

# FINAL WINTER 2010 CURRICULUM REPORT

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## OVERVIEW

The body of this report consists of two major sections: **Course Proposals** reviewed winter 2010 and **Other Curricular Matters**.

Course proposals approved by both the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2010, unless a specific term is requested by an academic department and stated otherwise in this report.

All changes to course catalog listings, except for minor revisions of course descriptions, are intended to be included in the curriculum report, and are routed through the UOCC to the senate. The UOCC will consider new proposals during spring term and will submit a spring quarterly report to the University Senate in May. Information and suggestions for preparing proposals, including policies and definitions governing group and multicultural general-education requirements, is provided under Other Curricular Matters. Some of this material has been updated in this report in accord with current practices and policies.

**Courses Not Taught Report:** Courses not taught within the past three years will be indicated for dropping from the curriculum in the spring curriculum report.

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## LOOKING AHEAD

### Academic Year 2009–10

**March 10, 2010:** University Senate considers winter 2010 preliminary report of the University of Oregon Committee on Courses.

**March 17, 2010:** **Curricular proposals for consideration in the spring 2010 round must be submitted to the provost's office.**

**May 12, 2010:** University Senate considers spring 2010 preliminary report of the University of Oregon Committee on Courses.

### Academic Year 2010–11

**September 15, 2010:** **Curricular proposals for consideration in the fall 2010 round must be submitted to the provost's office.**

**November 17, 2010:** University Senate considers fall 2010 preliminary report of the University of Oregon Committee on Courses, report posted on website.

**December 15, 2010:** **Curricular proposals for consideration in the winter 2011 round must be submitted to the provost's office.**

**February 23, 2011:** University Senate considers winter 2011 preliminary report of the University of Oregon Committee on Courses, report posted on website.

**March 16, 2011:** **Curricular proposals for consideration in the spring 2011 round must be submitted to the provost's office.**

**April 27, 2011:** University Senate considers spring 2011 preliminary report of the University of Oregon Committee on Courses, report posted on website.

## Members, University of Oregon Committee on Courses

**Voting:** Paul Engelking, Chair  
Jack Boss  
Paul Peppis  
Frances White  
Shlomo Libeskind  
Jens Noeckel

**Ex officio:** Sue Eveland  
John Crosiar  
Marian Friestad  
Scott Skelton  
Andrew Wahlstrom

UOCC Final Winter 2010 Curriculum Report to the Senate. Request additional copies from [toar@uoregon.edu](mailto:toar@uoregon.edu). Report errors in writing to [toar@uoregon.edu](mailto:toar@uoregon.edu) and [jefferis@uoregon.edu](mailto:jefferis@uoregon.edu)

**Student:** Alex McCafferty  
Elizabeth Aldrich

**Staff:** Tami Oar  
Mike Jefferis

## Motion

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

## COURSE PROPOSALS

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

## APPROVED COURSE CHANGES

### College of Arts and Sciences

#### ANTHROPOLOGY

##### REINSTATED COURSE

(UOCC Administrative Action)

**ANTH 511 Politics, Ethnicity, Nationalism (4)**

#### BIOLOGY

##### NEW COURSE

**BI 468/568 Amphibians and Reptiles of Oregon (4)** Field identification and understanding of ecology, biogeography, and evolution of the common herpetofauna of four major physiographic regions of Oregon. Conservation biology issues addressed. Summer course only. Prereq: one year of college biology or BI 213 or BI 253.

#### COMPUTER AND INFORMATION SCIENCES

##### NEW COURSE

(UOCC Administrative Action)

**CIT 405 Reading and Conference: [Topic] (1–4R)** Optional grading.  
Effective spring 2010.

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## ENGLISH

### NEW COURSES

(Previously taught as ENG 245)

**ENG 241 Introduction to African American Literature (4)** [Graded only for majors] African American literature and culture in relevant intellectual, social, and historical contexts. *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

(Previously taught as ENG 245)

**ENG 242 Introduction to Asian American Literature (4)** [Graded only for majors] Asian American literature and culture in relevant intellectual, social, and historical contexts. *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

(Previously taught as ENG 245)

**ENG 243 Introduction to Chicano and Latino Literature (4)** [Graded only for majors] Chicano and Latino literature and culture in relevant intellectual, social, and historical contexts. *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

**ENG 244 Introduction to Native American Literature (4)** [Graded only for majors] Native American literature and culture in relevant intellectual, social, and historical contexts. *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

### EXISTING COURSE CHANGES

ENG 245 Ethnic American Literature: [Topic] (4R) Introduction to American ethnic literature from the 1800s to the present, including selections from African, Native, Chicano, and Asian American texts. R once when topic changes for a maximum of 8 credits.

(Changed course description, course title)

**ENG 245 Introduction to Ethnic American Literature: [Topic] (4R)** American ethnic literature and culture in relevant intellectual, social, and historical contexts. R once when topic changes for a maximum of 8 credits.

ENG 246 Global Literature in English: [Topic] (4)

(Changed course title)

**ENG 246 Introduction to Global Literatures in English: [Topic] (4)**

ENG 360 African American Writers (4) Examines the origins and development of African American literature and culture in relevant intellectual, social, and historical contexts. Prereq: sophomore standing.

(Changed course description, general education requirements)

**ENG 360 African American Writers (4)** Examines the origins and development of African American literature and culture in relevant intellectual, social, and historical contexts. Course will be taught once or more per academic year. Prereq: sophomore standing. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

ENG 361 Native American Writers (4) Examines the origins and development of Native American literature and culture in relevant intellectual, social, and historical contexts. Prereq: Sophomore standing.

(Changed course description, general education requirements)

**ENG 361 Native American Writers (4)** Examines the origins and development of Native American literature and culture in relevant intellectual, social, and historical contexts. Course will be taught once or more per academic year. Prereq: sophomore standing. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

ENG 362 Asian American Writers (4) Examines the origins and development of Asian American literature and culture in relevant intellectual, social, and historical contexts. Prereq: sophomore standing.

(Changed course description, general education requirements)

**ENG 362 Asian American Writers (4)** Examines the origins and development of Asian American literature and culture in relevant intellectual, social, and historical contexts. Course will be taught once or more per academic year. Prereq: sophomore standing. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

ENG 363 Chicano and Latino Writers (4) Examines the origins and development of Chicano and Latino literature and culture in relevant intellectual, social, and historical contexts. Prereq: Sophomore standing.

(Changed course description, general education requirements)

**ENG 363 Chicano and Latino Writers (4)** Examines the origins and development of Chicano and Latino literature and culture in relevant intellectual, social, and historical contexts. Course will be taught once or more per academic year. Prereq: sophomore standing. *Approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

ENG 364 Comparative Ethnic American Literatures (4) Comparative examination of major issues in African, Asian, Chicano, and Native American writing in relevant contexts. Prereq: sophomore standing.

(Changed course description, general education requirements)

**ENG 364 Comparative Ethnic American Literatures (4)** Comparative examination of major issues in African, Asian, Chicano, and Native American literatures and cultures in relevant contexts. Course will be taught once or more per academic year. Prereq: sophomore standing. *Approved to satisfy Category A: American Cultures multicultural requirement.*

ENG 365 Anglophone Literature (4)

(Changed course title, general education requirements)

**ENG 365 Global Literatures in English (4)**

*Approved to satisfy Category C: International Cultures multicultural requirement.*

**ENG 488/588 Race and Representation in Film (4)**

(Changed general education requirements)

*No longer satisfies Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

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## ENVIRONMENTAL STUDIES PROGRAM

### NEW COURSE

**ENVS 455/555 Sustainability (4)** Examines the evolution of the concept of sustainability and its complex and sometimes problematic uses among scholars, policymakers, environmentalists, and businesses. Pre- or coreq:

ENVS 201; junior standing.

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## **GEOGRAPHY**

### EXISTING COURSE

(UOCC Administrative Action)

**GEOG 323 Biogeography (4)** Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: GEOG 141

(Change prerequisite)

**GEOG 323 Biogeography (4)** Relation of plants and animals to the environment, distribution of individual species, historical changes in plant distribution. Prereq: one from GEOL 103, 141, 203, BI 370. Effective spring 2010.

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## **GEOLOGY**

### EXISTING COURSE

**GEOL 316 Introduction to Hydrogeology (2)** Focuses on the interrelationships of geologic materials and processes with water. Topics include ground water, soil water, the water cycle, and water quality. Prereq: PHYS 201 or equivalent. Rempel.

(Change course description, corequisite)

**GEOL 316 Introduction to Hydrogeology (2)** Examines the role of water in geologic and environmental processes. Topics include the water cycle, groundwater flow, and contaminant transport. Prereq: PHYS 201 or equivalent. Coreq: MATH 252 or equivalent.

**GEOL 451/551 Hydrogeology (4)** Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with overall hydrosphere. Prereq: GEOL 101, 103; one year each of calculus, chemistry, and physics. Rempel.

(Change course description, prerequisites)

**GEOL 451/551 Hydrogeology (4)** Study of the origin, motion, and physical and chemical properties of ground water. Emphasizes quantitative analysis of flow and interaction with geologic materials. Prereq: CH 223, MATH 253, GEOL 316.

**GEOL 462/562 Environmental Geomechanics (4)** Application of fluid and solid mechanics to understanding processes in the earth and environmental sciences. Prereq: MATH 253, PHYS 253, GEOL 455. Offered alternate years. Rempel.

(Change prerequisites)

**GEOL 462/562 Environmental Geomechanics (4)** Application of fluid and solid mechanics to understanding processes in the earth and environmental sciences. Prereq: GEOL 455. Offered alternate years. Rempel.

**GEOL 463/563 Computational Earth Science (4)** Practical techniques for scientific computing using the interactive environment Matlab. Topics include root finding, curve fitting, interpolation, integration and differentiation, optimization, ordinary differential equations. Prereq: MATH 253.

(change course description, prerequisites)

**GEOL 463/563 Computational Earth Science (4)** Practical techniques for scientific computing. Topics include root finding, curve fitting, interpolation, integration and differentiation, optimization, differential equations. Prereq: MATH 253; GEOL 363 or equivalent.

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## HUMAN PHYSIOLOGY

### NEW COURSES

**HPHY 433/533 Neurophysiology of Concussion (3)** [Graded only.] Investigate diagnosis, deficits, and treatment of mild traumatic brain injury and neurophysiological effects. Pre- or coreq: HPHY 313.

**HPHY 472/572 Advanced Laboratories in Exercise Physiology (4)** [Graded only.] Theoretical basis and practical application of modern physiological testing of cardiovascular and respiratory function with a focus on exercise and performance. Pre- or coreq: HPHY 371.

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## LATIN AMERICAN STUDIES

### EXISTING COURSES

(UOCC Administrative Action)

**LAS 211 Latin American Humanities: [Topic] (4R)** Focuses on the comparative study of Latin American cultural and intellectual traditions. Introduces scholarship in the humanities about Latin American and U.S. Latinos. R once for a maximum of 8 credits when topic changes. Prereq: LAS 200.

(Remove prerequisite)

**LAS 211 Latin American Humanities: [Topic] (4R)** Focuses on the comparative study of Latin American cultural and intellectual traditions. Introduces scholarship in the humanities about Latin American and U.S. Latinos. R once for a maximum of 8 credits when topic changes. Effective spring 2010.

(UOCC Administrative Action)

**LAS 212 Latin American Social Sciences: [Topic] (4R)** Addresses various issues related to the historical, political, cultural, and economic development of Latin America from a social science perspective. R once for a maximum of 8 credits when topic changes. Prereq: LAS 200.

(Remove prerequisite)

**LAS 212 Latin American Social Sciences: [Topic] (4R)** Addresses various issues related to the historical, political, cultural, and economic development of Latin America from a social science perspective. R once for a maximum of 8 credits when topic changes. Effective spring 2010.

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## PHILOSOPHY

### REINSTATED COURSE

(UOCC Administrative Action)

**PHIL 339 Introduction to Philosophy of Science (4)** Examines theories of scientific practice, rationality, objectivity, values in science, and the role of science in society. Prereq: one philosophy course.

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## **POLITICAL SCIENCE**

### EXISTING COURSE CHANGE

(UOCC Administrative Action)

PS 199 Special Studies: [Topic] (1–5R)

(Change conditions of repeatability)

**PS 199 Special Studies: [Topic] (1–5R) R** when topic changes. Effective spring 2010.

(UOCC Administrative Action)

**PS 378 Games in Politics (4)**

New course approved fall 2009. Change effective term to spring 2010.

(UOCC Administrative Action)

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

(Change conditions of repeatability)

**PS 399 Special Studies: [Topic] (1–5R) R** when topic changes. Effective spring 2010.

(UOCC Administrative Action)

PS 410/510 Experimental Course: [Topic] (1–4R)

(Change conditions of repeatability)

**PS 410/510 Experimental Course: [Topic] (1–4R) R** when topic changes. Effective spring 2010.

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## **PSYCHOLOGY**

### EXISTING COURSE

(UOCC Administrative Action)

(Approved fall 2009. Effective winter 2010)

PSY 412, 420, 430, 433, 435, 436, 438, 440, 445, 449, 450, 456, 457, 458, 459, 460, 461, 468, 469, 470, 471, 472, 473, 475, 476, 478, and 480. Prereq: PSY 201, PSY 202, PSY 302, WR 122, or 123.

(Change prerequisite reportedly incorrectly in fall 2009)

Prereq: PSY 201, 202, 303; WR 122 or 123

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## **ROMANCE LANGUAGES**

### EXISTING COURSE CHANGE

(UOCC Administrative Action)

SPAN 420/520 Spanish Linguistics [Topic] (4R) Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. SPAN 315 recommended. Davis. **R** when topic changes.

(Change prerequisite)

**SPAN 420/520 Spanish Linguistics: [Topic] (4R)** Variable topics in Spanish linguistics. Recent topics include Spanish Phonology, History of the Spanish Language. Prereq: two from SPAN 316, 317, 318, 319. SPAN 315 recommended. **R** when topic changes. Davis.

(UOCC Administrative Action)

**SPAN 425/525 Literary Translation (4)** Variable topics include con textos, first issues, and cultural translation–transculturation in practice. Prereq: SPAN 420/520 recommended.

(Change prerequisite)

**SPAN 425/525 Literary Translation (4)** Variable topics include con textos, first issues, and cultural translation–transculturation in practice. Prereq: two from SPAN 316, 317, 318, 319. SPAN 420/520 recommended.

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## **SOCIOLOGY**

### REINSTATED COURSE

(UOCC Administrative Action)

**SOC 591 Sociology of Education (4)** Effective spring 2010.

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# **PROFESSIONAL SCHOOLS AND COLLEGES**

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## **School of Architecture and Allied Arts**

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## **ART**

### EXISTING COURSES

(UOCC Administrative Action)

(UOCC changes approved fall 2009 are effective spring 2010)

**ART 115 Surface, Space, and Time (4)** [Graded only.] Introduces interdisciplinary media processes, critical theory, formal communication design, color theory, skills in objective evaluation and critique, and how materials, processes, and context establish meaning.

(UOCC Administrative Action)

(UOCC changes approved fall 2009 are effective spring 2010)

**ART 116 Core Interdisciplinary Laboratory (4)** Rigorous studio projects in the core studio sequence stressing interdisciplinary media transition and the interrelatedness of conceptual and formal concerns. Pre- or coreq: ART 115.

(UOCC Administrative Action,)

(UOCC changes approved fall 2009 are effective spring 2010)

**ART 233 Drawing I (4R)** Introduction to basic drawing concepts and practices.

(UOCC Administrative Action)

(UOCC changes approved fall 2009 are effective spring 2010)

**ARTF 268 Introduction to Fibers: Structures (4)** Skills and conceptual concerns in structural textile construction. Introduces historical and contemporary work through slides and lectures. Prereq: ART 115, 116,

233.

(UOCC Administrative Action)

(UOCC changes approved fall 2009 are effective spring 2010)

**ARTF 369 Woven Structures (4R)** Introduction to floor-loom hand weaving. Traditional and experimental use of materials, techniques, and structures are used to understand weaving as a cross-disciplinary practice. Prereq: one from ARTF 253, 268, 269. **R** until mastery of subject is achieved.

(UOCC Administrative Action)

(UOCC changes approved fall 2009 are effective spring 2010)

**ARTP 481 Advanced Painting Practices (4R)** Pursuit of individual creative practice and forming the critical intelligence necessary to develop as an artist. Sequence with ARTP 281, 381, 390. Prereq: two terms ARTP 390. **R** until mastery of subject is achieved.

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## LANDSCAPE ARCHITECTURE

### EXISTING COURSE

(Course previously taught as 510)

**LA 619 Contemporary Landscape Architecture Theory (3)** Critical survey of important landscape design ideas and examples from the last thirty years by examination of articles, texts, dialogues, sites, built works, and personalities. Prereq: ARH 578. Offered alternate years.

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## PLANNING, PUBLIC POLICY AND MANAGEMENT

### EXISTING COURES

(UOCC Administrative action)

PPPM 404 Internship [Topic] (1–12R) Twelve-credit maximum per term. Participation in the activities of public or private community agencies and organizations, under faculty supervision and with coordinated instruction.

(Add prerequisite)

**PPPM 404 Internship: [Topic] (1–12R)** Twelve-credit maximum per term. Participation in the activities of public or private community agencies and organizations, under faculty supervision and with coordinated instruction. Prereq: 412. Effective spring 2010.

PPPM 618 Introduction to Public Service (4) Overview of the core concepts, theories, and practices that provide the foundation for the field of public policy and management.

(Course title change)

**PPPM 618 Public Sector Theory (4)**

PPPM 628 Public Sector Economy (4) Reasons for governmental intervention and analysis of revenue sources available to governments. Includes discussion of various taxes, intergovernmental transfer policies, and user fees.

(Course title change)

**PPPM 628 Public Sector Economics (4)**

PPPM 656 Quantitative Methods in Planning and Public Policy (5) Develops skills in quantitative analysis. Emphasizes selecting appropriate analysis procedures and properly interpreting and reporting results.

(Course title change)

**PPPM 656 Quantitative Methods (5)**

## Charles H. Lundquist College of Business

### BUSINESS ADMINISTRATION

#### EXISTING COURSE

BA 720 Global Financial Strategy (4) Examines the financial strategies of global firms. Includes analysis of such issues as firm valuation, acquisitions, restructuring, risk assessment, and raising capital across world markets.

(Change course title and catalog description)

**BA 720 Corporate Financial Strategy (4)** Advanced topics in firm valuation (e.g., acquisitions, restricting) and financial risk management (e.g., hedging, derivatives, foreign projects) as related to global and domestic corporate strategies.

BA 722 Human Resource Management (4) Examines how to attract, retain, motivate, and manage people in organizations.

(Change course title and catalog description)

**BA 722 Leadership and Motivation (4)** Focuses on elements of motivation and leadership that affect management decision-making and problem-solving.

#### NEW COURSES

**BA 729 Negotiation (3)** [Pass/No Pass only] Explores the major theories and concepts of negotiation. Opportunities to practice deal-making and conflict resolution. Encourages improvement in communication and persuasion.

**BA 730 Business Ethics (1)** [Pass/No Pass only] Studies the derivation of values and the application of those values to individual choices. Emphasizes the conflict manager's experience when choosing between two alternatives.

## School of Law

#### REINSTATED COURSE

**LAW 662 Jurisprudence (3)**

### EXISTING COURSE

(UOCC Administrative Action)  
CRES 650 Capstone Seminar (2)  
(Change credits)  
**CRES 650 Capstone Seminar (1)**

## School of Music and Dance

### NEW COURSES

**MUS 480/580 Audio Recording Techniques I (3)** [Graded only.] Hardware and software techniques for use in a recording studio environment, including microphone usage, recording techniques, and digital production.

**MUS 481/581 Audio Recording Techniques II (3)** Application of advanced recording techniques. Pre- or coreq: MUS 480/580.

### DROPPED COURSE

MUS 420/520: Audio Recording Techniques (3)  
(Drop course)

## Physical Education and Recreation

### NEW COURSES

(Previously taught as PEAQ 221)  
**PEAQ 203 Swimming III (1R)**

**PEOL 241 Bouldering I (1R)**

### EXISTING COURSE CHANGE

PEAE 261: Cardio Fusion – NIA (1R)  
(Change course title)  
**PEAE 261 Cardio Fusion (1R)**

### DROPPED COURSES

PEAE 340 Cross Training I (2)  
(Drop course)

PEAE 341 Cross Training II (2)  
(Drop course)

PEAE 301 Aikido Weapons (1)  
(Drop course)

PEOL 266 High-Angle Rescue Prep (1)  
(Drop course)

PEOL 286 Backpacking Prep (1)  
(Drop Course)

PEOL 290 Mountain Rescue Prep (1)  
(Drop course)

PEOL 292 Snow Camp Prep (1)  
(Drop course)

PEOL 294 Ski Tour Prep (1)  
(Drop course)

PEOL 296 Avalanche Safety Prep (1)  
(Drop course)

PEOL 297 Rock Climbing III Prep (1)  
(Drop course)

PEOL 298 Rock Climbing III Outing (1)  
(Drop course)

PEOL 355 Ultralight Backpacking (1)  
(Drop course)

PEOL 364 Mountain Rescue Outing (1)  
(Drop course)

PEOL 381 Ski Touring Outing (1)  
(Drop course)

PEOW 361 River Rescue Technique (1)  
(Drop course)

## DENIED PROPOSALS

### Physical Education and Recreation

**PEIA 199 Special Studies (1–2R)** Pass/No Pass.  
(Change credit range to 1-5R)  
Denied.

**PEIA 399 Special Studies (1–2R)** Pass/No Pass.  
(Change credit range to 1-5R)  
Denied.

## PENDING PROPOSALS

### Honors College

#### NEW COURSE

(Moved to spring term, request for new syllabus)

**HC 377H Thesis Orientation (1)** Sophomore/junior year preparation for thesis project. Prereq: HC 233 or HC 233.

### School of Architecture and Allied Arts

#### **ARCHITECTURE and ALLIED ARTS, INTERDICIPINARY**

#### NEW COURSES

(Moved to Spring term)

**AAA 411/511 Career Explorations (1)** Participants will explore career options through career assessments, research, informational interviews and prepare resume and cover letters for job and internship applications. Pass/No Pass.

(Moved to Spring term)

**AAA 412/512 Internship Preparation (2)** Participants will learn about internship options through research, discussion, and informational interviews of potential sites. Students will select potential sites and prepare complete internship applications including resume, cover letter and optional portfolios. Pass/No Pass.

(Moved to Spring term)

**AAA 413/513 Portfolio Design and Presentation (4)** Participants will prepare professional printed portfolio of their work. This workshop is suitable for anyone needing a design portfolio including artists, designers, and architects.

(Moved to Spring term)

**AAA 414/514 Digital Portfolio Production (2)** Participants will develop practical skill with technological tools used to produce and publish a digital portfolio, including WordPress, Dreamweaver, Photoshop, CSS and XHTML.

(Moved to Spring term)

**ART 333 Drawing II (4)** Building on previous drawing skills, course emphasizes synthesis of ideas and approaches, complex subjects, investigation and expression. Sequence: ART 233 Prereq: ART 233

(Moved to Spring term)

**ARTD 415/515 Video Art (4)** Video/sound art practices from conceptual deconstruction of the film/video apparatus to self reflex socio-political and / or cultural critique will be examined through short format and video installation. Pre or core: permission of instructor.

(Moved to Spring term)

**ARTF 456/556 Advanced Fibers (3-5R)**

## WITHDRAWN PROPOSALS

None.

## OTHER CURRICULAR MATTERS

### University Teaching and Learning Center

Effective fall 2010, the change of the subject code ALS (Academic Learning Service) to TLC (University Teaching and Learning Center) has been approved.

### College of Arts and Sciences

The Department of Classics is terminating the bachelor of arts degrees in Greek, Latin, and classical civilization (retaining the B.A. degree in classics and the minors in Greek and Latin), effective fall term 2010.

The Department of Chemistry will implement approved changes in the biochemistry major course requirements, effective fall term 2010.

Effective fall 2010, the name of the *interdisciplinary studies: individual program: folklore* major will be changed to *folklore*, retaining both the M.A., and M.S., with the degree-granting authority moving from the Graduate School to the College of Arts and Sciences.

Effective fall 2010, the Department of Women's and Gender Studies will implement approved changes in the women's and gender studies major course requirements.

### School of Architecture and Allied Arts

Effective fall term 2010, the Department of Planning, Public Policy and Management will implement substantive approved changes in the B.A. and B.S. degree requirements.

### Lundquist College of Business

The M.A., M.S., and Ph.D. degrees in decision sciences: business statistics and in decision sciences: production and operations management are terminated, effective fall term 2010. (*Note:* LCB will retain the M.A., M.S., and Ph.D degrees in decision sciences.)

## School of Music and Dance

Effective fall term 2010, the undergraduate minor in music education: elementary education will be dropped from the curriculum.

### 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 University 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.
- ✓ **Minor edits of course description** may be made without review by the full committee. Changes may be submitted in writing directly to the Office of the Registrar and to Design and Editing Services, in care of Mike Jefferis ([jefferis@uoregon.edu](mailto:jefferis@uoregon.edu)) and Scott Skelton ([sskelton@darkwing.uoregon.edu](mailto:sskelton@darkwing.uoregon.edu)), respectively. The memorandum should indicate the effective term for the change(s). Note: extensive changes may be referred to the UOCC for review.
- ✓ **Other minor changes** (conditions of repeatability, prerequisites, ...) will be routed through the UOCC for administrative action and documentation in the report to the senate.
- ✓ **Generic courses with standard numbers** (see catalog for list) may be added under a subject code without full committee review by administrative action if no conflicts or confusion could potentially result.
- ✓ If there is any question that a proposed new or changed course might **duplicate coverage** in an existing course from another department or school, the proposing department must gain written confirmation that the other department has been consulted and does not object to the new or changed course.
- ✓ Proposals for new courses, changes in existing general education courses, all 4XX/5XX courses, and extensively modified 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**.

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

“For all group-satisfying courses to be offered during a particular term, faculty members or departments are asked to post electronically, in the Schedule of Classes, course descriptions that are substantially expanded over those provided in the catalog. The posted course information should be understandable to someone unfamiliar with the field and should emphasize the questions or issues that reveal, by their breadth and significance, why the course has earned group-satisfying status.” (US03/04-8, May 12, 2004)

- ✓ 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.

**Multicultural Courses Policy:** As part of general education, offerings of multicultural courses at the 100, 200, and 300 levels need to be available to a wide spectrum of students from all across the university. Departments wishing to offer courses to satisfy the multicultural requirement should make these courses available at the more general 100, 200, or 300 levels whenever possible, rather than at the more specialized 400 level.

- ✓ The 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, and laboratory)

7. Outline of subject and topics explored

8. Course materials (texts, books, readings)

9. Instructor expectations of students

- Be explicit (by pages assigned, lengths of assignments)
- Level of student engagement expected (see suggested Student Engagement Inventory on following page)
- Readings
- Problems
- Attendance
- Project
- Writing
- Laboratory
- Field work
- Work with electronic media, network, online
- Performance
- Presentation
- Exams
- Differential expected for graduate work for joint 4xx/5xx-level courses

10. Assessment

- Methods (testing, homework)
- Times or frequency
- Grading policy
- Incomplete policy

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

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

<p><b>Undergraduate Courses</b></p> <p>Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 3-credit course would engage students for approximately 90 hours total among the activities listed below, whereas a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.</p>	<p><b>Graduate Courses</b></p> <p>Graduate students are expected to perform work of higher quality and quantity, typically with forty hours of student engagement for each student credit hour. Therefore, a 3-credit graduate course would typically engage students approximately 120 hours; a 4-credit graduate course may be expected to entail approximately 160 hours for the average student for whom the course is designed.</p>
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Please identify the number of hours a typical or average student would expect to spend in each of the following activities.

Educational activity	Hours student engaged	Explanatory comments (if any):
Course attendance		
Assigned readings		
Project		
Writing assignments		
Lab or workshop		
Field work, experience		
Online interaction		
Performances, creative activities		
Total hours:		

**Definition of terms:**

Course attendance	Actual time student spends in class with instructor or GTF
Assigned readings	Estimated time it takes for a student with average reading ability to read all assigned readings
Writing assignments	Estimated time it takes for a student with average writing ability to produce a final, acceptable written product as required by the assignment
Project	Estimated time a student would be expected to spend creating or contributing to a project that meets course requirements (includes individual and group projects)
Lab or workshop	Actual time scheduled for any lab or workshop activities that are required but are scheduled outside of class hours
Field work, experience	Actual or estimated time a student would spend or be expected to spend engaged in required field work or other field-based activities
Online activities	Actual or estimated time a student would spend or be expected to spend engaged in online activities directly related to the course, separate from online research required for projects or writing assignments
Performance, creative activities	Actual or estimated time a student would spend or be expected to spend outside of class hours engaged in preparing for required performance or creative activity

## 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.

## MULTICULTURAL-CATEGORY DEFINITIONS

Category A: American Cultures. The goal is to focus on race and ethnicity in the United States by considering racial and ethnic groups from historical and comparative perspectives. Five racial or ethnic groups are identified: African American, Chicano or Latino, Native American, Asian American, European American. Approved courses deal with at least two of these groups in a comparative manner. They do not necessarily deal specifically with discrimination or prejudice, although many do.

Category B: Identity, Pluralism, and Tolerance. The goal is to gain scholarly insight into the construction of collective identities, the emergence of representative voices from varying social and cultural standpoints, and the effects of prejudice, intolerance, and discrimination. The identities at issue may include ethnicities as in the American Cultures category, as well as classes, genders, religions, sexual orientations, or other groups whose experiences contribute to cultural pluralism. This category includes courses that analyze the general principles underlying tolerance, or the lack of it.

Category C: International Cultures. The goal is to study world cultures in critical perspective. Approved courses either treat an international culture in view of the issues raised in Categories A and B (namely, race and ethnicity, pluralism and monoculturalism, prejudice and tolerance) or explicitly describe and analyze a worldview (i.e., a system of knowledge, feeling, and belief) that is substantially different from those prevalent in the twentieth-century United States.

### MULTICULTURAL REQUIREMENTS FOR STUDY ABROAD

Students who participate in University of Oregon sponsored study abroad programs can fulfill one Category C International Cultures-satisfying course through this participation in order to meet Multicultural Requirements.

The UO Foreign Study Programs Committee in collaboration with Study Abroad staff will identify which UO-sponsored programs will meet the *International Cultures* requirement, based on the following criteria:

- o Students must be enrolled full-time and maintain satisfactory academic progress throughout their academic programs abroad.
- o 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 home stay 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
- o Programs of ten weeks or longer will automatically satisfy the *International Cultures* requirement
- o 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.

## 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:**

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.

## SUSTAINABLE COURSE DESCRIPTIONS

The 2000–2001 academic years 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.

## 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.

### 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.