical instrument digital interface) is used to compose, edit, and record using a personal computer. Sequence with MUS 477/577 and 478/578. Basic Mac skills recommended. Repeatable if student is not satisfied with earned grade or wishes for increased skill set.

**MUS 477/577 Digital Audio Workstation Tech II (3R) Graded only.** Explores the principles and techniques used in recording audio with a computer. Sequence with MUS 476/576 and 478/578. Prereq: MUS 476. Repeatable if student is not satisfied with earned grade or wishes for increased skill set.

**MUS 478/578 Digital Audio Workstation Tech III (3R) Graded only.** Explores advanced uses of plug-ins, mixing, and editing using a computer. Sequence with MUS 476/576 and 477/577. Prereq: MUS 477. Repeatable if student is not satisfied with earned grade or wishes for increased skill set.

(Course previously taught as MUS 545 in 200801)

**MUS 645 Advanced Electronic Composition (3R) Graded only.** Develops an advanced understanding of computers and software and how they are used to process digital audio and create musical and media compositions. Prereq: MUS 547, 548, 576. Repeatable with instructor's consent.

## OTHER CURRICULAR MATTERS

### **COLLEGE OF EDUCATION**

The State Board of Higher Education at its February 6, 2009 meeting has approved three graduate degrees in the Department of Education Studies: (1) M.Ed. in Curriculum and Teaching; (2) M.S. in Curriculum and Teacher Education; (3) Ph.D. in Critical and Socio-Cultural Studies in Education. *Effective fall term 2009.*

The Provost, with recommendation from the Graduate Council, has approved the departmental name change *from* the Department of Educational Leadership *to* the Department of Educational Methodology, Policy, and Leadership. *Effective fall term 2009.*

### **COLLEGE OF ARTS AND SCIENCES**

The State Board of Higher Education has approved (expected at the March 6<sup>th</sup> meeting) a B.A. in Latin American Studies. *Effective fall term 2009.*

### **CHARLES H. LUNDQUIST COLLEGE OF BUSINESS**

Lundquist College of Business received approval from the Provost, on recommendation from the Graduate Council, to change the MBA major designation and associated code names *from* the Eugene-based MBA's major designation as "Management: General Business (MGB)" *to* "Business (BUS)". *Effective fall term 2009.*

### **SCHOOL OF JOURNALISM AND COMMUNICATION**

The Provost, with recommendation from the Undergraduate Council, has approved a reorganization of undergraduate curriculum and majors in the School of Journalism and Communication. *Transition to the new curriculum structure will begin winter 2009 with full implementation by fall 2010.*

<b>DENIED PROPOSALS</b>
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<b>PENDING PROPOSALS</b>
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#### **Political Science**

(Course previously taught as PS 399 in 200704)

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**PS 378 Games in Politics (4)** [Graded only for majors] Politics can be viewed as strategic interactions among politicians, voters, countries, etc. Course focuses on how to model these interactions, using tools of "Game Theory". Moved to spring round for review.

## **Architecture**

(Course previously taught as 410/510 in 200702)

**ARCH 431/531 Community Design (3)** Multidisciplinary examination of the history, theory and practice in the design and development of meaningful and sustainable neighborhoods. Special focus selected by faculty. Prereq: Junior standing. Open to all majors. Offered alternate years. Course request moved to the Spring round for review.

(Course previously taught as 410/510 in 200801)

**ARCH 438/538 Housing Prototypes (3)** An examination of modern housing prototypes (1920s-present) with an emphasis on understanding the many and varied factors involved in the production of quality housing. Prereq: Junior standing. Open to all majors. Course request moved to the Spring round for review.

(Course previously taught as 410/510 in 200703)

**ARCH 476/576 Residential Construction (4)** Provides an understanding of basic materials and methods of North American residential construction with emphasis on design and construction of the wood light frame. Prereq: ARCH 4/570, 30 credits of design studio. Offered alternate years. Course request moved to the Spring round for review.

## **Landscape Architecture**

(Course previously taught as 610 in Fall 2007)

**LA 617 Introduction to Landscape Architecture Theory (4) P/NP only.** Survey and critique of the theoretical frameworks, prevalent ways of knowing, ways of expanding understanding, and argument in landscape architecture. Course request moved to the Spring round for review.

## **Public Policy, Planning and Management**

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

**PPPM 445/545 Green Cities (4)** The future of urban ecology. Course request moved to the Spring round for review.

(Dropped course)

**PPPM 424/524 Public and Nonprofit Financial Management (4)**

Offer as undergraduate and graduate only courses. Course request moved to the Spring round for review.

(Course previously taught as 620 in Winter 2009)

**PPPM 657 Research Methods in Public Policy and Management (4)** Survey of research methods used in the analysis of public policy issues. Emphasis is on determining the appropriate methodology for a given research question. Prereq: PPPM 656 Quantitative Methods Course request moved to the Spring round for review.

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(Course previously taught as 424/524 in Spring 2008)

**PPPM 684 Public and Nonprofit Financial Management (4)** [Graded only for majors] Financial management overview for public agencies and nonprofits, including budget processes, financial statements, resource management, expenditure systems, capital project analysis, and internal management control processes. Course request moved to the Spring round for review.

## **Music**

(Course previously taught as MUJ 507 in 200703)

**MUJ 660 Survey of Jazz Composition (3) Graded only.** An overview of important developments and of historically significant figures in jazz composition and arranging. Analysis of their music and stylistic traits. Course moved to the Spring round for review.

**MUJ 661 Jazz Program Planning and Development (3)** Course moved to the Spring round for review.

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<b>WITHDRAWN PROPOSALS</b>
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## SUBMITTING COURSE PROPOSALS

The Committee on Courses offers the following reminders:

- ✓ Proposals to the Committee on Courses must be submitted on electronic forms, available on the CAS website, <http://uocurriculum.uoregon.edu/>. Arrangements for access may be made by contacting the appropriate college curriculum coordinator for each individual professional school or college. Proposals submitted on old forms will be returned, without review, to academic departments, schools, or colleges. Proposals must be submitted to the 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.
- ✓ The following minor course changes may be made without review by the full committee: minor edits of course description, pre- or co-requisites, grading option, and conditions of repeatability. Changes may be submitted in writing directly to the Offices of the Registrar and Creative Publishing, in care of Mike Jefferis ([jefferis@uoregon.edu](mailto:jefferis@uoregon.edu)) and Scott Skelton ([sskelton@darkwing.uoregon.edu](mailto:sskelton@darkwing.uoregon.edu)), respectively. The memorandum should indicate the effective term for the change(s). Note: extensive changes may be referred to the UOCC for review.
- ✓ If there is any question that a proposed new or changed course might duplicate coverage in an existing course from another department or school, the proposing department must gain written confirmation that the other department has been consulted and does not object to the new or changed course.
- ✓ Proposals for new courses must be accompanied by full syllabi.
- ✓ For 4xx/5xx level courses, both proposal forms and syllabi must state explicitly the substantive and measurable differences in type and amount of work for the two levels.
- ✓ The minimal requirements for general-education status of a course are regarded as necessary, but not always sufficient, for inclusion of a course as part of a comprehensive general-education program at the university.

Group satisfying courses are intended to provide students with a cohesive general-education program. Proposals for group-satisfying status of a course should explain how the course enhances general-education at the university, explicitly stating how the course would complement other group-satisfying courses, and which other courses would be especially suitable for students to take in accompaniment. Approved March 10, 2009.

According to University Senate legislation, courses submitted for group-satisfying status must be submitted to the Intercollege General-education Review Committee.

Proposals for undergraduate group-satisfying and multicultural courses must include written justification, regardless of whether they are new or existing courses.

- ✓ 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, 2009.
- ✓ The UO Committee on Courses has established the policy that 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, 2009.

## 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, and laboratory)
7. Outline of subject and topics explored
8. Course materials (texts, books, readings)
9. Instructor expectations of students
  - Be explicit (by pages assigned, lengths of assignments)
  - Level of student engagement expected (see suggested Student Engagement Inventory on following page)
  - Readings
  - Problems
  - Attendance
  - Project
  - Writing
  - Laboratory
  - Field work
  - Work with electronic media, network, online
  - Performance
  - Presentation
  - Exams
  - Differential expected for graduate work for joint 4xx/5xx-level courses
10. Assessment
  - Methods (testing, homework)
  - Times or frequency
  - Grading policy
  - Incomplete policy

[See Faculty Handbook for other recommendations regarding university policies.]

## STUDENT ENGAGEMENT INVENTORY

To aid in assigning student credit hours uniformly to courses in the curriculum, the committee inventories the amount of student engagement in a course. The committee has found the following tool to be useful. Departments preparing course proposals are invited to use this form when deciding how many SCH units to request for a proposed course. Departments are encouraged to report to the committee how this tool may be improved for their use.

Please identify the number of hours a typical or average student would expect to spend in each of the following activities. The general guideline is that each undergraduate credit should reflect thirty hours of student engagement. Therefore, a 3-credit course would engage students for ninety hours total among the activities listed below, whereas a 4-credit course would list 120 hours of activities in which students are engaged over the course of the term. (Graduate students are expected to perform work of higher quality and quantity, typically with an additional 20–25 percent effort expected.)

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

## 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.*

### 1. Group satisfying courses in Arts and Letters, Social Science, and Science must meet the following general criteria:

1.1. **Group satisfying courses in arts and letters** must create meaningful opportunities for students to engage actively in the modes of inquiry that define a discipline. **Proposed courses must be broad in scope and demonstrably liberal in nature (that is, courses that promote open inquiry from a variety of perspectives).** Though some courses may focus on specialized subjects or approaches, there must be a substantial course content locating that subject in the broader context of the major issues of the discipline. Qualifying courses will not focus on teaching basic skills but will require the application or engagement of those skills through analysis and interpretation.

1.2. **Group satisfying courses in the social sciences** must be liberal in nature rather than being professionally oriented or limited to the performance of professional skills. They must cover a representative cross-section of key issues, perspectives, and modes of analysis employed by scholars working on the subject matter addressed by the course. The subject matter of the course will be relatively broad, e.g. involving more than one issue, place, or time. Courses with an emphasis on methods and skills will satisfy the requirement only if there is also a substantial and coherent theoretical component.

1.3. **Group satisfying courses in the sciences** should introduce students to the foundations of one or more scientific disciplines, or should provide an introduction to fundamental methods (such as mathematics) that are widely used in scientific disciplines. Courses should introduce students to the process of scientific reasoning.

### 2. Specific Criteria:

2.1. Group satisfying courses must be numbered at the 100, 200, and 300 levels.

2.2. Lower division courses must be offered annually, and upper division courses at least every other year.

2.3. Approved courses must be at least 4 credits each.

2.4. Upper division group satisfying courses must provide depth and rigor beyond that of typical lower-division general-education courses. Departments must justify, in terms of content, workload, and method of instruction, the assignment of a course to the upper level.

2.5. Courses that are offered for majors only are excluded from group status, but courses that are designed for both majors and other students may qualify.

2.6. Although laboratory courses are not automatically excluded from group status in the sciences, to acquire this status, the courses must not focus primarily on techniques or data collection.

### 3. Procedures governing the approval of all courses designed to meet General-education requirements:

3.1. Before submission to the Senate, such courses proposed by departments must be reviewed at several levels:

3.1.1. By the curricular committees of the various colleges and schools

3.1.2. By an inter-college committee including the members of the CAS Curricular Committee and two representatives appointed by the deans of the others schools and colleges. This second committee is also charged to review such courses as do not meet the standards set in paragraph (2.) and to negotiate a solution with the sponsoring department.

3.1.3. By the University Committee on Courses.

3.2. The inter college committee is authorized to establish procedures governing the review process.

### 4. Completion of group requirements (student progress):

4.1. Within the full set of courses that fulfills all of the requirements, students may not count

4.1.1. more than one course that has the subject code of the major, or

4.1.2. more than three courses that have the same subject code.

4.2. Within the smaller set of courses that fulfills the requirements of each group, students must complete at least two courses that have the same subject code.

## 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 practicum's (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.

## 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.

## CRITERIA FOR ADDING AN "H" SUFFIX TO A COURSE NUMBER

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

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

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

## **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.

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## **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.

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