

PRELIMINARY SPRING 2008 CURRICULUM REPORT

OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed spring 2008 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 2008, unless a specific term is requested by an academic department and stated otherwise in this report.

The UOCC will consider new proposals during fall term and will submit a fall quarterly report to the University Senate in December 2008.

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 co-requisites, 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) and Scott Skelton (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 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)

LOOKING AHEAD

Academic Year 2008-2009

- September 17, 2008:** Curricular proposals for consideration in the fall 2008 round must be submitted to the provost's office.
- November 26, 2008:** University Senate considers fall 2008 preliminary report of the University of Oregon Committee on Courses.
- December 24, 2008:** Curricular proposals for consideration in the winter 2009 round must be submitted to the provost's office.
- 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 2009 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.

Members, University of Oregon Committee on Courses

Voting:	Paul Engelking, Chair Jack Boss Emma Martin Paul Peppis Arkady Vaintrob Frances White	Ex officio:	Herb Chereck John Crosiar Marian Friestad Scott Skelton Andrew Wahlstrom
Student:	Michelle Lewis	Staff:	Lizz Zitron 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

ANTHROPOLOGY

REINSTATED COURSES

ANTH 452/552 Postcolonialism and Globalization: [Topic] (4)

NEW COURSES

(Course previously taught as 399 in 200601)

ANTH 369 Human Growth and Development (4) [Graded only for majors] Examines key issues in human and nonhuman primate growth and development; addresses genetic, social and ecological determinants of variation in growth.

Approved to satisfy Group III: Science general education requirement.

(Course previously taught as 407/507 in 200503)

ANTH 468/568 Evolutionary Theory (4) [Graded only for majors] This course provides a theoretical framework in evolutionary biology with which to explore human evolutionary history and aspects of modern human biology. Offered alternate years.

(Course previously taught as 410/510 in 200303)

ANTH 470/570 Statistical Analysis of Biological Anthropology (4) [Graded only for majors] The important methods in biometry (biological statistics) and their inherent assumptions, limitations, interpretations, and common uses (and misuses) as relevant to biological anthropology. Prereq: MATH 243, 425 or equivalent. Offered alternate years.

BIOLOGY

EXISTING COURSES

(Changed Credits/Workload)

BI 331 Microbiology Lab (3R)

Contact hours per week: 5. Required out-of-class workload: 4 hrs/wk for reading, unscheduled lab work and writing assignments.

NEW COURSES

(Course previously taught as BI 399 in 200703)

BI 321 Molecular Genetics Research Laboratory (4) Intensive research multipart project using fungus *Neurospora*. Project includes mutagenesis, genetic selection and screening, complementation testing, mapping, DNA purification, restriction analysis, PCR, Southern blotting. Prereq: BI 320

(Course previously taught as 399 in 200703)

BI 374 Conservation Biology (4) Global patterns of biological diversity; major threats to biodiversity; application of ecology, evolution, genetics, and other areas to protect and maintain biodiversity. Prereq: BI213 or BI253

ENVIRONMENTAL STUDIES PROGRAM

NEW COURSES

(Course previously taught as 411/511 in 200602; 200702)

ENVS 425/525 Environmental Education Theory and Practice (4) Graded only. Learning theories, environmental literacy, and planning, implementation, and evaluation of EE programs. Develop EE materials in collaboration with a community partner for group project. Prereq: Junior or senior standing for 425; none for 525.

(Course previously taught as 410 in Spring 2007)

ENVS 429 Environmental Leadership: [Topic] (1-4R) Graded only. Partnering with governmental agencies, non-profit organizations, public schools and local businesses, students develop service learning projects. Prereq: ENVS 425. **R** when topic changes.

(Course previously taught as 610 in Fall 2007)

ENVS 631 Environmental Studies Theory and Practice (4) Introduction to various disciplinary perspectives that contribute to environmental studies, including their research methods, vocabularies, and core concepts. Prereq: Admission into ENVS graduate program.

(Course previously taught as 607 in Winter 2008)

ENVS 632 Environmental Studies Research Methodology (2) Identifying a clear and concise research problem, developing methodology to address that problem, and the process of developing a thorough knowledge of relevant literature. Prereq: Admission into ENVS graduate program.

(Course previously taught as 610 in Spring 2007)

ENVS 633 Environmental Studies Thesis Development (3) Interdisciplinary readings in environmental studies focused on topics chosen by each student in consultation with instructor. Preparation for presentations at the Joint Campus Conference. Prereq: Admission into ENVS graduate program.

GEOGRAPHY

DROPPED COURSES

GEOG 143 Global Environmental Change (4)

Change course from 100 level to 300 level.

Previously satisfied Science group requirement.

EXISTING COURSES

GEOG 414/514 Advanced Geographic Data Analysis: [Topic] (4R)

(Changed Course Description, Course Title, Repeatability, Number)

GEOG 417/517 Geographic Data Analysis (4) Analysis and display of geographical data by traditional data-analytical methods and by scientific-visualization approaches.

NEW COURSES

(Course previously taught as GEOG 143 in 200703)

GEOG 361 Global Environmental Change (4) Natural and human induced environmental changes and their impact on different environmental systems. Prereq: GEOG 321, 322 or 323.

Approved to satisfy Group III: Science general education requirement.

GEOLOGICAL SCIENCES

REINSTATED COURSES

UOCC Preliminary Spring 2008 Curriculum Report. Request additional copies from ezitron@uoregon.edu. After 05/14/08 report errors in writing to ezitron@uoregon.edu and jefferis@uoregon.edu

GEOL 434/534 Vertebrate Paleontology (4)
Effective spring 2009.

GERMAN AND SCANDINAVIAN

NEW COURSES

UOCC administrative action
SCAN 507 Seminar: [Topic] (1-5R)

HUMAN PHYSIOLOGY

NEW COURSES

(Course previously taught as 610 in 200702)

HPHY 633 Systems Neuroscience (4) Graded only. This course will provide students with in depth knowledge of the sensory, motor, and limbic structures and functions of the nervous system.

INTERNATIONAL STUDIES

NEW COURSES

(Course previously taught as LING 199 in 200601)

SWAH 101 First Year Swahili (5) Introduction to Swahili with emphasis on speaking, reading, writing and comprehension. Sequence: SWAH 102 and 103.

(Course previously taught as LING 199 in 200601)

SWAH 102 First Year Swahili (5) Introduction to Swahili with emphasis on speaking, reading, writing and comprehension. Sequence: SWAH 101 and 103. Prereq: SWAH 101.

(Course previously taught as LING 199 in 200601)

SWAH 103 First Year Swahili (5) Introduction to Swahili with emphasis on speaking, reading, writing and comprehension. Sequence: SWAH 101 and 102. Prereq: SWAH 102.

LINGUISTICS

NEW COURSES

(UOCC Administrative Action)
LT 399 Special Studies: [Topic] 1-5R

MATHEMATICS

EXISTING COURSES

MATH 420/520 Differential Equations and Fourier Analysis I (4)
(Changed Course Description, Course Title)

MATH 420/520 Ordinary Differential Equations
Pre/corequisite(s): MATH 263 or 315

MATH 421/521 Differential Equations and Fourier Analysis II (4)
(Changed Course Title)

MATH 421/521 Partial Differential Equations: Fourier Analysis I

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MATH 422/522 Differential Equations and Fourier Analysis III (4)
(Changed Course Title)
MATH 422/522 Partial Differential Equations: Fourier Analysis II

NEW COURSES

(Course previously taught as 199 in 200703)
MATH 307 Introduction to Proof (4) Proof is how mathematics establishes truth and communicates ideas. This course introduces students to proof in the context of interesting mathematical problems. Prereq: Math 247, 252 or 262.
Approved to satisfy Group III: Science general education requirement.

PSYCHOLOGY

NEW COURSES

PSY 704 Internship: [Topic] (1-15R) P/NP only. Clinical doctoral students only under the guidance of the director of clinical training.
R As needed to complete internship requirements.

ROMANCE LANGUAGES

DROPPED COURSES

SPAN 416/516 Advanced Writing in Spanish (4)
Renumbering of Advanced Writing in Spanish course. SPAN 4/516 to be replaced by SPAN 311.

NEW COURSES

(UOCC Administrative Action)
RL 399 Special Studies: [Topic] 1-5R

(Course previously taught as FR 399 in 200601)
FR 425 French/English Translation (4) [Graded only for majors] This class offers an overview of translation theory and practice from English to French and French to English. Prereq: FR 301, 303.

(Course previously taught as SPAN 416/516 in 200702)
SPAN 311 Advanced Writing in Spanish (4) [Graded only for majors] This requirement for the Spanish major provides additional language development for students early on in the major, emphasizing academic writing skills in Spanish. Prereq: Any two of SPAN 301, 303, or 305.

PROFESSIONAL SCHOOLS AND COLLEGES

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

ART

EXISTING COURSE CHANGES

(Changed Credits/Workload)
ARTP 281 Introductory Painting I (4R)
Minimum credits: 4. Contact hours per week: 6.
Required out-of-class workload: 6.

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(Changed Repeatability)

ARTP 381 Introductory Painting II (4)

No longer repeatable.

(Changed Credits/Workload)

ARTP 390 Intermediate and Advanced Painting (3-4)

Minimum credits: 4. Contact hours per week: 6.

Required out-of-class workload: 6 hours in studio.

(Changed Credits/Workload)

ARTP 391 Intermediate and Advanced Drawing (3-4)

Minimum credits: 4. Contact hours per week: 6.

Required out-of-class workload: 6 hours in studio.

NEW COURSES

(Course previously taught as 408 in 200701)

ART 198 Technical Workshop: [Topic] (1-3R) P/NP only. Possible topics include: Beginning Woodworking, Basic Metal Fabrication, CAD/CAM Fabrication. **R** when change of topic for maximum of 15 credits.

(Course previously taught as 408 in 200701)

ARTD 198 Technical Workshop: [Topic] (1-3R) P/NP only. Possible topics include: DreamWeaver, InDesign, PhotoShop. **R** when change of topic for maximum of 15 credits.

PUBLIC POLICY, PLANNING AND MANAGEMENT

EXISTING COURSES

(Add prerequisite)

PPPM 636 Public Policy Analysis (4) Prereq: PPPM 628. *Effective winter 2009*

EXISTING COURSES

(Course previously taught as 407/507 in 200603)

PPPM 442/542 Sustainable Urban Development (4) Introduces issues evolving around cities as the nexus for environmental challenges, including land use planning, transportation planning, community and neighborhood design and green buildings.

COLLEGE OF BUSINESS

ACCOUNTING

NEW COURSES

(Course previously taught as 610 in 200701)

ACTG 612 Financial Accounting (3) Graded only. Introduces the accounting model and financial statements for external users. Emphasizes the use of accounting information in valuation and performance evaluation. Prereq: ACTG 211 or equivalent.

BUSINESS ADMINISTRATION

DROPPED COURSES

BA 612 Analyzing Markets and Industries (15)

BA 612 is part of the old MBA core which is being disaggregated into its constituent parts, with new 3 credit courses in its place.

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BA 613 Identifying and Evaluating Market Opportunities (15)

BA 613 is part of the old MBA core which is being disaggregated into its constituent parts, with new 3 credit courses in its place.

BA 614 Managing Business Opportunities (15)

BA 612 is part of the old MBA core which is being disaggregated into its constituent parts, with new 3 credit courses in its place.

DECISION SCIENCES

NEW COURSES

(Course previously taught as 610 in 200701)

DSC 612 Quantitative Methods for Managers (3) Graded only. Concepts and techniques of analytic decision making, sampling and statistical inference, and regression analysis.

(Course previously taught as 610 in 200603)

DSC 613 Operations Management (3) Graded only. Overview of the managerial issues associated with production and delivery of goods and services. It includes the use of quantitative modeling and several case studies in operations.

FINANCE

NEW COURSES

(Course previously taught as 610 in 200702)

FIN 612 Fundamentals of Finance (3) Graded only. Covers the fundamental theories and tools of financial analysis. Topics include valuation, capital budgeting, risk and return, market efficiency, and financial policies.

(Course previously taught as 610 in 200701)

FIN 613 Managerial Economics (3) Graded only. Covers the fundamental theories and tools of economic and strategic analysis. Topics include demand and supply, pricing strategies, and perfect and imperfect competition. Sequence: Follows FIN 612.

MANAGEMENT

NEW COURSES

(Course previously taught as 610 in 200702)

MGMT 612 Managing Individuals and Organizations (3) Graded only. Design of high performance organizations and internal systems. Analysis of team dynamics and group decision-making. Study of individual cognitive and leadership styles.

(Course previously taught as 610 in 200701)

MGMT 614 Strategic Management (3) Graded only. Analysis of industries and companies, development of competitive and cooperative strategies, analysis of the special demands of alternative social, technological, and international contexts.

MARKETING

NEW COURSES

(Course previously taught as 610 in 200701)

MKTG 612 Marketing Management (3) Graded only. Marketing Management addresses market analysis and segmentation, targeting, and positioning. Emphasis is on marketing strategies designed to deliver superior customer value and achieve organizational objectives.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

NEW COURSES

(Course previously taught as FHS 410)

FHS 216 Diversity in Human Services (4) [Graded only for majors] Provides glimpses into various social groups and the rudimentary knowledge, awareness, and skills required to function effectively as a social-service worker within diverse populations.

SPECIAL EDUCATION AND CLINICAL SCIENCES

NEW COURSES

(Course previously taught as CDS 410/510 in Winter 2008)

ASL 311 American Sign Language for Educators (3) P/NP only. Designed for students with no knowledge of ASL and who want to pursue professional working with clients who have some degree of hearing loss.

TEACHER EDUCATION

EXISTING COURSES

(Added 500-level component)

EDST 458/558 Observation: Equal Opportunity I (1)

(Added 500-level component)

EDST 459/559 Observation: Equal Opportunity II (1)

NEW COURSES

(UOCC Administrative Action)

EDST 408/508 Workshop: [Topic] (1-5R) pass/no pass only.
Effective fall 2008.

(UOCC Administrative Action)

EDST 601 Research (1-16R) pass/no pass only.
Effective fall 2008.

(UOCC Administrative Action)

EDST 602 Supervised College Teaching (1-9R) pass/no pass only.
Effective fall 2008.

(UOCC Administrative Action)

EDST 603 Dissertation (1-16R) pass/no pass only.
Effective fall 2008.

(UOCC Administrative Action)

EDST 605 Reading and Conference (1-5R) pass/no pass only.
Effective fall 2008.

(UOCC Administrative Action)

EDST 606 Field Studies (1-9R) pass/no pass only.
Effective fall 2008.

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(UOCC Administrative Action)

EDST 608 Workshop (1-5R) pass/no pass only.

Effective fall 2008.

(UOCC Administrative Action)

EDST 609 Practicum (1-16R) pass/no pass only.

Effective fall 2008.

(UOCC Administrative Action)

EDST 610 Experimental Course (1-5R) optional grading.

Effective fall 2008.

PHYSICAL EDUCATION AND RECREATION

NEW COURSES

(Course previously taught as 399 in 2008 Winter)

PEAE 261 Cardio Fusion Neuromuscular Integrated Action (1R) P/NP only. A fusion of aerobic dance, martial arts, and yoga movements, this course focuses on improving strength, cardiovascular fitness, and neuromuscular coordination. Prereq: None. **R** All PE activity classes are repeatable once for credit.

(Course previously taught as 399 in 2008 Winter)

PEI 244 Golf Swing Exercise (1R) P/NP only. Improve your golf swing in the off-season via swing specific exercises. Course is taught by PGA pro Ric Jeffries. Sequence: Golf I, Golf II, Golf III Prereq: None. **R** All PE activity classes are repeatable once for credit.

SCHOOL OF LAW

EXISTING COURSES

(UOCC administrative action)

LAW 610 Law Courses for Nonlaw Students (1-15R)

(Title change, credits, level change graduate to law)

LAW 610 Experimental Course (1-5R). *Effective summer 2008*

NEW COURSES

(UOCC administrative action)

(Previously offered as LAW 610)

LAW 600 Law Courses for Nonlaw Students (1-15R) Generic course number for translating 600-level School of Law semester credits to term credits on academic records for nonlaw students. *Effective summer 2008*

(UOCC administrative action)

LAW 714 Judicial Externship [Topic] (1-12R)

SCHOOL OF MUSIC AND DANCE

OTHER CURRICULAR MATTERS

SCHOOL OF ARCHITECTURE AND ALLIED ARTS

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The graduate level **Ecological Design Certificate in Architecture and Allied Arts** was approved by the Provosts' Council; it is pending board approval at the June 6th meeting. *Effective fall term 2008.*

COLLEGE OF EDUCATION

The **BA/BS/BEd in Educational Foundations** was approved by the State Board Friday May 2, 2008. *Effective fall term 2008.*

The **Educational Leadership Metro Doctoral (D.Ed.) Program** was approved by the Provosts' Council for delivery of an existing program in a new location. *Effective fall term 2008.*

MULTICULTURAL REQUIREMENTS

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:
 1. Include a homestay or immersion living experience
 2. Offer a language-intensive and/or culturally-immersive curriculum
 3. 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.

DENIED PROPOSALS

PLANNING, PUBLIC POLICY AND MANAGEMENT

EXISTING COURSES

(Requesting reinstatement)

PPPM 462/562 Program Evaluation (4)

Time passed since course last taught exceeds three years. Course needs to be proposed as New Course.

NEW COURSES

(Course previously taught as 407/507)

PPPM 442/542 Sustainable Urban Development (4) Examines the city as the nexus for environmental challenges, including land-use planning, transportation planning, community and neighborhood design, and green buildings.

PENDING PROPOSALS

ART

EXISTING COURSES

(Changed Credits/Workload)

ARTR 446/546 Intermediate and Advanced Relief Printing and Intaglio (4-6)

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Minimum credits: 4

Contact hours per week: 6

Required out-of-class workload: 6 hours in studio

Additional out-of-class workload for graduate students: Students enrolled at the graduate level will be expected to conduct research of the appropriate breadth and depth, and to complement their class contribution with a highly developed critical discourse. This will be evidenced by a text of seven to ten pages in length or a 30 minute oral presentation at term's end. In addition, some degree of leadership will be expected, in regard to collaborative class projects, not in the role of director, but rather as a facilitator of undergraduate student efforts.

(Changed Credits/Workload)

ARTR 448/548 Screen Printing (4-6R)

Minimum credits: 4

Contact hours per week: 6

Required out-of-class workload: 6 hours in studio

Additional out-of-class workload for graduate students: Students enrolled at the graduate level will be expected to conduct research of the appropriate breadth and depth, and to complement their class contribution with a highly developed critical discourse. This will be evidenced by a text of seven to ten pages in length or a 30 minute oral presentation at term's end. In addition, some degree of leadership will be expected, in regard to collaborative class projects, not in the role of director, but rather as a facilitator of undergraduate student efforts.

(Changed Credits/Workload)

ARTR 449/549 Lithography (4-6)

Minimum credits: 4

Contact hours per week: 6

Required out-of-class workload: 6 hours in studio

Additional out-of-class workload for graduate students: Students enrolled at the graduate level will be expected to conduct research of the appropriate breadth and depth, and to complement their class contribution with a highly developed critical discourse. This will be evidenced by a text of seven to ten pages in length or a 30 minute oral presentation at term's end. In addition, some degree of leadership will be expected, in regard to collaborative class projects, not in the role of director, but rather as a facilitator of undergraduate student efforts.

WITHDRAWN PROPOSALS

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 ensure that required courses are readily available to current students.

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

By action of the Committee on Courses, the following courses are removed from the curriculum:

Applied Information Management

AIM	652	Info & Society	last offered: 200404
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Anthropology

ANTH	250	Intro Archaeology	last offered: 200401
ANTH	260	Intro Cultural Anth	last offered: 200402
ANTH	367	Human Adaptation	last offered: 200403
ANTH	435	Approach to Symbolic	last offered: 200402
ANTH	535	Approach to Symbolic	last offered: 200402

Architecture

ARCH	475	Preserv Tech: Masonry	last offered: 200402
ARCH	575	Preserv Tech: Masonry	last offered: 200402

Art History

ARH	344	Northern Baroque Art	last offered: 200401
ARH	395	Japanese Art II	last offered: 200403

Art

ARTD	462	Motion Graphics	last offered: 200403
ARTD	495	Advanced Design II	last offered: 200402
ARTD	562	Motion Graphics	last offered: 200403
ARTD	595	Advanced Design II	last offered: 200402
ARTO	476	Alternat Photo Process	last offered: 200403
ARTO	576	Alternat Photo Process	last offered: 200403
ARTS	489	Metal Casting	last offered: 200404
ARTS	589	Metal Casting	last offered: 200404

Biology

BI	470	Experimental Design	last offered: 200403
BI	570	Experimental Design	last offered: 200403

Couples and Family Therapy

MFT 617 Fam Across Life Cycle last offered: 200402

Counseling Psychology

CPSY 621 Psych Assess I last offered: 200402

CPSY 645 Health Psychology last offered: 200402

Dance

DANC 384 Ballroom III last offered: 200203

East Asian Languages & Literatures

EALL 209 Lang & Soc East Asia last offered: 200403

Educational Leadership

EDLD 614 Politics of Education last offered: 200404

EDLD 651 Adv Curr Des & Deliv last offered: 200404

EDLD 682 Progr Eval Ed Mgrs II last offered: 200403

English

ENG 582 Studies in Mythology last offered: 200301

Ethnic Studies

ES 340 Racial Form & Perform last offered: NO BANNER RECORD FOUND!

Geography

GEOG 313 Geograph Field Studies last offered: 200403

Geology

GEOL 564 Envir Field Geophysics last offered: 200303

Human Physiology

HPHY 335 Motor Development last offered: 200403

HPHY 676 Human Cardio Control last offered: NO BANNER RECORD FOUND!

International Studies

INTL 350 Intl Leadership last offered: 200403

INTL 430 World Value Systems last offered: 200401

INTL 443 Postwar Vietnam/US Rel last offered: 200401

INTL 530 World Value Systems last offered: 200401

INTL 543 Postwar Vietnam/US Rel last offered: 200401

Italian

ITAL 363 Contemp Ital Film last offered: 200402

Journalism

J 497 Media Mgmt & Economics last offered: 200403

J 517 Public Media & Culture last offered: 200404

J 540 Public Relat Writing last offered: NO BANNER RECORD FOUND!

J 597 Media Mgmt & Economics last offered: 200403

J 651 Compar Commun Policies last offered: 200402

Judaic Studies

JDST 415 Senior Project last offered: 200203

Japanese

JPN 454 Jpn Pedagog Grammar last offered: 200402
 JPN 554 Jpn Pedagog Grammar last offered: 200402
 JPN 642 Jpn Discourse Struct last offered: 200401
 last offered: NO BANNER RECORD FOUND!
 JPN 645 Res Meth Jpn Appl Ling

Landscape Architecture

LA 366 Landscape Tech II last offered: 200203
 LA 462 Profes Prac Lands Arch last offered: 200402
 LA 562 Profes Prac Lands Arch last offered: 200402

Mathematics

MATH 427 Multivar Statist Meth last offered: 200303
 MATH 527 Multivar Statist Meth last offered: 200303

Management

MGMT 611 Manag Competitive Org last offered: 200403

Music

MUS 126 Rudiments Music Theory last offered: 200401
 MUS 127 Rudiments Aural Skills last offered: 200401
 MUS 128 Rudiments Keyboard Sk last offered: 200401
 MUS 379 Music for Dancing last offered: 200402
 MUS 381 Art Film last offered: 200404

Overseas Studies International Programs

OAGU 188 OS: Tokyo, AGU last offered: 199401
 OBEI 188 OS: Beijing last offered: 199901
 last offered: NO BANNER RECORD FOUND!
 OBEI 688 OS: Beijing last offered: NO BANNER RECORD FOUND!
 OBRI 688 OS: Bristol University last offered: NO BANNER RECORD FOUND!
 OBRT 188 OS: London last offered: NO BANNER RECORD FOUND!
 OBRT 288 OS: London last offered: NO BANNER RECORD FOUND!
 OCHA 688 OS: Prague last offered: NO BANNER RECORD FOUND!
 OHAN 188 OS: Hanoi last offered: 199401
 OHAN 288 OS: Hanoi last offered: 200003
 OHAN 388 OS: Hanoi last offered: 200003
 OHAN 488 OS: Hanoi last offered: 200003
 last offered: NO BANNER RECORD FOUND!
 OHAN 688 OS: Hanoi last offered: NO BANNER RECORD FOUND!
 OHUJ 688 OS: Jerusalem last offered: NO BANNER RECORD FOUND!
 OMAL 188 OS: Malang last offered: 200003
 OMAL 288 OS: Malang last offered: 199603
 OMAL 388 OS: Malang last offered: 200003
 OMAL 488 OS: Malang last offered: 200003

OQUI	688	OS: Quito	last offered: NO BANNER RECORD FOUND!
OSTP	688	OS: Russia	last offered: 199403
OSVL	688	OS: Seville	last offered: NO BANNER RECORD FOUND!

Physical Education and Recreation

PEL	301	Action Leadership	last offered: 200303
PEMB	102	Meditation II	last offered: 200403
PEMB	108	Kundalini Meditation	last offered: 200403
PEMB	111	Self Breema	last offered: 200403
PEMB	301	Relaxation	last offered: 200403

Physics

PHYS	311	Phys of Atmosphere	last offered: 200401
PHYS	427	X-Ray Crystallography	last offered: 200403
PHYS	527	X-Ray Crystallography	last offered: 200403
PHYS	590	Adv Physics Lab	last offered: 200403

Planng, Public Policy and Management

PPPM	491	Sr Research Paper I	last offered: 200401
PPPM	492	Sr Research Paper II	last offered: 200402
PPPM	493	Sr Research Paper III	last offered: 200403
PPPM	619	Plan & Pub Pol Commun	last offered: 200402
PPPM	635	Plan & Social Change	last offered: 200402

Political Science

PS	255	Mexican Politics	last offered: 200402
PS	426	US Foreign Policy II	last offered: 200403
PS	434	Feminism & Ecology	last offered: 200401
PS	526	US Foreign Policy II	last offered: 200403
PS	534	Feminism & Ecology	last offered: 200401
PS	580	Intro Ratl Choice I	last offered: 200403

Religious Studies

REL	434	Islamic City of God	last offered: 200402
REL	436	Mediev Islam/Jew Phil	last offered: 200402
REL	534	Islamic City of God	last offered: 200402
REL	536	Mediev Islam/Jew Phil	last offered: 200402

Sociology

SOC	557	Sex & Society	last offered: 200002
SOC	591	Sociology of Education	last offered: 200301

Theater Arts

TA	444	The Mask	last offered: 200403
TA	544	The Mask	last offered: 200403

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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) and Scott Skelton (sskelton@darkwing.uoregon.edu), respectively. The memorandum should indicate the effective term for the change(s). Note: extensive changes may be referred to the UOCC for review.
- ✓ 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, 2004.

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, 2004.
- ✓ 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, 2004.

CONTENTS OF COURSE SYLLABUS

As the primary, commonly available summary of a course, the syllabus serves several purposes. It outlines the course, it denotes what students may expect from the course, and it locates the course in the curriculum. The syllabus is the best, most concise description of a course by its teacher available to both prospective students and colleagues. The Committee on Courses uses syllabuses in its review of courses. To maximize the usefulness of a syllabus to students and faculty, it should contain the following contents:

1. Course Number
2. Title
3. Credits
4. Term, place, time, instructor
(For a new course proposal, indicate when it is likely to be offered, and how frequently)
(For a new course proposal, indicate who is likely to teach the course)
5. Position in the curriculum
 - Satisfies group requirement? Explain why
 - Satisfies multicultural requirement? Explain why
 - Satisfies other general-education requirement?
 - Satisfies other major or program requirement?
 - Preparatory for other courses?
 - List prerequisites or other suggested preparation
6. Format (lecture, discussion, laboratory)
7. Outline of subject and topics explored
8. Course materials (texts, books, readings)
9. Instructor expectations of students
 - Be explicit (by pages assigned, lengths of assignments)
 - Level of student engagement expected (see suggested Student Engagement Inventory on following page)
 - Readings
 - Problems
 - Attendance
 - Project
 - Writing
 - Laboratory
 - Field work
 - Work with electronic media, network, online
 - Performance
 - Presentation
 - Exams
 - Differential expected for graduate work for joint 4xx/5xx-level courses
10. Assessment
 - Methods (testing, homework)
 - Times or frequency
 - Grading policy
 - Incomplete policy

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

STUDENT ENGAGEMENT INVENTORY

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

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 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.

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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