



UNIVERSITY OF OREGON

**Fall 2018
Final
Curriculum Report**

November 30, 2018

**Prepared by the
University of Oregon Committee on Courses**



FALL 2018
FINAL
CURRICULUM REPORT
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OVERVIEW

The body of this report consists of two major sections: **Course Proposals**, reviewed fall 2019, and **Other Curricular Matters**.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2019, unless a specific term is requested by an academic department and stated otherwise in this report.

All changes to course catalog listings are intended to be included in the curriculum report, and are routed through the UOCC to the Senate. The UOCC will consider new proposals each term of the academic year and will submit a quarterly report to the University Senate near the end of each term. Information and suggestions for preparing proposals, including policies and definitions governing group and multicultural general-education requirements, are 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

Winter 2019

December 28, 2018—First round fall submissions due to the UOCC; courses must be entered into CourseLeaf by this date to be reviewed during winter term

March 6, 2019—Preliminary report due to the Senate

March 13, 2019—Senate votes on report

MOTION

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

Respectfully submitted,

Voting

Colin Brand
Kristy Bryant-Berg
Christian Cherry
Tom Greenbowe
Roberta Mann

Jana Prikyl
Mike Urbancic
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Ron Bramhall
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Scott Skelton
Carolyn Vogt
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COURSE PROPOSALS

Unless indicated otherwise, courses may be taken either pass/no pass or for letter grades. *Pass/no pass 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*. *Sequence* after the description means the courses must be taken in numerical order.

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

BIOLOGY

REINSTATING COURSE(S)

BI 424/524 Advanced Molecular Genetics (4) Structure and function of chromosomes with emphasis on unsolved genetic problems such as genomic imprinting, position effects, and gene silencing. Lectures, discussions.

BI 486/586 Population Genetics (4) Analysis of the genetic mechanisms of evolutionary change. Study of artificial and natural selection, mutation, migration, population structure, and genetic drift. Lectures.

CINEMA STUDIES

NEW COURSE(S)

CINE 426 The Art of Directing: [Topic] (4) Explores different approaches to directing by investigating a filmmaker's use of narrative and aesthetic tools. Students work with actors, visualize stories, and build narratives through exercises based on particular directing techniques. Prereq: CINE 260M or ENG 260M; J 201; two from ENG 265, 266, 267; one from ARTD 256, CINE 270, J 208.

CINE 490/590 Directors and Genres: [Topic] (4) Aesthetic, historical, and theoretical analysis of films, video, and television. Repeatable twice for a maximum of 12 credits when the topic changes.

COMPUTER AND INFORMATION SCIENCE

NEW COURSE(S)

CIS 670 Data Science (4) Explores methods to study large and complex data sets, especially very large data sets. Introduces state-of-art data science methods focused on processing real-world data. Prereq: CIS 451/551

EXISTING COURSE(S)

CIS 401 Research: [Topic] (1–21) Repeatable. Prereq: CIS 313. *Effective winter 2019.*

CIS 403 Thesis (1–12) Repeatable. Prereq: CIS 313. *Effective winter 2019.*

CIS 405 Reading and Conference: [Topic] (1–12) Repeatable. Prereq: CIS 313. *Effective winter 2019.*

CIS 406 Field Studies: [Topic] (1–21) Repeatable. Prereq: CIS 313. *Effective winter 2019.*

CIS 407 Seminar: [Topic] (1–5) Repeatable when the topic changes. Opportunity to study in greater depth specific topics arising out of other courses. Prereq: CIS 313. *Effective winter 2019.*

CIS 408 Workshop: [Topic] (1–21) Repeatable. Prereq: CIS 313. *Effective winter 2019.*

CIS 409 Practicum: [Topic] (1–2) Students assists others who are enrolled in introductory programming courses. For each four hours of scheduled weekly consulting, a student is awarded 1 credit. Repeatable for a maximum of 4 credits. Prereq: CIS 313. *Effective winter 2019.*

ENVIRONMENTAL STUDIES

NEW COURSE(S)

ES 385 Critical Whiteness Studies [Topic] (4) Explores the social construction of race by investigating and historicizing “whiteness” as a racial category in the United States. Prereq: ES 101 or one 200-level ES course. Repeatable.

ES 623 Race, Gender, and Sexuality Studies: [Topic] (5) Examines the ways in which race, gender, and sexuality are intertwined in the production of racial, gender, and sexual violence since the inception of European colonialism in the Americas. Repeatable.

HIST 290 Historian’s Craft (4) Explores the diverse methods of modern historical interpretation. Trains students to work with original historical sources and become effective scholars of historical writing, preparing them for upper-division course work.

GERMAN AND SCANDINAVIAN

GER 300 Food and Identity in Germany (4) *Approved to temporarily satisfy Category I: Arts and Letters general-education group requirement.*

POLITICAL SCIENCE

NEW COURSE(S)

PS 391 Non-Western Political Theory (4) Examines political ideas from outside the Western tradition, comparing classical China and India with classical Greece, then turning to 19th- and 20th-century colonial experiences in China, India, and North Africa. *Approved to satisfy Category II: Social Science general-education group requirement. Approved to satisfy Category C: International Cultures multicultural requirement.*

RELIGIOUS STUDIES

NEW COURSE(S)

REL 417/517 New Religious Movements (4) Explores new religious movements, both ancient and modern, through a survey of biblically based new religions. How are these movements born? What determines whether they grow, thrive, and die?

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

ACCOUNTING

EXISTING COURSE(S)

(Change prerequisites)

ACTG 340 Accounting for Entrepreneurs (4) Sources and uses of cash in startup and small firms. Emphasis on cash generated by operations and used for operations and growth; secondary emphasis on external sources of cash. Prereq: MGMT 335 or business major. *Effective winter 2019.*

(Change prerequisites)

ACTG 350 Intermediate Accounting I (4) Concepts and principles of financial accounting, including US and international financial reporting standards; analysis of alternatives for income measurement and asset and liability valuation. Prereq: C- or better in ACTG 211, ACTG 213, BA 101, BA 240, EC 201, EC 202, MATH 241, MATH 243, WR 121; coreq: MATH 242 and WR 122 or WR 123.

(Add prerequisites)

ACTG 360 Cost Accounting (4) Development and communication of cost information to assist in planning, motivating managers, controlling costs, and evaluating performance. Prereq: C– or better in ACTG 211, ACTG 213, BA 101, BA 240, EC 201, EC 202, MATH 241, MATH 243, WR 121; coreq: MATH 242 and WR 122 or WR 123.

BUSINESS ADMINISTRATION

NEW COURSE(S)

BA 325 Business Law and Ethics (4) Legal and ethical environments of business, including US legal concepts, social and environmental impacts of business, and ethical decision-making. Prereq: BA 101, WR 121. *Effective winter 2019.*

DROPPED COURSE(S)

BE 325 Global, Legal, Social Environment of Business (4) Legal and ethical regulations of business organizations—including their human resource, finance, production, marketing, and environmental functions—in the United States and internationally. Prereq: Sophomore standing, BA 101, WR 121.

FINANCE

EXISTING COURSE(S)

(UOCC administrative action)

(Change prerequisites)

FIN 311 Economic Foundations of Competitive Analysis (4) Analysis of market competition and its relation to product cost and pricing decisions by the firm. Students may receive credit for only one of EC 311, FIN 311, or FIN 311H. Prereq: C- or better in BA 101, BA 240, EC 201, ACTG 211, ACTG 213, MATH 241. *Effective winter 2019.*

(UOCC administrative action)

(Change prerequisites)

FIN 316 Financial Management (4) Corporate financial planning, selection among alternative investment opportunities, analysis of risk, funds acquisition, and long-term financing. Students cannot receive credit for both FIN 316 and FIN 316H. Prereq: C- or better in BA 101, BA 240, EC 201, ACTG 211, ACTG 213, MATH 241.

MARKETING

EXISTING COURSE(S)

(UOCC administrative action)

(Change prerequisites)

MKTG 311 Marketing Management (4) Product, price, promotion, and distribution decisions in consumer and industrial markets. Market segmentation, product positioning for goods and services. Marketing strategy and management. Product life cycles. Students cannot receive credit for both MKTG 311 and MKTG 311H. Prereq: BA 240, BA 308.

OPERATIONS AND BUSINESS ANALYTICS

NEW COURSE(S)

OBA 311H Business Analytics I (4) Explores standard protocols for describing and modeling business information and processes; techniques for designing management information systems; criteria for analyzing firms' implementations of information technology. Students cannot receive credit for both OBA 311 and OBA 311H. Sophomore standing required. Open only to students in the Lundquist College honors program. Prereq: C– or better in BA 101, BA 240, EC 201, MATH 241, MATH 243, WR 121.

OBA 312H Business Analytics II (4) Computer-aided business applications of hypothesis testing, simple linear regression. Introduction to multiple regression and nonparametric techniques. Blocked and completely randomized one- and two-factor experimental designs. Students cannot receive credit for both OBA 312 and OBA 312H. Open only to students in the Lundquist College honors program. Prereq: C– or better in BA 101, BA 240, EC 201, WR 121, MATH 241, MATH 243.

COLLEGE OF DESIGN

HISTORY OF ART AND ARCHITECTURE

NEW COURSE(S)

ARH 100 Introduction to Visual Culture (4) Introduces a wide variety of methods for analyzing images and objects of visual culture, drawing on concepts and methods from art history, anthropology, archaeology, and media studies. *Request to satisfy Category I: Arts and Letters general-education group requirement.*

ARH 316 Gothic Architecture (4) Survey of Gothic architecture in Western Europe (c. 1140–1500), giving special consideration to the constructional and structural developments of the period; also considers social, religious, and economic practices. *Request to satisfy Category I: Arts and Letters general-education group requirement.*

ARH 320 Sports in Greek Art (4) Survey of the art, architecture, and urbanism that are associated with Greek sports. *Approved to satisfy Category C: International Cultures multicultural requirement.*

ARH 325 Islamic Art Architecture (4) Survey of visual culture from the Islamic world, beginning with its origins in the seventh century CE. *Request to satisfy Category I: Arts and Letters general-education group requirement. Request to satisfy Category C: International Cultures multicultural requirement.*

ARH 440/540 Museology (4) The history and theory of museums; through readings, written assignments, lectures, and classroom discussions, issues of museum ethics, the role of museums in society, and curatorial practice are investigated. Prereq: enrollment in the museum studies certificate program, the art history graduate program, the art history major, or the art history minor.

PRODUCT DESIGN

NEW COURSE(S)

PD 302 Introduction to Design Studio II (4) Integrate 2-D and 3-D communication and presentation skills to develop project-based design solutions. Prereq: PD 301.

PD 330 Introduction to Computer-Assisted Design (4) Introduction to computer-assisted design. Students learn virtual design and physical manufacturing relationships and techniques. Prereq: ART 115, ART 116, PD 223.

PLANNING, PUBLIC POLICY AND MANAGEMENT

NEW COURSE(S)

PPPM 483/583 Volunteer Resource Management (2) Overview of the role of volunteers in community organizations, serving as a comprehensive introduction to effective practices in volunteer resource management.

PPPM 488/588 Nonprofit Legal Issues (4) Legal issues in the administration of nonprofit organizations: formation and types, board of directors' duties, regulation, risk management, employee and volunteer law, lobbying, charitable solicitation, laws on discrimination and accommodation.

COLLEGE OF EDUCATION

COUNSELING PSYCHOLOGY AND HUMAN SERVICES

EXISTING COURSE(S)

(Change credits; change of content, student engagement)

CFT 612 Parenting Interventions (3) Examines evidence-based practices for parenting children and adolescents, including trauma-focused parenting strategies.

(UOCC administrative action)

CFT 626 Human Sexuality in Counseling (3)

(Title change)

CFT 626 Relational Sex Therapy (3) Increases understanding and clinical abilities for working with couples; special emphasis on the role of intimacy and sexual relationships.

(Change credits)

CFT 628 Addiction and Recovery (4) Increases the conceptual understanding and skills of family therapists working with contemporary issues; emphasis on addictions and addiction recovery.

(Change credits)

CFT 629 Intimate Partner 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.

EDUCATION

EXISTING COURSE(S)

(Change credits)

EDUC 612 Social Science Research Design (3) Overview of qualitative, quantitative, and single-subject research methods. Emphasis on introducing students to considerations, issues, and techniques of social science research design.

(Change credits)

EDUC 614 Educational Statistics (3) Foundations of statistical methods for research producers. Covers sampling methods, descriptive statistics, standard scores, distributions, estimation, statistical significance testing, T tests, correlation, Pearson's chi-square test, power, effect size. Prereq: EDUC 612.

(Change credits)

EDUC 620 Program Evaluation I (3) Focuses on small-scale evaluations, particularly in the field of education and human services. Students plan and design an evaluation. Prereq: EDUC 640.

(Change credits)

EDUC 621 Program Evaluation II (3) Implementation and completion of the evaluation design defined in Program Evaluation I. Prereq: EDUC 620.

(Change credits)

EDUC 640 Applied Statistical Design and Analysis (3) Factor analysis of variance, planned comparisons, post hoc tests, trend analysis, effect size and strength of association measures, repeated measures designs. Prereq: EDUC 614.

(Change credits)

EDUC 642 Multiple Regression in Educational Research (3) Application and use of multiple regression in educational research. Topics include bivariate regression, multiple regression with continuous and categorical independent variables. Prereq: EDUC 640.

(Change credits)

EDUC 644 Applied Multivariate Statistics (3) Advanced statistical techniques including covariance analyses, discriminant function analysis, multivariate analysis of variance, principal components analysis, exploratory factor analysis. Prereq: EDUC 640.

(Change credits)

EDUC 646 Advanced Research Design (3) Provides a deeper understanding of educational research with an emphasis on principles of research designs and their use in applied research. Offered alternate years. Prereq: EDUC 640.

EDUCATION STUDIES

NEW COURSE(S)

EDST 450/550 Equal Opportunity: Food and Schools (3) Focuses on food and nutrition in schools, and the implications for formal and informal educators. Prereq: EDST 420; coreq: EDST 458.

DROPPED COURSE(S)

EDST 611 The Scholarship of Teaching (4) Examines the recent emergence of a focus on teachers as reflective practitioners, inquirers, action researchers, and scholars of pedagogical understanding.

EDST 615 Technology and Education (4) Introduction to major contemporary issues affecting education in the digital age.

EDUCATIONAL METHODOLOGY, POLICY, AND LEADERSHIP

EXISTING COURSE(S)

(UOCC administrative action)

EDLD 609 Practicum: [Topic] (1–16) Repeatable. Topics include Administrator Licensure, International Higher Education, Superintendent.

(Drop outdated topics)

EDLD 609 Practicum: [Topic] (1–16) Repeatable. *Effective winter 2019.*

(UOCC administrative action)

EDLD 610 Experimental Course: [Topic] (1–5) Repeatable. Topics include Advanced Measurement and Assessment, Equity and Achievement, Foundations of Educational Research, Hierarchical Linear Modeling, Master's Research Writing.

(Drop outdated topics)

EDLD 610 Experimental Course: [Topic] (1–5) Repeatable.

(UOCC administrative action)

EDLD 684 Master's Project Proposal (1) Clarifying research topics and identifying data sources and interpretation for the master's project for initial administrator licensure under the guidance of faculty advisor.

(Change course description)

EDLD 684 Master's Project Proposal (1) Clarifying research topics and identifying data sources and interpretation for the master's project under the guidance of faculty advisor.

(UOCC administrative action)

EDLD 685 Master's Project (1–6) Culminating activity for students seeking initial administrator licensure master's degree. Working under the guidance of assigned faculty advisor to complete the master's project.

(Change course description)

EDLD 685 Master's Project (1–6) Culminating activity for students seeking a master's degree. Working under the guidance of assigned faculty advisor to complete the master's project.

DROPPED COURSE(S)

EDLD 422/522 Globalization and Education (4) Examines the implications of globalization on education and educational systems around the world.

EDLD 450 Data and Information Retrieval (1) Presents multimedia information search and organization procedures for use with public libraries, websites, and institutional and governmental clearinghouses.

EDLD 460/560 Measurement and Assessment (2) Covers foundational knowledge in measurement and assessment.

EDLD 530 Comparative Education (4) Graduate-level seminar focusing on major educational issues of concern to scholars in the field of comparative education.

EDLD 612 Reading Interventions (4) Focuses on providing research-based reading interventions to school-age struggling readers. Includes field experience tutoring a child at the Center on Teaching and Learning Reading Clinic on campus.

EDLD 613 Reading Research (4) Focuses on the empirical research that serves as the scientific basis for advancing reading pedagogy and practice.

EDLD 614 Literacy for Learning (4) Focuses on instructional strategies for designing and delivering effective literacy instruction and content area supports for intermediate and middle school students with diverse learning and/or linguistic abilities. Prereq: EDLD 612.

EDLD 618 Data-Based Decisions in Literacy (4) Examines data-based decision-making in the context of reading development and instruction from kindergarten through twelfth grade.

EDLD 620 Educational Leadership (4) Teaches leadership concepts through simulations and exercises. Covers group expectations, basic communication skills, participative decision-making, ethics, goal setting, power, and styles of influence.

EDLD 621 Equity and Achievement (3) Provides basics of data analysis and interpretations regarding achievement gaps, as well as applications of multiculturally competent practices in educational administrative settings. *Effective winter 2019.*

EDLD 622 Leading Change (4) Examines leadership through a systems-thinking lens. Students experience how adaptive leadership sustains change and why traditional operational change fails in education.

EDLD 630 Comparative Education (4) Survey of higher education in selected developing countries; comparison with American higher education; relation to economic development; major problems.

EDLD 641 Standards and Accountability Systems (4) Rationale for standards and accountability systems. Reviews national, state, and local systems and ways to improve these systems. Associated policy and implementation.

EDLD 646 Action Research (4) Designing and implementing quasi-experimental studies in classrooms; using outcomes to enhance educational programs and provide professional development for teachers.

EDLD 649 Professional Issues in Education III (1) Examines the relationship between scholarship, planned programs of study, preparation for comprehensive exams, master's project, and dissertation. Prereq: EDLD 648.

EDLD 657 Information Technology for Curriculum Design (4) Addresses integration of classroom educational technology. Participants explore and evaluate best practices on how, when, and why technology might be introduced into education.

EDLD 665 Measurement Assessment: Literacy (2) Covers applied knowledge in measurement and assessment with emphasis on use of reading, writing, and language assessments for instructional and intervention purposes.

EDLD 681 Advanced Program Evaluation (4) Comprehensive survey of formative and summative evaluations of educational programs at schools and colleges. *Effective winter 2019.*

EDLD 691 Research Writing I (1) First in a course sequence providing students in the doctor of education degree (DEd) program with a structured, guided opportunity to complete dissertation proposals.

EDLD 693 Research Writing III (2) Third in a course sequence providing students in the doctor of education degree (DEd) program with a structured, guided opportunity to complete dissertation proposals. Prereq: EDLD 692.

SPECIAL EDUCATION AND CLINICAL SCIENCES

NEW COURSE(S)

CDS 627 Fluency Disorders (2) Provides students with a foundation in the diagnosis and treatment of fluency disorders across the lifespan, with an emphasis on developmental stuttering.

DROPPED COURSE(S)

CDS 626 Professional Practices in the Schools (1) Helps students critically assess and integrate their fieldwork and course work in the broader context of the school experience.

SCHOOL OF JOURNALISM AND COMMUNICATION

No proposals submitted.

SCHOOL OF LAW

LAW

NEW COURSE(S)

LAW 745 Race, Gender, and Bias Law (3) Surveys areas in which the law deals with intergroup relations and biases related to race, gender, and other social categories common to them (racial profiling, affirmative action, employment discrimination).

LAW 749 Immigration Law and Policy (3) Covers statutory, constitutional, and administrative law and policy issues relating to foreign nationals and their relationship with the United States government.

LAW 761 Law Journals: [Topic] (1–3) Students work on producing a law review journal, developing project management skills and the ability to work as a team.

LAW 766 Domestic Violence Civil Clinic (3) Students provide necessary legal services to survivors of domestic violence, with an emphasis on family law, client empowerment, and holistic representation.

LAW 767 Advanced Domestic Violence Civil Clinic (2) Students provide necessary legal services to survivors of domestic violence, with an emphasis on family law, client empowerment, and holistic representation. Prereq: LAW 766.

LAW 768 Domestic Violence Protective Order (3) Provides law students with the opportunity to learn how to effectively serve survivors of domestic violence in protective-order litigation through mock exercises and real-world client representation.

LAW 769 Advanced Domestic Violence Protective Order (2) Provides law students who have completed the basic clinic with additional opportunities to represent survivors of domestic violence in more complex protective-order proceedings. Prereq: LAW 768.

SCHOOL OF MUSIC AND DANCE

MUSIC

NEW COURSE(S)

MUE 649 History of American Music Education (3) A comprehensive overview of philosophical and historical foundations in music education from antiquity to the present day. It involves not only the study of music education from these perspectives, but general education and policy as well. Prereq: graduate standing. *Effective winter 2019.*

DROPPED COURSE(S)

MUE 638 Curricular Strategies in Music Education (3) Procedures for developing music courses for today's schools; determination of goals, content, instructional materials, and evaluative criteria; exploration of significant curriculum development projects in music education.

PHYSICAL EDUCATION AND RECREATION

No courses submitted.

UNDERGRADUATE STUDIES

No courses submitted.

DENIED PROPOSALS

No courses denied.

PENDING PROPOSALS

Charles H. Lundquist College of Business

OBA 335H Operations Management (4) Concepts and applications of operations management. Use of information technology in operations. Topics include forecasting, quality, supply chain management, information systems in operations management, and planning and scheduling. Students cannot receive credit for both OBA 335 and OBA 335H. Prereq: Open only to students in the LCB honors program. Sophomore standing, C– or better in BA 101, BA 240, EC 201, WR 121, MATH 241, and MATH 243. Note: remove OBA 330 or OBA 335H pre/co-requisite requirement for OBA 335.

College of Arts and Sciences

FLR 150 Folklore and Sports (4) Explores the interrelationship of sports, culture, history, society, and politics, analyzing the intersection of folklore and sports in human history and particularly as part of American culture. *Request to satisfy Category I: Arts and Letters general-education group requirement.*

HIST 255 Pacific Islands, Oceans, and Peoples (4) Explores the history of peoples, islands, and oceans from New Zealand to Hawai'i to Alaska, and many places in between. Covering the past 500 years, it draws together human and natural history. *Request to satisfy Category II: Social Science general-education group requirement. Request to satisfy Category C: International Cultures multicultural requirement.*

HIST 324 Ancient Africa (4) Survey of African history from prehistory through the rise of Islam, focusing on sociocultural innovation, state formation, trade, and religion in regional contexts, as well as the content and nature of sources for that history. *Request to satisfy Category II: Social Science general-education group requirement. Request to satisfy Category C: International Cultures multicultural requirement.*

HPHY 212 Scientific Investigation (4) Explores the process of conducting and communicating scientific research, and how data and statistics help us build and understand scientific knowledge.

INTL 331 Global Leadership through Intercultural Learning (2) The purpose of this online course is to academically support students who study abroad or do international internships in order to engage critically with the cultural differences they will encounter, through experiential learning enhanced by reading, writing and discussion assignments, along with field-based assignments.

PS 109 Politics, Science, and the Body (4) An interdisciplinary examination of the scientific and biological explanations of poverty and social inequality in the United States, historically and in the present day. *Previously Approved to satisfy Category II: Social Science general-education group requirement. Previously approved to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

PS 319 The Politics of the Body (4) This course examines the politics of the body in the US. It will focus on scientific and biological definitions of identity and how that affects policies. *Request to satisfy Category II: Social Science general-education group requirement. Request to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*
(adding online course)

SOC 311 Research Methods (4) The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative sociological studies from the standpoint of methodology. Prereq: SOC 204 or SOC 207.

WGS 261 Gender and Popular Culture (4) Drawing on contemporary popular culture texts, including films, music, and TV shows, introduces students to feminist perspectives on pop culture representations, production, and reception. Engages with pop culture as a meaningful site for the construction of gender in intersection with sexuality, race, nation, and bodies. *Request to satisfy Category I: Arts and Letters general-education group requirement. Request to satisfy Category B: Identity, Pluralism, and Tolerance multicultural requirement.*

College of Education

CDS 631 Speech-Language Pathology and Diversity (1–3) Repeatable. Topics include Multicultural Issues in Communication Disorders and Sciences, Dysphagia, Professional Ethics.

College of Design

AAAP 437/537 Building Pathology: Masonry (4) This course explores the history and maintenance of masonry materials in building construction, including how they are manufactured and processed, how they have been used structurally and ornamentally, and how to properly preserve them.

AAAP 438/538 Building Pathology: Wood (4) Examines scientific fundamentals of material wood properties in building construction and the application of that knowledge to preservation of wood in historic buildings.

PD 101 Introduction to Product Design (4) This course is an introduction to the Product Design profession and its cultural relevance. Lectures, reading and projects convey theory (critical thinking), designers (history), design methods (CAD, drawing, building), and storytelling (documentation / presentation) to give a foundation in product innovation, creation, and portfolio generation. *Request to satisfy Category I: Arts and Letters general-education group requirement.*

PPPM 495/595 Advanced Urban GIS (4) Acquiring advanced skills of using Geographic Information Systems (GIS) for community mapping and spatial analysis. Prereq: PPPM 434/534 Other intro GIS class Instructor's approval

PPPM 646 Growth Management (4) Examines motivations for managing growth. Surveys regulatory and incentive-based approaches to growth management at the state, regional, and local level.

PPPM 681 Nonprofit Financial Management (4) Fundamentals of managing nonprofit revenues and expenses, budgeting, fund stewardship, endowment investment and payout, event and service pricing, capital project decision making, and internal control procedures.

WITHDRAWN PROPOSALS

MGMT 321 Managing Organizations (4) Roles of managers in planning, organizing, leading, and controlling organizations in a competitive global environment. Students cannot receive credit for both MGMT 321 and MGMT 321H. Prereq: BA 308, MATH 241

CFT 609 Practicing Microcounseling Skills: [Topic] (2-3) This class is designed to provide students with an overview of beginning micro-counseling/helping skills that are needed/useful across clinical service professionals, including the components of cultural competency and the basic listening sequence (attending behavior).

EDLD 686 Coaching Writing I (1) The primary purpose of this course is to prepare the measurement systems used in dissertations.

EDLD 687 Coaching Writing II (1) The primary purpose of this course is to refine the methods section and draft the findings and conclusions section of the dissertation.

EDLD 688 Coaching Research I (1) The primary purpose of this course is to prepare the measurement systems used in dissertations.

EDLD 689 Coaching Research II (1) The primary purpose of this course is to prepare the analyses used in dissertations.

EDUC 613 Philosophy of Research: Exploring Foundational Questions (4) This course examines the philosophical assumptions that underlie various research methodologies in the human and social sciences.

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 to ensure that required courses are readily available to current students.

Courses may be reinstated within a period of three years, conditional upon the following: (1) there has been no change made to the course, (2) the department provides the term the course will be taught, (3) the department provides the name of the faculty member who will be responsible for teaching, and (4) the department provides a course syllabus with information regarding undergraduate graduate differential for demonstrating mastery if the course is numbered 4XX/5XX.

OTHER CURRICULAR MATTERS

College of Arts and Sciences

- The dean of the College of Arts and Sciences, with endorsement by the undergraduate council chair and the associate vice provost for academic excellence, has approved minor changes to the **degree requirements for both concentrations in the bachelor of arts in Spanish**. Course options are added for several categories of the requirements. *Effective fall 2018*.
- The dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence, has approved the **bachelor of science as a degree option for the German major**. *Effective fall 2019*.
- The dean of the College of Arts and Sciences, with endorsement by the undergraduate council chair and the associate vice provost for academic excellence, has approved minor changes to the **degree requirements for the bachelor of arts and bachelor of science in computer and information science (CIS) and mathematics and computer science (MACS)**. Changes are as follows (*effective fall 2019*):
 - A maximum of 4 upper-division elective credits for any CIS 400-level course will count toward CIS major upper-division elective requirements
 - CIS 399, 407, and 410 courses must have different topic subtitles to count for CIS upper-division elective requirements
- The dean of the College of Arts and Sciences, with endorsement by the undergraduate council chair and the associate vice provost for academic excellence, has approved minor changes to the **degree requirements for the bachelor of arts and bachelor of science in computer and information science (CIS)**. Students will be required to take PSY 201 and any two courses from PSY 301, 304, 305, and 348. *Effective fall 2019*.
- The dean of the College of Arts and Sciences, with endorsement by the Graduate School, the Graduate Council, and the associate vice provost for academic excellence, has approved minor changes to the **graduate certificate in women's and gender studies**: WGS 615 Contemporary Feminist Theories is added as a required course. Elective credits are reduced as a result and the total credits of 24 is unchanged. *Effective fall 2019*.

School of Journalism and Communication

- The dean of the School of Journalism and Communication, with endorsement by the Graduate School, the Graduate Council, and the associate vice provost for academic excellence, has approved minor **changes to the requirements of the master of arts and master of science in strategic communication**: J 626 Introduction to Marketing will be replaced by J 610 (a permanent number will be proposed in academic year 2018–19), a communications ethics course. *Effective fall 2019*.

College of Design

- The dean of the College of Design, with approval by the graduate council, has approved a **new graduate certificate in arts management**. *Effective fall 2019*.

- The dean of the College of Design, with approval by the graduate council, has approved **changes to the requirements for the museum studies graduate certificate**. Changes are summarized below (*effective fall 2019*):
 - Reduction of total credits from 28 to 24
 - Revision of core requirements
 - Reduction of total internship hours from 200 to 120, and the addition of DSGN 604 Internship as a requirement
 - Increase in the number of elective credits, and the addition of topics and practice and methods courses
- The dean of the College of Design, with approval by the graduate school, has approved **discontinuing the Oregon leadership in sustainability graduate certificate**. *Effective fall 2019*.

Charles H. Lundquist College of Business

- The dean of the Lundquist College of Business, with approval by the Graduate School, the Graduate Council, and the University Senate, has approved **an online delivery option for the master of science in sports product management**. *Effective winter 2019*.

School of Law

- The dean of the School of Law, with endorsement by the Graduate School, the Graduate Council, and the associate vice provost for academic excellence, has approved **changes to the requirements for the doctor of jurisprudence**. Students will be required to complete at least one elective course that includes content relating to legal history, structural inequality, discrimination, cultural context, or cultural competency, and a professional planning requirement—a non-credit-bearing mandatory program consisting of 10 scheduled courses and several assignments in the first year of law. *Effective fall 2018*.

School of Music and Dance

- The dean of the School of Music and Dance has approved the following program overlap restrictions:
 - *Effective fall 2018, it will not be possible for students to pursue the following music programs concurrently:*
 - *Music minor with any other major or minor program in music*
 - *Music technology major with music technology minor*
 - *Music technology major with audio production minor*
 - *Music major (general music concentration) with any bachelor of music (BMus) or bachelor of music in music education (BMME) degree*
 - The dean of the School of Music and Dance, with endorsement by the undergraduate council chair, the associate vice provost for academic excellence, and the vice provost and dean for undergraduate studies, has approved minor **changes to the bachelor of science in music (music technology concentration)**: CIS 115 is no longer required. *Effective fall 2019*.
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Academic Policies and Requirements

1. Core Education Learning Goals

On May 9, 2018, the University Senate approved, in Motion US17/18-17 (<http://senate.uoregon.edu/entry/?Motions=US17/18-17>), the following learning outcomes and criteria, titled “Methods of Inquiry,” for core education (previously “general education”):

Critical Thinking

Students will develop the skills and habits of mind necessary for the comprehensive exploration of issues, ideas, artifacts, and events in the evaluation and formulation of opinions and conclusions. Critical thinking requires students to question critically, think logically, and reason effectively in the context of discipline-specific methodologies.

1. Explanation of issues, assumptions, or hypotheses.
2. Using relevant and credible evidence, information, or hypotheses to describe, investigate or analyze a situation, or draw a conclusion.
3. Facility with methods of reasoning appropriate to the discipline (such as inductive, deductive, scientific, or esthetic reasoning, or statistical inference).
4. Modeling: capturing the essentials of a situation in language or symbolism suitable for deriving conclusions about it.
5. Influence of context and assumptions.
6. Logical conclusions and related outcomes (implications and consequences).

Creative Thinking

Students will develop the capacity to combine or synthesize existing ideas, images, or expertise in original ways, and work in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

1. Acquiring competencies: acquiring strategies and skills within a particular domain.
2. Taking risks: going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.
3. Solving problems.
4. Innovative thinking: connecting, synthesizing or transforming ideas in discipline-specific ways.

Written Communication

Through iterative experiences across the curriculum, students will develop the capacity to develop and express ideas in writing, to work in different genres and styles, work with different writing technologies, and mix texts, data, and images to effectively communicate to different audiences.

1. Context of and purpose for writing: considerations of audience, purpose, and the circumstances surrounding the writing task(s).
2. Content development.
3. Genre and disciplinary conventions: formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.
4. Sources and evidence.
5. Control of syntax and mechanics.

Ethical Reflection

Students will develop the capacity to identify, examine, and critically revise ethical positions, map them onto larger ethical ideas (theoretical traditions, moral frameworks, prevailing social frameworks), and reflect on how decisions and actions (including, sometimes, inaction) shape our relations to others and self. Students will develop the capacity to articulate the ends sought in a range of endeavors in personal, social, and professional contexts. Students will also develop concepts, practices, and other tools appropriate to valuing those ends in relation to their means of attainment and their impact on self and others.

1. Awareness of one's own values and capacities for self-questioning.
2. Language and tools to examine ethical issues, including discipline-specific frameworks.
3. Recognition of the presence of ethical issues, especially where typically neglected.
4. Awareness of the impact of our decisions and actions (both personally and as members of groups).
5. Application of ethical inquiry to subject-specific issues.

2. Replacement for Multicultural Requirement

On May 9, 2018, the University Senate approved, in Motion US17/18-18 (<http://senate.uoregon.edu/entry/?Motions=US17/18-18>), a new requirement that undergraduate students will take one course in each of two new categories: *United States: Difference, Inequality, Agency* and *Global Perspectives*. These two courses will replace the UO's current multicultural requirement.

The University Senate also approved criteria for approving courses in each of the new categories. Courses in the *United States: Difference, Inequality, Agency* category will develop students' analytical and reflective capacities to help them understand and ethically respond to the ongoing cultural, economic, political, and social power imbalances that have shaped and continue to shape the United States. In addition, this study may also include the relationship of the United States to other regions of the world. Each course will include scholarship, cultural production, perspectives, and voices from members of communities historically marginalized by these legacies of inequality.

Each course will undertake one or more of the following:

1. Teach respectful listening and tools for ethical dialogue to expand students' abilities to practice civil conversation and engage in discussions of deeply felt or controversial issues.
2. Facilitate student reflection on their own multiple social identifications and how those identifications are formed and located in relation to power.

Each course will address the following:

1. Intersecting aspects of identity, such as race, gender, sexuality, socioeconomic status, indigenous group status, national origin, religion, or ability.
2. The uses of power to classify, rank, and marginalize on the basis of these aspects of identity, as well as considerations of agency on the part of marginalized groups.
3. Historical structures, contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

Courses in the *Global Perspectives* category will foster student encounters with and critical reflection on cultures, identities, and ways of being in global contexts. Each course will include substantial scholarship, cultural production, a variety of perspectives, and proximity to voices from members of communities under study, as sources permit.

Each course will undertake one or more of the following:

1. Teach respectful listening and civil conversation as critical tools for involving students in topics that are controversial today.
2. Provide critical vocabulary and concepts allowing students to engage in and discuss topics with which students may be unfamiliar.

Each course will include one or more of the following:

1. Texts, literature, artworks, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond a US context.
2. Power relations involving different nations, peoples, and identity groups or world regions.
3. Consideration of hierarchy, marginality, or discrimination based on race, ethnicity, gender, religion, sexual orientation, nationality, or ability (or combinations of these).

Note: Approved study-abroad programs also fulfill the *Global Perspectives* requirement.

APPENDICES

<https://blogs.uoregon.edu/uocc/appendices/>