

**University of Oregon Committee on Courses (UOCC)  
Annual Report  
2015-2016**

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**Committee membership:**

Bramhall, Ron, Convener  
Cherry, Christian\*  
Cohen, Samantha\*  
Eveland, Sue  
Hall, Gordon  
Hodges, Sara  
James-Schrader, Austin\*  
Jefferis, Mike

Kalnbach, Chuck\*  
Mann, Roberta\*  
Morrill, Bill  
Norris, Boyana\*  
Voeun, Mae\*  
Warden, Kathy, Staff  
White, Frances\*, Chair  
\* Voting members

**Course Summary:**

**Fall term:** 45 total courses reviewed. 32 were approved including 9 admin actions and 23 courses. 10 courses and 2 administrative actions were rolled forward to winter term. 1 course will be resubmitted.

**Winter term:** 116 total courses reviewed. 98 were approved including 45 admin actions and 53 courses. 5 courses were denied, 1 administrative action denied, and 12 courses rolled forward to spring term.

**Spring term:** 146 total courses reviewed. 135 were approved including 36 admin actions and 99 courses. 1 course was denied, and 10 course rolled to fall term.

**Final Reports:**

[Fall 2015](#)

[Winter 2016](#)

[Spring 2016](#)

## Other Curriculum Matters:

### School of Architecture and Allied Arts

#### Fall term:

- Degree requirements for the **master of arts in arts management** and the **master of science in arts management** have been changed with the approval of the dean of the School of Architecture and Allied Arts (A&AA) and endorsement of the dean of the Graduate School. Both degrees are approved to require a minimum of 64 graduate credits for completion, which replaces the former requirement of 72 graduate credits for completion. *Effective fall 2015.*
- The provost, with the endorsement of the vice provost for undergraduate studies and the dean of A&AA, approves changing the name of the **Digital Arts Program** to the **Art and Technology Program**. This change will affect three existing degrees: the BA, BS, and BFA in digital arts will change to the BA, BS, and BFA in art and technology. *Effective fall 2016.*
- The provost, with the endorsement of the vice provost for undergraduate studies, dean of the Graduate School, and dean of A&AA, approves changing the **Product Design Program** to the **Department of Product Design**. This change will affect one existing degree: the BFA in product design will be offered under the new Department of Product Design. *Effective fall 2016.*
- The University Senate, provost, UO Board of Trustees, and the Higher Education Coordinating Commission have approved the relocation of the **Historic Preservation Program** from Eugene, Oregon, to Portland, Oregon. *Effective fall 2016.*
- The registrar's office has confirmed and the UOCC has approved the availability of a **new subject code, SPD**, for use by A&AA. This was mistakenly approved for use in the Charles H. Lundquist College of Business (LCB) in the spring 2015 curriculum report. Approval of the SPD code here for use in A&AA supersedes that previous approval for use of SPD in LCB. *Effective fall 2015.*

#### Spring term:

The graduate specialization in performance arts management was incorrectly named in the *spring 2015 Final Curriculum Report*. The graduate specialization should be named **performing arts management**. *Effective Spring 2016.*

The provost, with the endorsement of the dean of the School of Architecture and Allied Arts (A&AA), the vice provost for undergraduate studies, and the assistant vice provost for academic affairs, has approved a **name change for the bachelor of science and the bachelor of arts degrees in material and product studies**. **Those degrees will now be offered as bachelor of science and bachelor of arts in product design**. *Effective fall 2016.*

The University Senate, provost, UO Board of Trustees, and the Higher Education Coordinating Commission have approved a **new bachelor of arts and bachelor of science degree in arts management** to be offered by the Arts and Administration Program in A&AA. *Effective fall 2016.*

The University Senate, provost, UO Board of Trustees, and the Higher Education Coordinating Commission have approved a new **master of science in sports product design** to be offered in Portland by the Department of Product Design. *Effective fall 2016.*

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## College of Arts and Science

### Fall Term:

- **A new minor in food studies offered by the Environmental Studies Program**, upon recommendation by the Undergraduate Council, has been approved by the provost. *Effective fall 2016.*
- The dean of the College of Arts and Sciences (CAS), upon recommendation of the associate dean for undergraduate education in CAS, and with endorsement of the vice provost for undergraduate studies, has approved **changes to the degree requirements for the general social sciences major in the applied economics and teaching tracks**. Both tracks will now include a methods requirement, which can be satisfied by SOC 311, Introduction to Social Research. Given that two GSS tracks already have a methods requirement, this reform brings more symmetry to the tracks within the GSS major. This change increases the total credits in the applied economics track from 48 to 52, and does not change the total credits in the teaching track. *Effective winter 2016.*
- The dean of CAS, upon recommendation of the associate dean for undergraduate education in CAS, and with endorsement of the vice provost for undergraduate studies, has approved **changes to the degree requirements for the bachelor of arts, bachelor of science, and minor in geography**. *Effective fall 2016.*

The following changes are approved:

Changes to the degree requirements for the bachelor of arts and bachelor of science in geography:

1. **A category of advanced core courses** takes the place of the previous regional-synthetic requirement. In this category, students are required to take a 300-level course in geographic methods and one additional course of their choosing.
2. **Reduce the upper-division breadth requirement** from two courses to one course each from the categories of geographic information system science, human geography, and physical geography.
3. **Reorganize courses in the tracks** and add a new specialization in water science and policy.
4. Add **“the launchpad,”** requiring students to take one course out of several options, all designed to equip students with marketable skills in research, professional development, and career readiness after they have completed the majority of the courses in geography.
5. Provide clarification on the Department of Geography’s **policy on double-dipping** courses that are used for a major.

Changes to the requirements for the minor in geography:

1. Replace the **one-course requirement** for a regional-synthesis or techniques course with one course from the new geographic information system science category.
  2. Rename the **three required categories** that students must complete as follows:
    - a. physical geography will become biophysical geography
    - b. regional geography or techniques will become geographic information system science
  3. Provide clarification on the Department of Geography's **policy on double-dipping** with courses that are used for a minor.
- The dean of CAS, upon recommendation of the associate dean for undergraduate education in CAS, and with endorsement of the vice provost for undergraduate studies, has approved minor **changes to the women's and gender studies (WGS) major and minor elective requirements**. The approved changes stipulate that of the 20 undergraduate credits of electives required for both the WGS major and minor (*effective fall 2015*):
    1. Eight credits *must* be in upper-division WGS courses
    2. Eight of the 12 WGS or other subject coded credits *may* be fulfilled with approved lower-division courses
  - The dean of CAS, upon recommendation of the associate dean for undergraduate education in CAS, and with endorsement of the vice provost for undergraduate studies, has approved a minor **change to the major requirements for the bachelor of arts and the bachelor of science in theater arts**. Degree requirements for both degrees will now require a new course, TA 490, Theater Capstone: [Topic], instead of TA 364, Play Direction. *Effective fall 2015*.
  - Minor change to undergraduate degree requirements for **psychology major**. A grade of C or higher must be earned in PSY 201 and PSY 202 to be counted toward completion of the Psychology major requirements. *Effective fall 2016*.
  - Minor change to undergraduate degree requirements for **computer and information science major**. Require 12 credits of upper division elective classes to be taken for a grade and update criteria for satisfactory progress in the upper division of the major to "A student who receives two grades below C- in the upper-division core, or 3 grades below C- in any upper division classes, may be removed from the major."

### Winter Term:

- A new **graduate specialization in politics, culture, and identity** offered jointly by the Department of English and the Department of Political Science, with the recommendation of the dean of CAS and the Graduate Council, has been approved by the provost. *Effective Spring 2016*.
- The dean of CAS, with approval of the Graduate Council and with endorsement of the dean of the Graduate School, has approved the addition of a **classical archaeology and material culture track** within the master of arts degree in classics. *Effective fall 2016*.
- The dean of CAS, with endorsement by the assistant vice provost for academic affairs, has approved **minor changes to the degree requirements for the PhD in comparative literature**. The approved

changes shift the timing of the third-year article requirement previously approved in the winter 2015 curriculum report. *Effective fall 2016.*

### Spring Term:

Upon recommendation by the Undergraduate Council, the provost has approved a **new minor in Middle East–North Africa studies**, administered by the Oregon Consortium for International and Area Studies. *Effective fall 2016.*

The dean of the College of Arts and Sciences, with endorsement by the assistant vice provost for academic affairs and the vice provost for undergraduate studies, has approved **minor changes to the requirements for the minor in creative writing**. The approved changes include renumbering some of the courses and changing the sequence of some of the requirements. The total required number of credits (24) is unchanged. *Effective fall 2016.*

The dean of the College of Arts and Sciences, with approval of the Undergraduate Council and with endorsement of the vice provost for undergraduate studies, has approved **changes to the degree requirements for the bachelor of arts in English**. Changes include increasing upper-division requirements and reducing lower-division requirement, introducing a writing requirement, and a redesign of several required courses. *Effective fall 2016.*

The provost, with the endorsement of the vice provost for undergraduate studies, dean of the Graduate School, and dean of the College of Arts and Sciences, has approved **a name change for the Department of Geological Sciences. The name is changed to the Department of Earth Sciences. The bachelor of arts, bachelor of science, undergraduate minor, master of arts, master of science, and doctor of philosophy degrees will now be offered as earth sciences majors.** *Effective fall 2016.*

The dean of the College of Arts and Sciences, with endorsement by the assistant vice provost for academic affairs and the vice provost for undergraduate studies, has approved **minor changes to the requirements for the minor in psychology**. The changes include alterations to the required and optional courses to match changes to the major. *Effective fall 2016.*

The dean of the College of Arts and Sciences, with endorsement by the assistant vice provost for academic affairs and the vice provost for undergraduate studies, has approved **changes to the requirements for the major in psychology**. First, the science requirement for psychology majors will no longer be restricted to just biology, chemistry, or physics. Second, the total required credits is increased from 44 to 58. Finally, changes include a higher minimum grade for introductory classes, higher-level mathematics prerequisites, and streamlining and focusing other major course requirements. *Effective fall 2016.*

The dean of the College of Arts and Sciences, with endorsement by the assistant vice provost for academic affairs and the vice provost for undergraduate studies, has approved **changes to the requirements for the major in sociology**. The changes include an additional core course, reducing

required 400-level courses from 16 to 12 credits, and increasing the total credits required from 44 to 48 by adding a third sociology elective. *Effective fall 2016.*

The Dean of the College of Arts and Sciences, with approval of the graduate council and with endorsement of the Dean of the Graduate School, has approved **changes to the degree requirements for the master of arts and master of science in Folklore: Public Folklore track**. Changes include removing courses from requirements that are no longer being taught, reducing the number of required courses to increase flexibility for students, and reducing internship requirement to 4 credits. *Effective fall 2016.*

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## Charles H. Lundquist College of Business

### Fall term:

- The dean of LCB, with the endorsement of the dean of the Graduate School, has approved changes to the Oregon Executive Master of Business Administration Program delivery model from an every-week schedule (alternating Fridays and Saturdays) to alternating weekends, with classes starting Friday afternoon and continuing through all day on Saturday.

The proposal has two identifiable components: 1) a change to alternating weekends, which is of internal interest within LCB but does not require any more approval than changing a Monday-Wednesday class to Friday; 2) reducing the number of contact hours on Friday from eight to six (a 12.5 percent reduction in classes, excepting residency, the capstone project, and the international trip). Class on Friday would begin after lunch and extend into early evening (e.g., 12:45–3:45 and 4:00–7:00 p.m.). *Effective fall 2016.*

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## College of Education

### Fall term:

- The University Senate, provost, UO Board of Trustees, and the Higher Education Coordinating Commission have approved the following new degree programs: **master of science in prevention science; master of education in prevention science; doctor of philosophy in prevention science**. *Effective fall 2016.*

### Winter Term:

- A new **undergraduate certificate in special education**, offered by the Department of Special Education and Clinical Sciences, with the recommendation of the dean of COE and approval of the Undergraduate Council, has been approved by the provost. *Effective fall 2016.*

- The Office of the Registrar has confirmed and the UOCC approved availability of a **new subject code, PREV**, for use by the College of Education for courses in prevention science. *Effective spring 2016.*
- A new **graduate specialization in quantitative research methods** offered by the Department of Educational Methodology, Policy, and Leadership with the recommendation of the dean of COE and the Graduate Council, has been approved by the provost. *Effective fall 2016.*

### Spring Term:

The dean of the College of Education, with the endorsement of the Graduate School and approval by the Graduate Council, has approved a **research option within the master of science degree in couples and family therapy (CFT)**. This option will allow CFT students to either complete a formal thesis or an independent research project. *Effective fall 2016.*

The dean of the College of Education, with the endorsement of the dean of the Graduate School and the vice provost for undergraduate studies, and with the approval of the Graduate Council and the Undergraduate Council, has approved a **4+1 option for students pursuing a bachelor of arts or a bachelor of science and a master of arts or a master of science in communication disorders and sciences**. The option allows students to complete the BA or BS in three academic years plus one term and the master of science in six terms. The total credit requirements for each degree are unchanged. *Effective fall 2016.*

The provost, upon the recommendation of the dean of the College of Education and approval of the Graduate School, has approved **discontinuing and beginning the “sunsetting” process for the following graduate certificates (effective fall 2016):**

- communication disorders
- continuing administrator—superintendent
- English for speakers of other languages
- English for speakers of other languages—bilingual
- initial administrator
- music education

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## Robert Donald Clark Honors College

### Winter Term:

- Upon recommendation of the dean of the Clark Honors College and the dean of the School of Law, with approval of the undergraduate Council and the Graduate Council, the provost has approved a **3 + 3 program for CHC students who go on to attend the UO School of Law**. The program outlines an agreement between CHC and the School of Law that allows students who meet certain requirements to complete their bachelor’s degree in CHC and their law degree within six years instead of the standard seven years. *Effective fall 2016.*
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## School of Journalism and Communication

### Winter Term:

- The dean of SOJC, with approval of the Graduate Council and with endorsement of the dean of the Graduate School, has approved **changes to the degree requirements for the master of arts, master of science, and PhD in media studies**. *Effective fall 2016.*

Proposed change:

Replace J 640 Proseminar I with a three-course sequence of Media Theory courses:

J 612 Media Theory I

J 613 Media Theory II

J 614 Media Theory III

For master's students, this change adds two courses to the core requirements and reduces the need for additional conceptual courses. The overall minimum credit requirement remains at 46.

For PhD students, this change adds two courses to the core requirements and reduces the need for additional conceptual courses. The overall minimum credit requirement remains at 80.

### Spring Term:

The dean of the School of Journalism and Communication, with the endorsement of the vice provost for undergraduate studies and the assistant vice provost for academic affairs, has approved a **minor change to the requirements for the minor in media studies**. Introduction to Media Studies (J 314) will be added as a required course for the minor. Adding this course will maintain the current credit requirement by adding J 314 to the required courses (raising that number to 8 credits) and reducing the total credit requirement for optional courses (currently 20 credits) to 16. *Effective fall 2016.*

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## School of Law

### Fall Term:

- The assistant vice provost for academic affairs, in consultation with the Graduate School and the university registrar, has approved designation of **the conflict and dispute resolution concentration** offered under the master of laws (LLM) program as a **major**. The degree is to be designated a master of laws (LLM) with a major in conflict and dispute resolution. This was the intended designation when the concentration was originally approved. *Effective fall 2015*
- The dean of the School of Law, with the approval of the Graduate Council and endorsement of the dean of the Graduate School, has approved the following **policy on repeating courses** for students taking law courses (*effective fall 2016*):

*"A student who receives a grade of "D" or "D+" in a course may repeat the course with the approval of the faculty member who will be teaching the repeated course. If a student repeats a course, the repeated course and the grade received will appear on the student's transcript; the repeated course*



*will not count toward the total number of credits the student needs to graduate; and the grade received in the repeated course will not be included in any computation of GPA, in any calculation of class rank, or in any calculation related to academic standing.”*

### Winter Term:

- The dean of the School of Law, with approval of the Graduate Council and with endorsement of the dean of the Graduate School, has approved **changes to the degree requirement options for the master of arts and master of science in conflict and dispute resolution**. The change adds a course concentration final project option to the degrees, giving students the option of a terminal project, a thesis, or a course concentration of three to four courses totaling at least 9 credits. *Effective fall 2016.*
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## School of Music and Dance

### Spring Term:

The Dean of the School of Music and Dance, with the approval of the Undergraduate Council and with endorsement of the vice provost for undergraduate studies, has approved **changes to the degree requirements for the bachelor of arts and the bachelor of science in music**. The changes more clearly distinguish the liberal arts BA and BS degrees from the professional degrees (BMus and BMME). *Effective fall 2016.*

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## University Academic Policies

### Winter Term:

- Upon recommendation of the Undergraduate Council and the Academic Council, on February 10, 2016, the University Senate approved the following Course Repeat Policy (*Effective fall 2016*):

#### **Course Repeat Policy**

Undergraduate students may not register, without prior approval by the Academic Requirements Committee (ARC) and the Office of the Registrar, for nonrepeatable courses in which they are currently enrolled or for which they have already earned a C or a Pass or better at the UO or from a transferring institution.

Students may register, without prior approval by the ARC and the Office of the Registrar, for a nonrepeatable course for which they have already earned a C– or less or a No Pass at the UO or from a transferring institution.

All grades for all courses taken at the UO appear on both the official and unofficial transcript and are included in the term GPA calculation. Only the second attempt of the repeated course is calculated into the cumulative GPA. Credit for nonrepeatable courses is given only once.

Some courses are repeatable for credit if the content of the course differs from that of a previous offering of the course (e.g., topics courses) or may be repeated for credit for a limited number of credits or a limited number of times. If a course is approved by the Committee on Courses to be repeatable for credit, the description of the course as published within the *University of Oregon Catalog* will state the restrictions for repeating the course. All grades and credits earned in repeatable courses are calculated in both the term and cumulative GPAs, up to the prescribed limits.

Repeated courses are annotated on the transcript as either being “repeated, included in GPA” or “repeated, excluded from GPA.”

Students receiving federal financial aid should remember that failed course work is calculated in the overall financial aid satisfactory academic progress (SAP) review each year, and a student is required to meet SAP standards to remain eligible for financial aid. The SAP is calculated differently than the UO GPA and the UO academic standing.

- Upon recommendation of the academic council, on November 11, 2015, the University Senate approved the following changes to the university summer session calendar (*Effective fall 2016*):

Formally do away with the two-day final exam period at the end of week eight, beginning summer session 2016; this returns two teaching days to the second four-week session and the first eight-week sessions. Final exams may be given during the last class period.

Formally change to a 12-week summer session (with degree conferral and all end-of-term processes at the end of that 12 weeks), beginning summer session 2016.

### Spring Term:

- **Pending Senate approval on May 11:** Upon recommendation of the Undergraduate Council and approval by the Senate, the Final Examination Schedule policy ([registrar.uoregon.edu/calendars/final-exam-schedule](http://registrar.uoregon.edu/calendars/final-exam-schedule)) is amended to provide clarity on the scheduling of midterm and final exams outside the regularly scheduled time. Policy will be included here upon final Senate approval. *Effective fall 2016.*
- **Pending Senate approval on May 11:** Upon recommendation of the Undergraduate Council and approval by the Senate, a new course overlap policy is created to provide clarity to academic units regarding courses counting toward more than one credential. Policy will be included here upon final Senate approval. *Effective fall 2016.*

- **(SENATE APPROVED ON APRIL 6, 2016)** Upon recommendation of the Academic Council the Senate approved the following policy on online/hybrid courses. *Effective fall 2016*

“Approval by the UOCC of a new undergraduate online or hybrid class will require a description from the proposer of how classroom time will be replaced with alternative forms of engagement of students with the academic content and engagement between the students and the instructor, and perhaps engagement among the students, as appropriate to the instructional context. Providing students with class presentations (e.g. PowerPoint materials with associated recorded audio lecture) may be included in this category but will not be sufficient to account for all engagement.

Already existing undergraduate online and hybrid classes will also be required to follow this model and will be reviewed by the UOCC for equivalence and appropriate assignment of credit hours within the next 3 years.”

- **(SENATE APPROVED ON MAY 11, 2016)** Upon recommendation of the undergraduate council and approval of the Senate, the Final Examination Schedule policy (<http://registrar.uoregon.edu/calendars/final-exam-schedule>) is amended to provide clarity on scheduling of midterm and final exams outside the regularly scheduled time. *Effective fall 2016*

*Approved Amendment to Current Final Exam Policy*

“Proposed Policy Regulating the Scheduling of Mid-Term Examinations: Departments may schedule combined midterms for different sections of the same course. If a combined midterm exam is scheduled for a course that is at a different time, day and/or place than the normal meeting time, day and/or place, then the time, day and place of the combined exam must be included in the notes on the course schedule, and on the course syllabus provided to students during week 1 of the term. If the time and day of the combined exam conflicts with any student’s other regularly scheduled course, the faculty/department offering the combined exam must schedule an alternate examination for each of those students. The alternate examination must fit the student’s schedule. Conflicts between two or more combined midterms will be resolved according to the same policy for resolving conflicts with final combined exams.

Faculty may schedule midterm examinations outside the regular time, day and place of the course. If a midterm exam is scheduled for a course that is at a different time, day and/or place than the normal meeting time, day and/or place, then the time, day and place of the midterm exam must be included in the notes on the course schedule, and on the course syllabus provided to students during week 1 of the term. If the time and day of the midterm exam conflicts with any student’s other regularly scheduled course, the faculty offering the midterm exam must schedule an alternate examination for each of those students. The alternate examination must fit the student’s schedule. Conflicts between two midterm exams scheduled outside regular class times will be resolved according to the policy for resolving conflicts between two final exams.”

- **(SENATE APPROVED ON MAY 11, 2016)** Upon recommendation of the undergraduate council and approval of the Senate, a new course overlap policy is created to provide clarity to academic units regarding courses counting toward more than one credential. *Effective fall 2016*

*Approved Major/Minor/Certificate/Program Course Overlap Policy*

“In designing or revising Majors, Minors, Certificates, or other credentials, decisions about whether the same courses can count toward more than one credential rest with the home academic units.

- Academic units proposing a new credential should consider the potential for its courses to count toward other credentials, either inside or outside the unit. The university does not restrict the use of the same courses to fulfill requirements for more than one credential but individual academic units may prohibit any overlap they deem inappropriate. The guiding principle should be to allow course overlap that promotes intellectual coherence for students and does not erode program identity. Academic units wishing to restrict overlap should articulate the limitations carefully. These might be partial or complete – that is, they might limit the number of credits that could be counted toward their credentials (e.g. “Students may count only 8 credits toward both Credential A and Credential B”), or they might bar students who earn a particular credential from earning another specified one (e.g. “Students may not be awarded both a Credential A and a Credential B”). Whatever local policy is adopted, it must be made readily available to advisors and students in order to support informed academic planning. In addition, any deviation from the default university policy (no restriction on course overlap) must be communicated to the Registrar for addition to the UO degree requirements.
- All academic units are invited to review their existing credentials and either to adopt the default university policy or to delineate specific overlap limitations. Each unit’s chosen policy should then be made available to students, advisors and the Registrar.
- In cases of disagreement, where one unit wishes to allow significant overlap with another unit against that unit’s wishes, or vice versa, the school(s) or college(s) housing the affected units will endeavor to forge a compromise.”

**Please add the following to this and all future curriculum reports in the Section on Undergraduate General-Education Requirements: Group-Requirement Policies (This text is detailed explanation for point 2.5)**

**Criteria for 300-level Group-satisfying courses**

**Taken from Motion US03/04-8**

**Sponsored by: Undergraduate Council**

**For Senate action: May 12, 2004**

300-level Group-satisfying courses are expected to serve as broad introductions to fields with which students are unfamiliar, but they must also provide depth and rigor beyond that of a typical lower-division course. To achieve this dual purpose, such courses should do the following.

- a. Introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas. Courses may be focused on a single text or period, but should use the examples provided by that focus to illuminate the larger discipline. &

- b. Educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered. For instance, a course might analyze the design of particular experiments, show how modeling is done and when it is informative, or introduce specific kinds of data analysis. The use of primary sources is encouraged where appropriate, that is, in fields where this information is accessible to a non-specialist. &
  - c. Encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses. These courses should also employ evaluation methods that measure this high level of understanding. &
  - d. Assume that students are capable of advanced university-level intellectual engagement as a result of having completed substantial lower-division work, although not necessarily in the subject of the course. Some upper-division Group- satisfying courses may also have specific prerequisites in the form of other courses whose content provides an essential foundation in the subject.
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### **Background for the Motion**

In 1999, the Senate passed legislation detailing criteria and guidelines for Group-satisfying courses, as well as a Purpose Statement for General Education at the UO. In 2001, these criteria were amended and the roles of curricular committees were clarified. The current motion does not fundamentally change the criteria; rather the intent is to amplify them in order to promote more widespread understanding of them by both faculty and students, and to insure that course formats are compatible with the goals of Group-satisfying coursework.

The Undergraduate Council is charged with "reviewing, evaluating and enhancing the quality of the University's academic program for undergraduates." The charge includes monitoring the academic coherence, quality, and standards of the undergraduate academic program and participating in planning the development and improvement of the undergraduate program. We were asked by the Senior Vice President for Academic Affairs and Vice Provost for Undergraduate Studies to undertake a review of the current Group- satisfying curriculum (excluding B.S. Math and B.A. Language requirements), beginning with an assessment of its congruence with legislated criteria. A systematic comparison of existing courses with the Group criteria has not been undertaken previously.

Based on its review of the syllabi from both lower-division and 300-level courses, the Council concluded that most lower-division Group-satisfying courses are appropriate for the Group curriculum and meet the legislated guidelines. Our recommendations (#1-3) regarding 100- and 200-level Group courses concern format and procedures that will allow a wider audience to appreciate the fundamental ideas that Group-satisfying courses deal with. Most importantly, the proposed changes will help faculty communicate to students why these courses are part of our General Education curriculum.

The Council's review of 300-level Group courses revealed that more specific guidelines are needed to illuminate what is meant by "depth and rigor beyond that of typical lower- division general education courses," which is the only guidance provided in the 2001 criteria. In Point #4., the Council proposes fuller descriptions of the desired characteristics of Group-satisfying courses at the 300 level.

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#### **Addendum to the Motion**

##### **Examples of hypothetical course designs that manifest desired characteristics**

##### **a. through c. of 300-level Group-satisfying courses:**

##### **a. Introduce students to the perspectives of a discipline and engage them in substantial application of its fundamental ideas:**

1. In a Humanities course, the political, economic and religious influences on particular artists might be used to examine the kinds of forces that shape personal taste and distinctive artistic style in all periods and places.
2. In a Literature course, texts from a specific period, genre, or individual might serve to represent larger cultural trends and developments.
3. A course on Environmental Economics would further develop the tools and analytical techniques introduced in "principles courses," and would show how analytical tools applicable to economics, generally, can be applied to environmental issues.
4. A History course might deal with a short time period, but use it to illustrate patterns of social interaction that can be generalized.
5. A Biology course might use a specific disease (Mad Cow, for example) to explore the fundamental molecular and genetic principles that explain both the disease and normal cellular function

##### **b. Educate students about the way knowledge is created in a discipline by identifying its significant questions and showing how those questions can be answered:**

1. In the Humanities course on style, students would use a textbook, but would also study paintings, sculptures, buildings and musical compositions directly, in an effort to identify common elements of style.
2. Students in a Literature course might be called upon not only to exercise interpretive and analytical skills, but also to explore the material and ideological circumstances that contribute to the production of literary texts in a given time and place.
3. In the Economics course, students would take the fundamental microeconomic concepts and tools used by economists and policy-makers and apply them to a specific problem. Texts, homework assignments, and lectures would all be used to demonstrate how to apply these tools. As an example, students might use models of consumer and producer behavior to predict the economic effects of regulating the price of oil.

4. A History course would use primary documents for at least part of the course material. For instance, a course on the US involvement in Vietnam might ask students to read a major US news paper covering a crucial period and try to reconstruct the relationships among: the news reports, public opinion, and events as they are now understood.

5. The Mad Cow course might examine the experimental logic that led to the heretical idea that proteins, not viruses, cause the disease. Textbooks would be used to present fundamental cellular mechanisms, but students would also read popular science articles (e.g., Scientific American articles by the investigators who had key insights) and a few primary research papers to get a sense of the evidence and reasoning behind scientific conclusions.

**c. Encourage integration of perspectives, as well as specific application of general principles, through synthesis and analysis of course material, including concepts from other courses:**

1. The Humanities course might ask students to summarize the key ideas in Leonard Meyer's essay, "A Theory of Style" and then apply these to a particular art form or an individual piece of creative work.

2. Students in a Literature course might be expected to apply various analytical paradigms, such as a Marxist, Post-Structuralist, or Feminist framework, in their critical writing about literary texts.

3. The Economics course might ask students to apply the tools they've been working with to a problem they haven't analyzed before. For example, having looked at the effects of oil price regulation, a student might be asked to analyze another instance of price regulation, or to put two types of regulation or price distortion together in a way that wasn't covered in class -- e.g. what would happen if a price ceiling and a per unit tax were imposed simultaneously?

4. A History course might ask students to use their understanding of particular philosophical ideas to defend or refute the statement, "Enlightenment philosophy was responsible for the outbreak of the French Revolution."

5. The Mad Cow course might ask students to examine other phenomena that appear related (e.g. Alzheimer's Disease and long term memory) and propose specific molecular mechanisms for them.

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Passed by the [12 May 2004](#) meeting of the UO Senate. Implementation delayed until fall 2004 owing to contractual obligations