

# PRELIMINARY SPRING 2010 CURRICULUM REPORT

3/30/2010

## 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 fall term and will submit a quarterly report to the University Senate in November. Information and suggestions for preparing proposals, including policies and definitions governing group and multicultural general-education requirements, is provided under Other Curricular Matters.

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

## LOOKING AHEAD

### Academic Year 2009-2010

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

### Academic Year 2010-2011

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

**November 17, 2010:** Preliminary report of the University of Oregon Committee on Courses posted on website for University Senate consideration fall 2010.

December 6, 2010: Curricular proposals for consideration in the winter 2011 round must be submitted to the provost's office.

## MOTION

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

Respectfully submitted,

<b>Voting:</b> Paul Engelking, Chair	<b>Ex officio:</b> Sue Eveland
Jack Boss	John Crosiar
Paul Peppis	Marian Friestad
Shlomo Libeskind	Andrew Wahlstrom
Frances White	Scott Skelton
Jens Noeckel	

<b>Student:</b> Alex McCafferty	<b>Staff:</b> Tami Oar
Elizabeth Aldrich	Mike Jefferis

## COURSE PROPOSALS

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

### APPROVED COURSE CHANGES

### COLLEGE OF ARTS AND SCIENCES

#### ANTHROPOLOGY

##### NEW COURSES

**ANTH 176 Introduction to Forensic Anthropology (4)** Introduction to human skeletal analysis and its application in a legal context, using biological and anthropological approaches to the recovery and identification of human remains. *Approved to satisfy Science group requirement.*

**ANTH 341 Food Origins (4)** Biological, ecological, and social dimensions of plant-animal domestication and the environmental impact of agriculture in the Late Pleistocene-Holocene epochs. *Approved to satisfy Science group requirement.*

**ANTH 345 Archaeology of East Asia (4)** Explores the evolution of diverse cultures and ethnic identities in East Asia during prehistoric and early historical times. *Approved to satisfy Social Science group requirement.*

#### BIOLOGY

##### EXISTING COURSE CHANGES

(UOCC Administrative Action)

BI 471/571 Population Ecology (4) Prereq: BI 370

(Change prerequisite)

**BI 471/571 Population Ecology (4)** Prereq: MATH 247

(UOCC Administrative Action)

BI 409 Practicum: [Topic] (1-6R)

(Change credits)

**BI 409 Practicum: [Topic] (1-12R)** Effective summer 2010

## CHEMISTRY

### NEW COURSES

**CH 437/537 Inorganic Chemistry Lab (4)** Introduction to conceptual and practical inorganic chemistry; laboratories focus on syntheses and characterization of inorganic compounds, including catalysts, superconductors, and semiconductor nanoparticles. Prereq: CH 339.

**CH 464/564 RNA Biochemistry (4)** Introduction to the diverse field of RNA biochemistry. Prereq: CH 463 or BI 320.

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## COMPUTER AND INFORMATION SCIENCE

### NEW COURSES

**CIS 423/522 Software Methodology II (4)** Student teams complete a large system design and programming project. Final system specifications, test plan, user documentation, and system walk-through. Prereq: CIS 422/522

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## CREATIVE WRITING

### EXISTING COURSE CHANGES

(UOCC Administrative Action)

CRWR 330 Intermediate Poetry Writing (4R) **R** when topic changes.

(Change conditions of repeatability)

**CRWR 330 Intermediate Poetry Writing (4R) R twice for a maximum of 12 credits.**

(UOCC Administrative Action)

CRWR 336 Intermediate Creative Writing: Literary Nonfiction (4R) **R** when topic changes.

(Change conditions of repeatability)

**CRWR 336 Intermediate Creative Writing: Literacy Nonfiction (4R) R twice for a maximum of 12 credits**

(UOCC Administrative Action)

CRWR 340 Intermediate Fiction Writing (4R) **R** when topic changes.

(Change conditions of repeatability)

**CRWR 340 Intermediate Fiction Writing (4R) R twice for a maximum of 12 credits**

(UOCC Administrative Action)

CRWR 413 Literature for Poets (4R) **R** when topic changes

(Change conditions of repeatability)

**CRWR 413 Literature for Poets (4R) R twice for a maximum of 12 credits**

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(UOCC Administrative Action)

CRWR 414 Literature for Fiction Writers (4R) when topic changes.

(Change conditions of repeatability)

**CRWR 414 Literature for Fiction Writers (4R) R twice for a maximum of 12 credits**

(UOCC Administrative Action)

CRWR 435/535 Advanced Poetry Writing (4R) when topic changes.

(Change conditions of repeatability)

**CRWR 435/535 Advanced Poetry Writing (4R) R twice for a maximum of 12 credits**

(UOCC Administrative Action)

CRWR 445/545 Advanced Fiction Writing (4R) R when topic changes.

(Change conditions of repeatability)

**(CRWR 445/545 Advanced Fiction Writing (4R) R twice for a maximum of 12 credits**

(UOCC Administrative Action)

CRWR 635 M.F.A Poetry Workshop (6R) R when topic changes.

(Change conditions of repeatability)

**CRWR 635 M.F.A. Poetry Workshop (6R) R five times for a maximum of 36 credits**

(UOCC Administration Action)

CRWR 645 M.F.A. Fiction Workshop (6R) R when topic changes.

(Change conditions of repeatability)

**CRWR 645 M.F.A. Fiction Workshop (6R) R five times for a maximum of 36 credits.**

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## **ENVIRONMENTAL STUDIES PROGRAM**

### NEW COURSES

**ENVS 427/527 Environmental and Ecological Monitoring (4)** Theory, design, and practice of monitoring sampling mapping, field techniques, data collection, management, analysis and presentation methods, local case studies.

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## **ETHNIC STUDIES**

### NEW COURSES

**ES 301 Theoretical Perspectives in Ethnic Studies (4)** Introduction to contemporary theoretical frameworks in the discipline of ethnic studies. Prereq: ES 101; one from ES 250, 252, 254, or 256.

**ES 350 Native Americans and the Environment (4)** Critical issues in Native American environmentalism. Pre- or coreq: ES 101 or 256. *Approved to satisfy Category B: Identity, Pluralism and Tolerance multicultural requirement.*

**ES 442/542 Caribbean Literature and Politics (4)** Discusses how Caribbean diaspora literature employs themes of colonialism, sexuality, racism, migration, state violence, nationalism, and identity. Prereq: ES 101. ES 250, 252, 254, or 256 recommended.

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**ES 450/550 Race and Incarceration (4)** Introduces several key questions necessary for understanding the crisis of prisons and incarceration in the United States, with an emphasis on race, gender, and class. Prereq: ES 101. ES 250, 252, 254, or 256 recommended. *Denied request to satisfy Category B: Identity, Pluralism and Tolerance multicultural requirement.*

### DROPPED COURSES

**ES 102 Introduction to Ethnic Studies (4)**

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## **GEOGRAPHY**

### NEW COURSES

**GEOG 466/566 Gender and Environment (4)** How gender shapes understandings of and interactions with nature. Gender, science, and nature in Western thought; global environmental justice; population debates; feminist political ecology. Prereq: junior standing.

### EXISTING COURSE CHANGES

(UOCC Administrative Action)

**GEOG 323 Biogeography (4)** Prereq: one from GEOL 103, 141, 203, BI 370. Approved winter 2010.

(Administrative correction)

**GEOG 323 Biogeography (4)** Prereq: one from GEOL 103, 203, GEOG 141, BI 370. Effective spring 2010.

(UOCC Administrative Action)

**GEOG 427/527 Fluvial Geomorphology (4)** Prereq: GEOG 322, 422, 425; or GEOL 334; MATH 112

(Change prerequisite)

**GEOG 427/527 Fluvial Geomorphology (4)** Prereq: MATH 112; one from GEOG 322, 425, GEOL 334.

Effective spring 2010

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## **GEOLOGICAL SCIENCES**

### NEW COURSES

**GEOL 363 MATLAB for Earth Scientists (2)** Introduction to MATLAB software package, providing data analysis, mathematical modeling, and computer visualization tools and techniques vital to the work of Earth scientists. Pre- or coreq: MATH 251.

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## **HUMANITIES PROGRAM**

### NEW COURSES

**HUM 245 Culture and Food (4)** The study of food in the Ancient Greco-Roman world using historical, literary, and practical approaches. *Approved to satisfy Arts and Letters group requirement.*

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**HUM 354 The City (4)** Examines the urban experience in reference to law, culture, and systems of belief (e.g., classical Athens, Renaissance Florence, 20<sup>th</sup>-century Berlin). *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

**HUM 355 The American City (4)** Study of the great American city from the colonial period to the present, particularly New York, Los Angeles, and Chicago. *Approved to satisfy Arts and Letters group requirement.*

#### DROP COURSES

**HUM 254 The City (4)**

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### **LATIN AMERICAN STUDIES**

#### NEW COURSES

(UOCC Administrative Action)

**LAS 401 Research: [Topic] (1–4R) Effective winter 2010**

(UOCC Administrative Action)

**LAS 403 Thesis (1–4R) Effective winter 2010**

(UOCC Administrative Action)

**LAS 405 Reading and Conference: [Topic] (1–4R) Effective winter 2010**

(UOCC Administrative Action)

**LAS 407 Seminar: [Topic] (4R) Effective winter 2010**

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### **LINGUISTICS**

#### NEW COURSES

**AEIS 104 Introductory Academic Oral Communication (4)** Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, videos, and lectures. Pre- or coreq: placement test.

**AEIS 106 Advanced Academic Oral Communication (4)** Focuses on strategies to improve aural-oral academic communication through discussions, seminars, dialogue, and presentations. Pre- or coreq: placement test or AEIS 104 with a grade of C– or better.

#### EXISTING COURSES

(UOCC Administrative Action)

LING 460/560 Historical and Comparative Linguistics (4) Prereq: LING 450/550 and 451/551.

(Change prerequisite)

**LING 460/560 Historical and Comparative Linguistics (4) Prereq: LING 450/550.**

#### DROPPED COURSES

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**AEIS 103 Comprehending Oral Academic Discourse (4)**

**AEIS 105 Producing Oral Academic Discourse (4)**

## **MATHEMATICS**

### EXISTING COURSES

MATH 105 University Mathematics I (4)

(Course description)

**MATH 105 University Mathematics I (4)** [Delete following exclusion from existing course description:]  
Students cannot receive credit for MATH 105 if they've already completed MATH 243 with a C- or better.  
Effective summer 2010

MATH 211 Fundamentals of Elementary Mathematics I (3)

(Change credit and contact hours)

**MATH 211 Fundamentals of Elementary Mathematics I (4)** Effective summer 2010

MATH 261 Honors Calculus 1 (4)

(Change course title)

**MATH 261 Calculus with Theory I (4)** Effective fall 2010

MATH 262 Honors Calculus II (4)

(Change course title)

**MATH 262 Calculus with Theory II (4)** Effective fall 2010

MATH 263 Honors Calculus III (4)

(Change course title)

**MATH 263 Calculus with Theory III (4)** Effective fall 2010

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## **POLITICAL SCIENCE**

### NEW COURSES

**PS 260 Public Policy and Democracy (4)** Explores how American political ideals, interests, institutions, and history shape public policy, focusing on issues such as education, immigration, welfare, and civil liberties.  
*Approved to satisfy Social Science group requirement.*

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## **PSYCHOLOGY**

### EXISTING COURSES

(UOCC Administrative Action)

PSY 303 Research Methods in Psychology (4) Prereq: PSY 201 or PSY 202, 302; WR 122 or 123.

(Change prerequisite)

**PSY 303 Research Methods in Psychology (4)** Prereq: PSY 201, 202, 302; WR 122 or 123.

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(UOCC Administrative Action)

PSY 420, 433, 435, 436, 438, 440, 445, 449, 450, 456, 457, 459, 468, 469, 470, 471, 472, 473, 475, 476, 480

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

(Change prerequisite)

**PSY 420, 433, 435, 436, 438, 440, 445, 449, 450, 456, 457, 459, 468, 469, 470, 471, 472, 473, 475, 476, 480**

Prereq: PSY 303.

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## RELIGIOUS STUDIES

### NEW COURSES

(UOCC Administrative Action)

**ARB 405 Reading and Conference: [Topic] (1–5R)**

(UOCC Administrative Action)

**ARB 407/507 Seminar: [Topic] (1–5R)**

(UOCC Administrative Action)

**ARB 410/510 Experimental Course: [Topic] (1–5R)**

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## RUSSIAN AND EAST EUROPEAN STUDIES

### REINSTATED COURSE

(UOCC Administrative Action)

**RUSS 444/544 Slavic Linguistics: [Topic] (4R)** Comparative survey of Slavic languages, their relationships to each other, and the characterizing features of each individual language. **R** when topic changes. Vakareliyska.

Prereq: RUSS 203 or LING 290.

## PROFESSIONAL SCHOOLS AND COLLEGES

### SCHOOL OF ARCHITECTURE AND ALLIED ARTS

#### ART

##### REINSTATED COURSE

(UOCC Administrative Action)

**ARTO 476/576 Alternative Photographic Processes (4R)** Exploration of nontraditional photographic concepts and techniques. Includes xerography, cyanotype, kallitype, and multicolor techniques; historic and contemporary applications. Studio class. **R** twice for maximum of 12 credits. Prereq: ARTO 352 or 353.

(Course description)

**ARTO 476/576 Alternative Photographic Processes (4R)** Combines painterly concerns with printmaking ideas and photographic principles in a mixed-media approach to contemporary image-making through historic and antiquated processes. Studio course. **R** twice for maximum of 12 credits. Pre- or coreq: ARTO 351 or 352. Effective winter 2011.

##### NEW COURSES

**ARTD 350 Digital Drawing (4)** Applies technology as a drawing medium to communicate concepts visually. The entire creative process is researched in an experimental studio environment. Pre- or coreq: ART 115, 116, 233, ARTD 250, 251, 252.

**ARTD 379 Introduction to Video Art (4)** Intermediate video-audio production and nonlinear editing, including camera, sound, and lighting techniques. Key theoretical, historical, and aesthetic approaches to time-based art in video and sound are surveyed. Pre- or coreq: ART 115, 116, 233, ARTD 250, 251, 252, 350, 360.

**ARTO 351 Constructed Image Photography (4)** Explores processes and concepts extending beyond the single photographic image. Narrative and formal strategies in manipulation and sequencing, exploring the materiality of the photograph. Studio course. Pre- or coreq: ARTO 251.

**ARTO 450/550 Digital Photography II (4)** Addresses advanced methods in a digital workflow and the role of photography in contemporary art practice through various constructed, aesthetic, and conceptual approaches. Pre- or coreq: ARTO 354.

(previously taught as ARTO 353)

**ARTO 455/555 Conceptual Strategies in Photography (4)** Studies the 1960s conceptual art movement and its influence on contemporary photography practice: open-ended projects respond to various conceptual frameworks. Pre- or coreq: ARTO 351 or 352

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### EXISTING COURSE CHANGES

**ARTO 354 Digital Photography (4)** Addresses basic concepts and practices of working in color photography utilizing a digital workflow, covering fundamentals from image capture through to conceptual approaches to image making. Pre- or coreq: ARTO 251

(Course description, course title)

**ARTO 354 Digital Photography I (4)** Addresses basic concepts and practices of color photography using a digital workflow, covering fundamentals from image capture to conceptual approaches to image-making. Prereq: ARTO 251.

### DROPPED COURSES

**ARTD 394 Digital Illustration (4)**

**ARTO 353 Conceptual Strategies in Photography (4)**

**ARTO 454/554 Color Photography (4)**

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## **HISTORIC PRESERVATION**

### EXISTING COURSE CHANGES

(UOCC Administrative Action)

(Add Prerequisite)

**AAAP 431/531 National Register Nomination (3)** Prereq: AAAP 411/511.

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## **PLANNING, PUBLIC POLICY AND MANAGEMENT**

### DROPPED COURSES

**PPPM 330 Policy and Planning Analysis (4)**

**PPPM 643 Collaborative Planning and Management (4)**

### EXISTING COURSE CHANGES

PPPM 412 Internship Prep (1)

(Change course title)

**PPPM 412 Internship Development**

PPPM 620 Applied Methods in Planning, Public Policy and Management (4)

(Change course title)

**PPPM 620 Research Methods in Planning**

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## NEW COURSE

(Course previously taught as 330)

**PPPM 415 Policy and Planning Analysis (4)** Applied problem-solving in the public policy and planning process. Examines the theoretical and methodological underpinnings of policy and planning analysis. Prereq: EC 201.

(Course previously taught as 643)

**PPPM 448/548 Collaborative Planning and Management (4)** Explores theory and practice of collaboration. Presents a variety of collaboration settings with a focus on environmental and natural resource management.

## LUNDQUIST COLLEGE OF BUSINESS

### ACCOUNTING

#### DROPPED COURSES

**ACTG 320 Accounting Information System (4)**

#### EXISTING COURSE CHANGES

ACTG 350 Financial Accounting Theory I (4)  
(Change course title)

**ACTG 351 Intermediate Accounting II (4)**

ACTG 352 Financial Accounting Theory II (4)  
(Change course title)

**ACTG 352 Intermediate Accounting III (4)**

ACTG 440/540 Auditing Concepts (4)  
(Change course title)

**ACTG 440/540 Auditing and Information Systems (4)**

## COLLEGE OF EDUCATION

### COUNSELING PSYCHOLOGY AND HUMAN SERVICES

#### DROPPED COURSES

**CFT 617 Families Across the Life Cycle (3)**

## NEW COURSES

**CFT 614 Child Mental Health and Diagnosis (4)** Emphasizes the etiology, nosology, phenomenology, and diagnosis of mental-health disorders in children. Examines social and cultural assumptions about “normal” versus “pathological” behavior, cognition, and emotion.

**CFT 622 Relational Assessment (2)** Examines evidence-based practices for assessment in couples therapy. Integrates systems and communication theory with emerging contextual and behavior-assessment models.

**CFT 631 International Family Therapy (2)** Reviews family therapy in an international context. Issues explored include the adaption of Western therapy for practice in other countries, the immigrant family experience, global ethical issues in therapy.

(UOCC administrative action)

**CPSY 404 Internship: [Topic] (1–12R)** Pass/No Pass only.

## EXISTING COURSES

**CFT 623 Child & Family Assessment (3)** Examination of foundational systemic interventions for children, adolescents, and families. Includes specific intervention strategies for a wide range of presenting problems.  
(Course description, course title)

**CFT 623 Child and Family Therapy (3)** Examination of foundational systematic interventions for children, adolescents, and families. Includes specific intervention strategies for a wide range of problems.

**CFT 625 Family Violence (3)** Theories and research on the acceleration and cessation of violence in the family and assessment of responses to violent family behaviors and to perpetrators, survivors, and families.  
(Course description, credits/workload)

**CFT 625 Family Violence (4)** Theories and research on the acceleration and cessation of violence in the family and assessment of responses to violent family behaviors and to perpetrators, survivors, and families.

**CFT 627 Advanced Family Therapy (3)** Looks at common factors of CFT theories/models and self-evaluation of clinical work. Examines integration specifically the Metaframe works Model Solution Focused Therapy and Emotional Focused Therapy.  
(Course description, credits/workload)

**CFT 627 Advanced Family Therapy (4)** Studies theories and models of couples and family therapy; self-evaluation of clinical work. Examines integration, specifically the “metaframeworks” model, solution-focused therapy, and emotionally focused therapy.

**CFT 629 Couples Therapy (3)** Application of systems theory to dyadic-interactional problems within relationships and resolution. Includes research findings, assessment motivation, change, content and process ethnics, and social macro considerations.  
(Course description, credits/workload)

**CFT 629 Couples Therapy (4)** Application of systems theory to problems within relationships and their resolution. Includes research findings, assessment, motivation, change, content and process, ethics, and social-macro considerations.

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CFT 630 Existential & Spiritual Issues (3) Understand existential issues, spirituality, and wellness interactions. Learn to work with client(s) lifecycles stage and health/stress issues and utilize resources to promote wellness. (Course description, course title)

**CFT 630 Wellness and Spirituality (3)** Provides an understanding of existential issues, spirituality, and wellness. Working with clients' life-cycle stages and health-stress issues; resources to promote wellness.

CFT 632 Medical Family Therapy (3)  
(Credits/workload)

**CFT 632 Medical Family Therapy (4)**

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## SPECIAL EDUCATION AND CLINICAL SERVICES

### NEW COURSE

(UOCC Administrative Action)

**SPSY 401 Research: [Topic] (1–12R)** Pass/No pass ONLY. Effective spring 2010

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## SCHOOL OF JOURNALISM AND COMMUNICATION

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### JOURNALISM

#### EXISTING COURSE CHANGES

J 320 Women, Minorities, and Media (4) Inequities in mass media with regard to gender, race, and ethnicity. Ramifications and possible mechanisms of change. (Change course description, course title)

**J 320 Gender, Media, and Diversity (4)** Critical study of the media with regard to gender, race, ethnicity, and other social divisions. Ramification and possible mechanisms of change. Martinez, Merskin, Stabile, Steeves.

J 385 Communication Law (4) Legal aspects of the mass media: constitutional freedom of expression, news gathering, access to public records and proceedings, libel, privacy, copyright, advertising, electronic media regulation, and antitrust. Gleason, Youm. (Change course description)

**J 385 Communication Law (4)** Legal aspects of the media: constitutional freedom of expression, news gathering, access to public records, libel, privacy, copyright, advertising, electronic media regulation, and antitrust. Gleason, Youm.

J 387 Communication History (4) The changing structure and character of the mass media in the United States. Stavitsky. (Change course description)

**J 387 Communication History (4)** The changing structure and character of the media in the United States. Bivins.

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J 397 Media Ethnic (4) Ethical problems in mass media: privacy, violence, pornography, truth telling, objectivity, media codes, public interest, media accountability. Bivins.  
(Change course description)

**J 397 Media Ethics (4)** Ethical problems in the media: privacy, violence, pornography, truth-telling, objectivity, media codes, public interest, media accountability. Bivins.

J 462/562 Reporting II (4) Advanced reporting on public affairs and community news. J majors only. Maier.  
(Change course description)

**J 462/562 Reporting II (4)** In-depth reporting on public affairs and community news. Journalism majors only. Maier, Palfreman.

J 463/563 Specialized Reporting: [Topic] (4R) Reporting of special topics, including the environment, business and economics, politics, health and medicine, science, the arts, and precision journalism. J majors only. Bassett, Maier, Wheeler.  
(Change course description)

**J 463/563 Specialized Reporting: [Topic] (4R)** Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only. Bassett, Maier, Wheeler.

J 638 Writing the Nonfiction Book (4)  
(Change course title)

**J 638 Story and Commerce (4)**

J 647 Theoretical Foundations of Communication Ethnics (4) Exploration of ethical theories and issues related to the mass media and other relevant forms of mass communication.  
(Change course description)

**J 647 Theoretical Foundations of Communication Ethnics (4)** Exploration of ethical theories and issues related to the media and other relevant forms of communication. Offered alternate years. Bivins.

#### NEW COURSE

(Course previously taught as J 199)

**J 209 Understanding Media (4)** Enhances media literacy through examination of contemporary issues in media use and practice, the media as popular culture, and ways the media affect participation in public discourse. *Approved to satisfy Social Science group requirement.*

## SCHOOL OF LAW

### LAW

#### EXISTING COURSE CHANGES

(UOCC Administrative Action)

LAW 625 Business Bankruptcy (3)

(Add Prerequisite)

**LAW 625 Business Bankruptcy (3)** Prereq: LAW 648

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(UOCC Administrative Action)

LAW 633 Business Planning (2-3)

(Add Prerequisite)

**LAW 633 Business Planning (2-3)** Prereq: LAW 620 and 680

(UOCC Administrative Action)

LAW 621 Advanced Business Law (2)

(Add Prerequisite)

**LAW 621 Advanced Business Law (2)** Prereq: LAW 620

(UOCC Administrative Action)

LAW 682 Estate and Gift Taxes (2)

(Add Prerequisite)

**LAW 682 Estate and Gift Taxes (2)** Prereq: LAW 637 and 680

(UOCC Administrative Action)

LAW 683 Estate Planning (3) Prereq: LAW 637, LAW 637

(Change Prerequisite)

**LAW 683 Planning (3)** Prereq: LAW 682

## SCHOOL OF MUSIC AND DANCE

### MUSIC

#### NEW COURSES

**MUE 459/559 Suzuki Pedagogy I (3)** Development of skills for teaching beginning violin students and their parents using the Suzuki method, its philosophies, and Book I repertoire. Required observation and teaching assignment with Community Music Institute. Pre- or coreq: MUE 607 (Seminar: Community Music Institute Preparation).

**MUS 360 History of Hip-Hop Music (4)** Examines the history and evolution of hip-hop and rap music in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries. *Approved to satisfy Arts and Letters group requirement. Approved to satisfy Category A: American Cultures multicultural requirement.*

**MUS 633 Advanced Schenkerian Analysis (3)** Advanced analytical techniques developed by Heinrich Schenker. Pre- or coreq: MUS 431/531 or equivalent.

**MUS 634 Advanced Post-Tonal Therapy (3)** Analytic approaches to twelve-tone music.

## EXISTING COURSES

MUS 460/560 Violin Pedagogy I. Suzuki Method (3R) Development of skills for teaching beginning violin students using the Suzuki method, its philosophies, and the beginning-book repertoire. Required observation and teaching assignment with Community Music Institute. **R** once for maximum of 6 credits.

(Course description, course title, prerequisite, and repeatability)

**MUS 460/560 Suzuki Pedagogy II (3)** Development of skills for teaching beginning violin students using the Suzuki method, its philosophies, and Book II repertoire; methods for introducing music-reading and basic ensemble skills. Prereq: MUE 459/559; coreq: MUE 607 (Seminar: Community Music Institute Preparation).

MUS 461/561 Violin Pedagogy II. Suzuki Method (3R) Development of skills for teaching violin students using the Suzuki method intermediate-book repertoire. Required observation and teaching assignment with Community Music Institute. **R** once for maximum of 6 credits. Prereq: MUE 460.

(Change course description, course title, prerequisite, and repeatability)

**MUS 461/561 Suzuki Pedagogy III (3)** Development of skills for teaching intermediate violin students using the Suzuki method, its philosophies, and Book III repertoire, as well as supplementary repertoire, etudes, and scale studies. Prereq: MUE 460/560; coreq: MUE 607 (Seminar: Community Music Institute Preparation).

MUE 462/562 Violin Pedagogy III. Suzuki Method (3R) Development of skills for teaching violin students using the Suzuki method advanced-book repertoire. Required observation and teaching assignment with Community Music Institute. **R** once for maximum of 6 credits. Prereq: MUE 461/561.

(Change course description, course title and repeatability)

**MUE 462/562 Suzuki Pedagogy IV (3)** Development of skills for teaching advanced intermediate violin students using the Suzuki method, its philosophies, and Book IV repertoire, as well as supplementary repertoire, etudes, and scale studies. Prereq: MUE 461/561.

MUS 611 Research Methods in Music (4)

(Change credits/workload)

**MUS 611 Research Methods in Music (3)**

MUE 613 Research Methods in Music Education (3)

(Change course title)

**MUS 613 Research Methods in Music (3)**

## DROP COURSES

**MUS 418/518: Post-Tonal Theory (3)**

**MUS 432/532: Schenkerian Analysis (3)**

## PHYSICAL EDUCATION AND RECREATION

### NEW COURSE

(UOCC Administrative Action)

(Course approved winter 2010 as PEOL 241; that number is unavailable and has been changed to 242)

#### **PEOL 242 Bouldering I (1R)**

### EXISTING COURSE CHANGES

(UOCC Administrative Action)

PEOL 356 Backcountry Navigation (2R) Prereq: PEOL 285; pre- or co-req 351 or equivalent.

(Change prerequisite)

**PEOL 356 Backcountry Navigation (2R)** Prereq: PEOL 285 and 351 or equivalent experience.

(UOCC Administrative Action)

PEOL 363 Ice Climbing I (1R) Pre- or coreq: PEOL 285 and 288.

(Change prerequisite)

**PEOL 363 Ice Climbing I (1R)** Prereq: PEOL 285; PEOL 351 and 361 or equivalent experience

(UOCC Administrative Action)

PEOL 451 Adventure Education (3R) Focuses on principles and practices of adventure education using experiential education methods. How to facilitate outdoor adventure experiences.

(Change course description)

**PEOL 451 Adventure Education (3R)** Examines factors and variables that help students become more effective leaders and team members. Students discover how group dynamics, communication, and other factors play an integral role in shaping the personality and character of teams.

## Study Abroad Programs

### New Courses

(Foreign Study Program Committee approved new subject codes (188, 288, 388, 488))

OAKI OS: Akita International University, Japan

OATH OS: Athens, Greece - AHA

OCAM OS: Cambridge International Summer School, England

OCFP OS: Chinese Flagship Program

OCIE OS: Council for International Educational Exchange

ODUB OS: Dublin, Ireland - AHA

OGAL OS: Galway, Ireland - USAC

OMCTOS: Macerata, Italy - AHA

OMOROS: Morelia, Mexico - AHA

OIVI OS: Oviedo, Spain - AHA

OPDG OS: Paderno del Grappa, Italy - CIMBA

OROS OS: Rosario, Argentina - AHA

OSAS OS: Semester at Sea

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OSEG OS: Segovia, Spain - AHA  
OSIT OS: School for International Training  
OVAL OS: Valdivia, Chile – CWU

(Foreign Study Program Committee approved new subject codes (188, 288, 388, 488, and 688)

OCBS OS: Copenhagen Business School, Denmark  
OGHA OS: Journalism Program, Accra, Ghana  
OHAU OS: Hanyang University, Seoul, South Korea  
OHKU OS: University of Hong Kong  
OHOU OS: Hokkaido University, Sapporo, Japan  
ONTU OS: National Taiwan University  
ONUS OS: National University of Singapore  
OSLO OS: University of Oslo, Norway  
OSSP OS: Senegal Summer Program, Dakar, Senegal  
OUOT OS: University of Otago, Dunedin, New Zealand

## DENIED PROPOSALS

### COLLEGE OF ARTS AND SCIENCES

#### HUMAN PHYSIOLOGY

##### NEW COURSES

**HPHY 105 Principles of Nutrition (3)** Explore the fundamentals of nutrition and its application to culture, lifestyle, and health as they relate to humans across the lifespan.

**HPHY 420/520 Human Cadaver Dissection (1)** Dissection of one region of a preserved human cadaver and preparation of the specimen for the ANAT 314/315 laboratory experience. Applications due early February. Pre- or coreq: ANAT 314/315 with C- or better. Students are accepted by application.

**HPHY 671 Therapeutic Restoration of Biomotor Abilities (4)** Exploration of an advanced rehabilitation techniques for athletic trainers working with an athletic population, including advanced program design, evaluation, and movement/sport analysis. Pre- or coreq: Certification as an athletic trainer or physical therapist.

### LUNDQUIST COLLEGE OF BUSINESS

#### ACCOUNTING

##### NEW COURSE

**ACTG 351 Intermediate Accounting II (4) Graded only.** Concepts and principles of financial accounting, including U.S. and international financial reporting standards. Analysis of alternatives for income measurement and asset and liability valuation. Sequence: ACTG 351, 352; Prereq: ACTG 350

## COLLEGE OF EDUCATION

### COUNSELING PSYCHOLOGY AND HUMAN SERVICES

#### EXISTING COURSE CHANGES

**CFT 620 Psychopathology and Behavior Deviation (3).** Study of maladaptive behavior, treatment, and prevention emphasizing the integrative contributions of biological, behavior, cognitive, psychodynamic, humanist/existential and community perspectives including the DSM-IV.  
(Course description, course title) Need additional information and syllabus.

### EDUCATION STUDIES

#### EXISTING COURSES CHANGES

EDST 331 Autobiography of Schooling (3)  
(Change credits/workload) Needs syllabus.

EDST 342 Curriculum Studies 1 (3)  
(Change credits/workload) Needs syllabus.

EDST 343 Curriculum Studies 2 (3)  
(Change credits/workload) Needs syllabus.

EDST 411 Childhood Studies (3)  
(Change credits/workload) Needs syllabus.

EDST 411/511 Childhood Studies (3)  
(Change credits/workload) Needs syllabus.

EDST 420 Living in a Stratified Society (3)  
(Change credits/workload) Syllabus

EDST 422 Technology Education: Teachers as Cyborgs (3)  
(Change credits/workload) Needs syllabus.

EDST 458/558 Observation: Equal Opportunity 1 (1)  
(Change repeatability) Needs syllabus.

EDST 462 Interventions for the Struggling Reader (3)  
(Change credits/workload) Needs syllabus.

## SCHOOL OF ARCHITECTURE AND ALLIED ARTS

### ART

#### DROPPED COURSES

**ARTD 395 Digital Video and Audio (4)** Restructuring digital arts curriculum, another course is being offered as a replacement. ARTD 415/515 is pending until next fall and part of the time based focus of the program.

#### EXISTING COURSE CHANGES

**ARTF 456/556 Advanced Fibers (3-5R).** Needs clarification and syllabus.

#### NEW COURSES

**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. (Needs revised syllabus.)

**ARTD 415/515 Video Art (4)** Video/sound art practices from conceptual deconstructions of the film/video apparatus to self-reflexive socio-political and/or cultural critique will be examined through short format and video installation. Pre- or coreq: ARTD 379

## HONORS COLLEGE

### HONORS COLLEGE

#### NEW COURSE

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

## WITHDRAWN PROPOSALS

### SCHOOL OF ARCHITECTURE AND ALLIED ARTS

#### ARCHITECTURE and ALLIED ARTS, INTERDISCIPLINARY

##### NEW COURSES

**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.

**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.

**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.

**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.

## PENDING PROPOSALS

## DROPPED COURSES

The University Senate agreed in 1998 that the report of the Committee on Courses should include those permanently numbered courses that are being dropped because (1) they have not been taught for three or more years, and (2) the department can provide no reasonable explanation why they have not been taught or whether they will be in the future. The faculty requires that general education–satisfying courses be offered each year. Other courses should be offered at least every other year to avoid misrepresentation of course offerings to prospective students, and ensure that required courses are readily available to current students.

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

#### Arts and Administration

AAD	460	Arts Administration	last offered: 200601
AAD	560	Arts Administration	last offered: 200601

### **Anthropology**

ANTH	424	Feminist Methods Anth	last offered: 200602
ANTH	429	Jewish Folklore & Ethn	last offered: 200601
ANTH	447	Traditional Technol	last offered: 200603
ANTH	482	Human Behav Ecology	last offered: 200603
ANTH	524	Feminist Methods Anth	last offered: 200602
ANTH	529	Jewish Folklore & Ethn	last offered: 200601
ANTH	547	Traditional Technol	last offered: 200603
ANTH	582	Human Behav Ecology	last offered: 200603

### **Architecture**

ARCH	421	Analy Historic Bldg	last offered: 200602
ARCH	457	The Facade	last offered: 200602
ARCH	495	Daylighting	last offered: 200603
ARCH	521	Analy Historic Bldg	last offered: 200602
ARCH	557	The Facade	last offered: 200602
ARCH	595	Daylighting	last offered: 200603

### **Art**

ARTF	356	Intermediate Fibers	last offered: NO BANNER RECORD FOUND!
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### **Biology**

BI	120	Reprod & Develop	last offered: 200602
BI	308	Freshwater Biology	last offered: 200602
BI	467	Hormones & Nervous Sys	last offered: 200603
BI	567	Hormones & Nervous Sys	last offered: 200603

### **Communication Disorders and Sciences**

CDS	611	Clinical Methods	last offered: 200601
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### **Chemistry**

CH	332	Org Chem Biol Molecul	last offered: 200602
CH	513	Physical Chemistry	last offered: 200603

### **Comparative Literature**

COLT	461	Contemp Theo: Topic	last offered: 200503
COLT	561	Contemp Theo: Topic	last offered: 200503
COLT	612	Comp Lit in Academy	last offered: 200601

### **Dance**

DAN	493	Admin Dance in Educ	last offered: 200601
DAN	593	Admin Dance in Educ	last offered: 200601

### **Educational Leadership**

EDLD	615	Organizational Theory	last offered: 200603
EDLD	636	Intl Ed & Standards	last offered: 200601

### **English**

ENG	432	16C Poetry & Prose	last offered: 200601
ENG	532	16C Poetry & Prose	last offered: 200601
ENG	360	African Amer Writers	last offered: 200603
ENG	455	English Romantic Writ	last offered: 200503
ENG	555	English Romantic Writ	last offered: 200503
ENG	497	Feminist Literary Theo	last offered: 200603
ENG	597	Feminist Literary Theo	last offered: 200603
ENG	437	Mediev/Tudor Drama	last offered: 200401
ENG	537	Mediev/Tudor Drama	last offered: 200401
ENG	471	Modern British Lit	last offered: 200601
ENG	571	Modern British Lit	last offered: 200601
ENG	477	Modern Drama	last offered: 200602
ENG	577	Modern Drama	last offered: 200602
ENG	482	Studies in Mythology	last offered: 200603

### **Geological Sciences**

GEOL	432	Inverteb Paleontology	last offered: 200603
GEOL	532	Inverteb Paleontology	last offered: 200603

### **German**

GER	666	Genres of German Lit	last offered: 200601
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### **History**

HIST	329	Med Wrld Antiq to 1453	last offered: 200601
HIST	330	Mediter Wrld 1453-1700	last offered: NO BANNER RECORD FOUND!
HIST	342	German History: Topic	last offered: 200603
HIST	397	Modern Chinese History	last offered: 200603
HIST	415	Adv World Hist: Topic	last offered: 200603
HIST	416	African Wom Hst: Topic	last offered: 200602
HIST	417	Soc/Cul Mod Afr: Topic	last offered: 200503
HIST	439	Renaissance Eur: Topic	last offered: 200602
HIST	515	Adv World Hist: Topic	last offered: 200603
HIST	516	African Wom Hst: Topic	last offered: 200602
HIST	517	Soc/Cul Mod Afr: Topic	last offered: 200503
HIST	539	Renaissance Eur: Topic	last offered: 200602

### **Italian**

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ITAL	441	Mediev Ital Cul: Topic	last offered: 200602
ITAL	541	Mediev Ital Cul: Topic	last offered: 200602

#### **Journalism**

J	445	Advertising Research	last offered: 200601
J	545	Advertising Research	last offered: 200601

#### **Japanese**

JPN	472	Japanese Film & Lit	last offered: 200202
JPN	572	Japanese Film & Lit	last offered: 200202
JPN	655	2nd-Lang Acquis Jpn	last offered: 200601

#### **Law**

LAW	657	Iss Lesbian & Gay Men	last offered: 200606
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#### **Library**

LIB	453	Government Information	last offered: 200602
LIB	553	Government Information	last offered: 200602

#### **Management**

MGMT	671	Mgmt Theory & Research	last offered: 200603
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#### **Military Science**

MIL	151	Marauders	last offered: 200602
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#### **Overseas Study-Tokyo, Aoyama Gakuin Univ**

OAGU	288	OS: Tokyo, AGU	last offered: 200602
OAGU	388	OS: Tokyo, AGU	last offered: 200602
OAGU	488	OS: Tokyo, AGU	last offered: 200603

#### **Overseas Study-Perugia, Ital Univ for Foreign**

OPER	188	OS: Perugia	last offered: 199604
OPER	288	OS: Perugia	last offered: 199604
OPER	388	OS: Perugia	last offered: 199604
OPER	488	OS: Perugia	last offered: 199604
OPER	688	OS: Perugia	last offered: 199604

#### **Physical Education and Recreation**

PEAE	340	Cross Training I	last offered: 200601
PEAE	341	Cross-Training II	last offered: 200601
PEAQ	311	Swim Training I	last offered: 200602
PEAQ	312	Swim Training II	last offered: 200602

PEMA 301 Aikido Weapons last offered: 200602

### Philosophy

PHIL 440 Environ Phil: Topic last offered: 200601  
 PHIL 646 Phil of Arts: [Topic] last offered: NO BANNER RECORD FOUND!

### Physics

PHYS 355 Intro to Optics last offered: 200601  
 PHYS 524 Classical Optics last offered: 200601  
 PHYS 525 Modern Optics last offered: 200602

### Political Science

PS 421 Sci/Tech & Intl Rel last offered: 200601  
 PS 521 Sci/Tech & Intl Rel last offered: 200601

### Psychology

PSY 201H Honors Mind and Brain last offered: 200601  
 PSY 202H Honors Mind & Society last offered: 200602  
 PSY 470 Psychological Assessmt last offered: 200501  
 PSY 570 Psychological Assessmt last offered: 200501  
 PSY 614 Iss Biol & Cognition last offered: 200601  
 PSY 615 Iss Pers & Soc Found last offered: 200602  
 PSY 616 Iss Development last offered: 200603

### Russian

RUSS 306 Doing Business in Russ last offered: 200604  
 RUSS 350 Russian Cinema last offered: 200604

### Spanish

SPAN 361 Hispanic Cultur & Civ last offered: 200601  
 SPAN 481 19C Spanish Lit: Topic last offered: 200602  
 SPAN 581 19C Spanish Lit: Topic last offered: 200602

### Special Education

SPED 427 Classrm Assess Proced last offered: 200603  
 SPED 527 Classrm Assess Proced last offered: 200603  
 SPED 664 Multi-Meth Inquir Ed last offered: 200602

### School Psychology

SPSY 681 Instructional Consult last offered: 200603

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#### Theater Arts

TA	652	Theor Dramatic Product	last offered: 200401
TA	664	Hist Theater: Topic	last offered: 200502

## OTHER CURRICULAR MATTERS

### COLLEGE OF ARTS AND SCIENCES

Ethnic Studies, with endorsement of the CAS Curriculum Committee and approval of the Dean, has revised its major to include a reduction in required credits from 56 to 48, which more closely aligns with other majors in the college. Adjustments are primarily in lower-division credits; upper division credits remain the same. Effective date is Fall 2010.

The reversion by Asian Studies from a two-year second language requirement back to a three-year requirement has been approved by Dean Coltran on recommendation from the CAS Curriculum Committee. Effective Fall 2010.

A minor in Creative Writing, upon recommended for approval by the Undergraduate Council, has been approved by the provost. Effective Fall 2010.

By recommendation of the registrar and mutual agreement of the departments involved, control of all courses bearing the ARB subject code, including the 1<sup>st</sup> and 2<sup>nd</sup> year Arabic Language sequences [ARB 101,102,103; and ARB 201,202,203] and ARB 399 Special Studies [topics] will be moved from International Studies to the jurisdiction of Religious Studies effective Fall 2010.

## 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.

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

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

## STUDENT ENGAGEMENT INVENTORY

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

<p><b>Undergraduate Courses</b> 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> 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	Actual or estimated time a student would spend or be expected to spend engaged in online

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activities	activities directly related to the course, separate from online research required for projects or writing assignments
Performance, creative activities	Actual or estimated time a student would spend or be expected to spend outside of class hours engaged in preparing for required performance or creative activity

## SUSTAINABLE COURSE DESCRIPTIONS

The 2000–2001 academic year was the first year that the Committee on Courses systematically deleted from the university catalog courses that have not been taught for three years or more.

In several cases, departments had not offered a specialized course under a course number and title specified in the catalog. Yet similar courses had been taught regularly in the department in various formats, under experimental numbers (410, 510, 610), or under the general designations for special topics seminars, workshops, or practicums (the 406/407/408/409, 506/507/508/509, 606/607/608/609 series). With time, departments had discovered that a course description in the catalog was too specialized to apply to any of their courses as actually being taught.

Unfortunately, removal of an overly specialized course, although untaught, still might have consequences for departments. Often that course had been the sole representative in the catalog of subjects that are taught by a department and are part of the regular curriculum. Dropping that course could make it appear that a department offered no courses in that course's subject area.

The committee has noted another, companion problem. Over the years, the committee has observed that new courses tailored to the particular research interests and instructional style of an individual faculty member are likely to fall into disuse within a few years as the person's teaching assignments and interests change, or if the instructor becomes unavailable for teaching that particular course.

The Committee on Courses recommends that departments and programs develop more sustainable course descriptions. A sustainable course description would identify a subject area and general approach, but would not be so restrictive as to exclude different perspectives or specializations also representative of that subject area.

The committee also recommends that departments and programs be selective when proposing permanent course status for specialized courses that can only be taught by one particular instructor.

For example, a department with several experts qualified to teach ceramics, but having only one instructor who specializes in Ming porcelain *per se*, might currently have a specialized course titled Ming Dynasty Porcelains in the catalog. A more sustainable course title could be Chinese Porcelains or even Porcelains, depending upon the range of expertise available to teach the course. Another approach would use the topics course Ceramics, possibly repeatable as the exact subject material—and transcript title—changes.

Departments following these recommendations could then represent the full range of their curricular offerings and could maintain a sustainable list of courses in the catalog.

## CRITERIA FOR 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.

The content of the class, and the level of analysis, should be significantly deeper than for nonhonors classes.

Class size should be small enough to promote intensive student participation.

The faculty member(s) teaching the course should be available for close advising outside of class.

## UNDERGRADUATE GENERAL-EDUCATION REQUIREMENTS GROUP-REQUIREMENT POLICIES

*The following criterions 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.

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

“For all group-satisfying courses to be offered during a particular term, faculty or departments are asked to post electronically, in the Schedule of Classes, course descriptions that are substantially expanded over those provided in the catalog. The posted course

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information should be understandable to someone unfamiliar with the field and should emphasize the questions or issues that reveal, by their breadth and significance, why the course has earned Group status.” (US03/04-8, May 12, 2004)

## MULTICULTURAL-CATEGORY DEFINITIONS

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

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

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

## MULTICULTURAL REQUIREMENTS FOR STUDY ABROAD

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

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

Students must be enrolled full-time and maintain satisfactory academic progress throughout their academic programs abroad.

Approved study abroad programs must be a minimum of five weeks in length. If the program is between five and nine weeks in duration, it must have substantial cultural immersion, and meet at least two of the following three criteria:

Include a home stay or immersion living experience

Offer a language-intensive and/or culturally-immersive curriculum

Provide an internship, service learning, or integrated work or volunteer program

Programs of ten weeks or longer will automatically satisfy the *International Cultures* requirement

A student who participates in a program that does not fit any of the criteria above has the option to petition the Academic Requirements Committee under their usual guidelines.

## **SUGGESTIONS FOR REVISING DEFINITIONS OF UNDERGRADUATE MAJORS, MINORS, CERTIFICATES**

### **MAJOR**

#### **Definition**

Courses in designated primary subject areas or disciplines in which a student commits to gaining in-depth knowledge, skills, competence, and attitudes through a coherent pattern of courses. A footnote accompanies the major definition: Divisional major programs emphasize a general and integrated approach to learning, with the student's major program broadly inclusive of work in several of the discipline or subject areas within the specific division within which the student's degree program lies (i.e., humanities, social science, science). For instance, a divisional major program in the social sciences would call for the student to include within his or her major work from several of the disciplines or subject areas in the social sciences (such as sociology, political science, or economics). Because of the breadth of disciplines or subjects included in the major, the student has less opportunity to delve in depth into a single subject area such as sociology, political science, or economics, than they would be able to do were they in a "departmental major" program in a single one of these disciplines or subject areas.

#### **Minimal Requirements**

36 credits, of which a minimum of 24 must be upper division. Departments should consider setting minimum residency requirements.

### **MINOR**

#### **Definition**

Courses in a designated secondary subject area or discipline distinct from and usually outside the student's degree major in which knowledge is gained in a coherent pattern of courses.

#### **Minimal Requirements**

24 credits, of which a minimum of 12 must be upper division. Should be within a discipline that already has a preexisting major or is sponsored by a department.

### **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.