



UNIVERSITY OF OREGON

**WINTER 2021  
Final  
Curriculum Report**

**March 10, 2021**

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



WINTER 2021
FINAL
CURRICULUM REPORT
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# WINTER 2021 FINAL CURRICULUM REPORT

## March 10, 2021

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### OVERVIEW

The body of this report consists of two major sections: **Course Proposals**, reviewed winter 2021, and **Other Curricular Matters**.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2021, 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.

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### LOOKING AHEAD

Spring 2021

March 22—First round fall submissions due to the UOCC; courses must be entered into CourseLeaf by this date to be reviewed during winter term

May 26—Preliminary report due to the Senate

June 2—Senate votes on report

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## 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**

Christian Cherry  
Samantha Hopkins  
Roberta Mann  
Matthew Norton  
Matthias Vogel

Frances White, chair  
Michal Young

**Ex officio**

Ron Bramhall  
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Bil Morrill  
Stephen Hallmark  
Carolyn Vogt

## 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

#### CHEMISTRY

##### NEW COURSES(S)

**CH 695: External Graduate Internship (1-10)** Student will complete internships in industry, a national laboratory, or other research setting to provide opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional environment. Repeatable twice for a maximum of 30 credits.

#### COMPUTER AND INFORMATION SCIENCE

##### NEW COURSES(S)

**CIS 102: Fundamentals of Computer and Information Security (4)** This course introduces fundamental concepts, terminologies, principles, methods, and scenarios of computer and information security. *Request to satisfy Category III-Science general-education group requirement.*

**CIS 333: Applied Cryptography (4)** This course provides a systematic study of cryptography and its application. It covers cryptographic algorithms, including symmetric-key cryptography, public-key cryptography, cryptanalysis, cryptographic hash functions, and their usage toward message authentication codes, digital signatures, key management and distribution, and user authentication protocols. Prereq: CIS 212

**CIS 434: Distributed Systems and Network Security (4)** This course covers security threats and solutions for distributed systems and networks, particularly the Internet, the Internet of Things, and distributed systems based on them. CIS 434 prerequisite: CIS 432, 433, or instructor approval. CIS 534 prerequisite: CIS 532, 533, or instructor approval.

**CIS 436: Secure Software Development (4)** This course establishes a foundation for applying security principles to the lifecycle of software development in order to minimize software vulnerabilities and counter cyber threats. Prereq: CIS 333 Applied Cryptography CIS 330 C/C++ and Unix CIS 322 Introduction to Software Engineering

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## GLOBAL STUDIES

### NEW COURSES(S)

**GLBL 102: Foundations for Intercultural Competence (4)** This course teaches practical skills and analytic frameworks that support safe, respectful, enlightening experiences of intercultural engagement. *Request to satisfy Category II-Social Science core-education area requirement. Request to satisfy Global Perspectives Cultural Literacy requirement.*

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## ETHNIC STUDIES

### NEW COURSES(S)

**ES 321: Indigenous Peoples of Oregon (4)** This course examines the history, culture, social and political issues of the Indigenous peoples of Oregon through oral traditions, primary sources, and secondary sources, focused on the major themes of sovereignty, traditional knowledge, and decolonization. *Request to satisfy Category II-Social Science core-education group requirement. Request to satisfy US: Difference, Inequality and Agency Literacy requirement.*

**ES 464/564: Relational Studies of Indigeneity, Race, and Culture [Topic] (4)** Seminar centers relation between Indigenous peoples and peoples of color instead of focusing on white/non-white line. Called comparative or relational studies, the approach yields unique insights into how race and settler-colonialism work in the United States and beyond. *Request to satisfy US: Difference, Inequality and Agency Literacy requirement.*

**ES 466/566 : Native American Ethnohistory (4)** In this seminar, we read, evaluate, analyze, and critique major texts in Native American ethnohistory (a combination of anthropological and historical methods) with a focus on perspectives and concerns of contemporary Indigenous peoples. *Request to satisfy US: Difference, Inequality and Agency Literacy requirement.*

**ES 468/568: Indigenous Research Methods and Ethics (4)** This course addresses methodological and ethical issues related to conducting research about and with Indigenous peoples. The course introduces students to the principles of Indigenous research, including practices, collaboration, ethics, and Indigenous approaches to the construction of knowledge. *Request to satisfy US: Difference, Inequality and Agency Literacy requirement.*

**ES 470/570: Native American and Indigenous Feminisms (4)** This class will acquaint students with critical issues in Native American and Indigenous feminisms. We will review past and present struggles, including gendered violence, cultural systems of gender and sexuality, successes and failures in efforts towards alliance, life stories, film, and literature, in comparative perspective. *Request to satisfy US: Difference, Inequality and Agency Literacy requirement.*

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## LINGUISTICS

### NEW COURSES(S)

**LING 144: Learning How To Learn Languages (4)** The course will focus on how to learn languages, empowering students to become more self-directed and effective learners. Topics will include psycholinguistics, sociolinguistics, diversity in linguistic structures and learning situations (heritage vs. second languages), plus cognitive and metacognitive strategies for learning languages and in general. *Request to satisfy Category II-Social Science core-education group requirement.*

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## PHILOSOPHY

### NEW COURSES(S)

**PHIL 223: Data Ethics (4)** This course explores central ethical challenges in data science and related fields of computational analysis. Offers both an overview of the major theoretical commitments of data ethics as well as engagement with applied contexts such as computer engineering, behavioral sciences, marketing, and surveillance. *Request to satisfy Category II-Social Science general-education group requirement.*

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## POLITICAL SCIENCE

### EXISTING COURSE(S)

PS 304: Democracy, Dictators, and Development (4)  
(Delivery change, requesting GP)

**PS 304: Democracy, Dictators, and Development (4)** Examines key questions in political science like why some countries are rich while others are poor, why some countries are democratic and others are authoritarian, how these different political systems work, and which are best equipped to address ethno-nationalist conflict and economic development. *Request to satisfy Category II-Social Science general-education group requirement.* Core Ed not approved at this time. Summer review will be required.

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## ROMANCE LANGUAGES

### EXISTING COURSE(S)

SPAN 150: Cultures of the Spanish-Speaking World (4)  
(Title, catalog description change)

**SPAN 150: Hispanic and Latinx Cultures (4)** This course provides students with an overview of the cultures of the Hispanic/Latinx world (Spain, Latin America, US) *Request to satisfy Category I-Arts and Letters general-education group requirement.* Core Ed not approved at this time. Summer review will be required.

## ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

## PROFESSIONAL SCHOOLS AND COLLEGES

### CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

#### ACCOUNTING

##### NEW COURSES(S)

**ACTG 480/580: Accounting Data Analytics I (4)** Focuses on the increased use of data analytics within the accounting profession, including an understanding of data analytic thinking, terminology and application. Prereq: ACTG 350

#### MARKETING

##### NEW COURSES(S)

**MKTG 395 : Marketing Analytics (4)** Covers three pillars of analytics—descriptive, predictive, prescriptive—within the marketing context. Linear and logistic regression, clustering, customer choice, conjoint, natural language processing, and machine learning methods to drive marketing decisions. Prereq: MKTG 311 or BA 317

**OBA 455: Data Driven Predictive Modeling (4)** Introduction to basics of programming in R and fundamentals of Predictive Analytics. Prereq: OBA 312 or MATH 345M

##### EXISTING COURSE(S)

**MKTG 445: Entrepreneurial Marketing (4)**  
(Prereq, grading option change)

**MKTG 445: Entrepreneurial Marketing (4)** Techniques for analyzing and developing new markets. Pricing, communicating, and distributing new products or services with limited resources. Developing marketing plans for new ventures. Prereq: MGMT 335 and MKTG 311 or BA 317.

## COLLEGE OF DESIGN

### ART HISTORY

#### NEW COURSES(S)

**ARH 321: Ancient Jewish Art (4)** A survey of Jewish art and architecture throughout the ancient Mediterranean (e.g., Aegina, Beth Alpha, Corinth, Dura Europos, Jerusalem, Masada, Ostia, Rome, Sardis, Sepphoris, Qumran) *Request to satisfy Category I-Arts and Letters core-education group requirement.*

### PLANNING, PUBLIC POLICY, MANAGEMENT

#### EXISTING COURSE(S)

PPPM 412: Internship and Professional Development (1)  
(Catalog description, credit increase, enrollment restriction change)

**PPPM 412: Internship Prof Development (2)** Introduction to department's internship program and career development. Overview of professionalism and effective communication, resume and cover letter writing, and interviewing and networking skills.

### SPORTS PRODUCT DESIGN

#### NEW COURSES(S)

**SPD 503: Thesis: [Topic] (1-6)** SPD Thesis Repeatable.

**SPD 602: Supervised Teaching: [Topic] (1-6)** Supervised teaching. Repeatable.

## COLLEGE OF EDUCATION

### COUNSELING PSYCHOLOGY

#### NEW COURSES(S)

**CPSY 626: Psychological Services for Latinos (3)** Provide graduate students with content specific to carrying out human services work and research with those who are Latino and/or Spanish-speaking.

#### EXISTING COURSE(S)

CPSY 615: Counseling Diverse Populations (4)  
(Credit, delivery mode, enrollment restriction change)

**CPSY 615: Counseling Diverse Populations (3)** Influence of gender, race, ethnicity, and other factors related



to diverse populations on the identity-formation process in contemporary society. Applications to counseling psychology.

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## EDUCATION LEADERSHIP

### NEW COURSES(S)

**EDLD 640: Educational Data Science Capstone Project (4)** The final course of the Educational Data Science specialization, this course is an applied capstone where students tackle an applied data problem. Prereq: EDLD 651, 652, 653, and 654

### EXISTING COURSE(S)

EDLD 631: Education Policy for Multilingual Students (3)  
(Title, credit, catalog description change)

**EDLD 631: Education Policy for Multilingual Students (3)** Historical and current approaches to meeting the needs of English learners in the US. The focus is on federal, state, and local policies that support English learners' acquisition of English, as well as research on effective programs and practices to ensure educational equity and opportunity.

EDLD 684: Master's Project Proposal (1)  
(Title, credit, catalog description, grading option, enrollment restriction change)

**EDLD 684: Master's Seminar in Educational Policy and Leadership (3)** Required course for the Master of Science in Education Policy and Leadership (MS-EPL) to introduce students into the program, build community within the cohort, develop a shared sense of purpose and direction in the program, and learn foundational core concepts of education policy and leadership.

EDLD 685: Master's Project (1-6)  
(Title, credit, catalog description, grading option, enrollment restriction change)

**EDLD 685: Educational Policy and Leadership Master's Capstone (3)** The purpose of this course is to scaffold students through the development and completion of their Educational Policy and Leadership master's capstone project. The capstone project is a discrete empirical examination of a problem of practice. The course also covers career planning and presentation skills.

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## EDUCATION STUDIES

### EXISTING COURSE(S)

EDST 225 : School and Representation in Film (4)  
(Title change)

**EDST 225 : School and Representation in Media (4)** Examines popular culture's influence on schools and teachers along with the various mediating factors such as race, ethnicity, social class, gender, sexuality, religion, and nationality. *Request to satisfy US: Difference, Inequality and Agency Cultural Literacy requirement.*

EDST 331: Autobiography of Schooling (4)  
(Catalog description, Prereq, enrollment restriction change)

**EDST 331: Autobiography of Schooling (4)** Through critical autobiographies, case studies, readings and

application activities, students examine and reflect on life in classrooms. Prereq: EDST 111 Education and Social Change EDST 211 Childhood Studies

EDST 342: Curriculum Studies I (4)

(Catalog description, Prereq, enrollment restriction change)

**EDST 342: Curriculum Studies I (4)** Examines basic assumptions underlying curriculum in specific subject areas. Prereq: EDST 333 Learning, Teaching, Assessment II

EDST 420: Living in a Stratified Society (4)

(Catalog description, Prereq, enrollment restriction change)

**EDST 420: Living in a Stratified Society (4)** Examines the stratification of wealth, status, and opportunity for advancement in our society. Prereq: EDST 111, EDST 225

EDST 450: Equal Opportunity: Food and School (3)

(Title, Grad level, credit change)

**EDST 450/550: Food and Schools (4)** This course focuses on a topic that has typically been omitted from education courses and programs: food. Through this course, we will be thinking about the ways that food intersects with schools, and the implications of this for formal and informal educators. Prereq: Prerequisite: EDST 420

EDST 452: Equal Opportunity: Poverty (3)

(Title, Grad level, credit, prereq change)

**EDST 452/552: Poverty and Education (4)** Examines the way poverty structures and mediates educational experiences and influences the educational achievement of students. Prereq: EDST 420 Living in a Stratified Society (4 credits)

EDST 453: Equal Opportunity: Racism (3)

(Title, Grad level, credit, catalog description, prereq change)

**EDST 453/553: Racism and Education (4)** Examines multiple ways institutionalized racism structures and mediates educational experience and multiple visions of anti-racist teaching. Prereq: EDST 420

EDST 454: Equal Opportunity: Patriarchy (3)

(Title, Grad level, credit, prereq change)

**EDST 454/545: Patriarchy and Education (4)** Examines the way gender affects educational experiences and influences the educational achievement of students. Prereq: EDST 420

EDST 455: Equal Opportunity: Homophobia (3)

(Title, Grad level, credit, prereq change)

**EDST 455/555: Heteronormativity and Education (4)** Examines the way sexuality and sexual identity influence the educational experiences of students. Prereq: EDST 420 Living in a Stratified Society (4 credits)

EDST 456: Equal Opportunity: Decolonization (3)

(Title, Grad level, credit, prereq change)

**EDST 456/556: Decolonization and Education (4)** Examines educational institutions and their continuing part in larger social processes of colonization and cultural genocide. Prereq: EDST 420

EDST 457: Equal Opportunity: Diaspora and Immigration (3)

(Title, Grad level, credit, prereq change)

**EDST 457/557: Immigration, Diaspora, and Education (4)** Examines the way educational institutions have responded to human migration generally and to immigrant students specifically. Prereq: EDST 420

EDST 463: Foundations of Literacy (4)  
(Prereq change, enrollment restriction change)

**EDST 463: Foundations of Literacy (4)** Introduction to the various theoretical dimensions of reading and writing that form the foundation for understanding and teaching the complex texts children encounter today. Prereq: EDST 333

EDST 464: Multicultural Literacy (4)  
(Prereq, enrollment restriction change)

**EDST 464: Multicultural Literacy (4)** Introduces preservice teachers to literature written from ethnic, linguistic, social, and cultural perspectives and draws connections to broader cultural, social, historical, economic, and political contexts. Prereq: EDST 420

#### DROPPED COURSES(S)

**EDST 458/558: Observation: Equal Opportunity I (1)** Engages students in the analysis of specific dimensions of educational opportunity in the field. Repeatable twice for a maximum of 3 credits. Prereq: EDST 420; coreq: one from EDST 451, 452, 453, 454, 455, 456, 457. Repeatable.

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#### FAMILY AND HUMAN SERVICES

**FHS 490 : Scientific Analysis in Human Services (3)** This course instills students with the knowledge and skills necessary to understand and perform basic quantitative and qualitative data analysis and to understand and demonstrate how data analysis is related to research design within the context of prevention science and the human services, broadly.

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#### PREVENTION SCIENCE

**PREV 640: Meta-Analysis I (3)** This course provides an introduction to systematic reviewing and meta-analysis methods for synthesizing results from multiple primary research studies. During this course, students will learn how to formulate research questions for a meta-analysis; conduct systematic literature searches; and synthesize effect sizes using basic meta-analytic techniques. Prereq: Recommended EDUC 642 or similar

**PREV 641: Meta-Analysis II (3)** This course provides an overview of advanced meta-analytic statistical techniques. During this course, students will learn about a range of advanced meta-analytic techniques, including those used to explain heterogeneity, handle complex data structures, and address questions about comparative intervention effectiveness. Prereq: Successful completion of PREV 640 Meta-Analysis I or equivalent

## SCHOOL OF JOURNALISM AND COMMUNICATION

### JOURNALISM

#### NEW COURSES(S)

**J 429/529: Media Technologies and Society: [Topic] (4)** Explores the interrelationship of communications technology and democratic institutions and practices in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes. Pre-req: J201 with a grade better than C-.

**J 430/530: Culture and Power in the Media: [Topic] (4)** Explores issues of culture, identity, and power, including the role media play in reinforcing social, political, and economic disparities. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes. Pre-req: J201 with a grade better than C-.

**J 431/531: Media Structures and Regulation: [Topic] (4)** Explores how the infrastructures and regulatory environments of national and global media institutions influence discourse, democracy, and public life. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes. Pre-req: J 201 with a grade better than C-.

## SCHOOL OF LAW

### LAW

#### NEW COURSES(S)

**LAW 783: LLM Advanced and Persuasive Legal Writing (2)** This course is specifically designed for international LLM students. The course provides skills in legal writing and research necessary to participate in graduate legal education in the US.

## SCHOOL OF MUSIC AND DANCE

### MUSIC

#### EXISTING COURSE(S)

MUS 131: Music Theory I (2)  
(Coreq change)

**MUS 131: Music Theory I (2)** Elementary study of musical structure, emphasizing the acquisition of descriptive, notational, compositional, and analytical capacity. Sequence. Prereq: MUS 134 is to be a co-requisite

MUS 134: Aural Skills I (2)

(Coreq, enrollment restriction change)

**MUS 134: Aural Skills I (2)** Elementary ear training through sight singing, dictation, and related activities.

Sequence. Prereq: Co-requisite of MUS 131

## PHYSICAL EDUCATION AND RECREATION

No courses submitted.

## UNDERGRADUATE STUDIES

No courses submitted.

## DENIED PROPOSALS

No courses denied.

## PENDING PROPOSALS

### College of Arts and Sciences

**BI 170: Happiness: a Neuroscience and Psychology Perspective (4)** Happiness is something we all wish to achieve. What is it and how can it be obtained? Through the Head (knowledge), Heart (emotion), Hand (doing) model of learning we will answer these questions. Come learn to live a full, meaningful, and effective life!  
*Request to satisfy Category II-Social Science general-education group requirement.*

**GLBL 230: Global Wellbeing (4)** Interdisciplinary introduction to human wellbeing, focusing on health, education, and the environment and the ways they impact wellbeing. Topics will be framed by the larger issue of whether or not something called "wellbeing" is a human universal, as well as how wellbeing can be improved. *Request to satisfy Category II-Social Science general-education group requirement.*

**GLBL 300: Education and Development (4)** This course will introduce students to the foundational ideas in the field of international and comparative education, and help build a theoretical toolkit of the major approaches scholars utilize when analyzing education from a global perspective. *Request to satisfy Category II-Social Science general-education group requirement.*

**LING 430: Research Methods for Applied Linguistics (4)** Introduces students to a number of common research practices in the field of applied linguistics, including research design, ethics, and collecting and analyzing quantitative and qualitative data. Students will gain hands-on experience with analysis software to assist their research.

**PS 613: Interpretive Methods (4)** This seminar trains graduate students in the philosophy, theory and practice of interpretive methods by engaging five methods: discourse analysis, genealogy, political ethnography, interpretive interviewing, and decoloniality. We will take some time with each approach, devoting a week or more to theory method

**PS 614: Research Design (5)** This course is designed to give students the practical skills necessary to craft a well-designed research project for any type of political science research question. In this way, it prepares students for writing a successful dissertation prospectus, as well as design a second-year paper.

### **Lundquist College of Business**

**MGMT 465: Technology and Innovation Management (4)** Explores how to leverage technological and industry change to create, capture and deliver value from innovation. Executive simulation project, cases, and intensive class interaction. Prereq: FIN 316, MGMT 311, MKTG 311, OBA 335

### **College of Education**

EDST 617: Sapsik'walaá Indigenous Education Seminar (4)  
(Regularizing number)

**EDST 617: Sapsik'walaá Indigenous Education Seminar (4)** Students in the Sapsik'walaá (Teacher) Education Program study Indigenous teaching methods, including decolonizing, Indigenous feminist, and Elder pedagogies, and reflect on and analyze the importance of their own work as Indigenous educators who are contributing to Indigenous self-determination in education and Tribal Nation building. Prereq: Course is limited to Sapsik'walaá Program students; instructor approval required

EDST 630: Humanities Curriculum and Cultural Conflict (4)  
(Title change)

**EDST 630: Curriculum Studies and the Profession of Teaching (4)** Examines the epistemology and conceptions of education that underlie curriculum at the secondary level.

**EDST 647: ELL Instructional Methods II: Applied (4)** Application-based course to provide ESOL endorsement candidates with opportunities to apply research-based instructional and assessment strategies that support English language learners. Method course has strong connection to planning for and assessing emerging bilingual English learner strengths and needs. Repeatable.

**EDST 681: Elementary Part-time Teaching (4)** Provides scope, structure, supervision oversight, and guidance to support students during the part-time student teaching practicum in an Elementary school setting. Is first of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based requirements. Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment. Repeatable.

**EDST 682: Elementary Teaching Performance Assessment (2)** Provides scope, structure, supervision oversight, and guidance to support pre-service teachers during their fulltime student teaching (EDST 683) and together are the last of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission (TSPC) intensive and extensive field-based requirement. Prereq: Must complete all prior

UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

**EDST 683: Elementary Full-time Student Teaching (10)** The Elementary fulltime student teaching is designed to give candidates the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom. This experience helps develop knowledge, skills, and professional dispositions to make a positive impact on student learning. Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment. Repeatable.

**EDST 686: Secondary Part Time Teaching (4)** Provides scope, structure, supervision oversight, and guidance to support students during the part-time student teaching practicum in an Mid-High school setting. Is first of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based requirements. Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience. Repeatable.

**EDST 687: Secondary Teaching Performance Assessment (2)** Provides scope, structure, supervision oversight, and guidance to support students during the full-time student teaching practicum in Mid/High School settings. Is the second of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission intensive and extensive field-based requirements. Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment. Repeatable.

**EDST 688: Secondary Full Time Teaching (10)** The Mid/High fulltime student teaching practicum is designed to give candidate the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom. This experience helps develop knowledge, skills, and professional dispositions to make a positive impact on student learning. Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment. Repeatable.

EDUC 611: Survey of Educational Research Methods (3)  
(Learning outcomes, assignment change)

**EDUC 611: Survey of Educational Research Methods (3)** Survey of qualitative, quantitative, and single-subject research methods. Students develop competence in using published research to inform decision-making in various settings.

EDUC 612: Social Science Research Design (3)  
(Learning outcomes, assignment change)

**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.

**SPED 428: Special Education Law (3)** This course provides students with knowledge of standards and ethics for professional practice, historical and current case law and legislation, and application of legal principles related to special education services in school settings.

**SPSY 790: School Psychology Research Seminar (1 TO 4)** Students develop foundational knowledge and applied research skills through participation in a faculty-led research team. The focus of research activities will draw upon faculty expertise and current research. Repeatable.

**SPSY 791: Supervised College Teaching (2)** Students develop school psychology teaching and clinical supervision competencies through a faculty-supervised college teaching experience. Prereq: SPSY 662 Foundations of Clinical Supervision is a prerequisite course for any supervised college teaching experience involving the provision of clinical supervision to others. Students must apply for supervised college teaching experiences following procedures outlined in the current SPSY Program Handbook. Repeatable.

**SPSY 792: Professional Competencies Portfolio (1)** Students develop a professional competencies portfolio documenting the knowledge and skills needed for school psychologist licensure. The portfolio is the SPSY Master's Program capstone project, and reflects competencies acquired by the student across program coursework, field experiences, research teams, professional leadership and service activities.

**SPSY 794: Pre-Internship Planning (1 TO 4)** In this pre-internship planning seminar, students select potential internship training sites, apply for internships, and develop internship agreements that meet program and licensure requirements. Students will develop job-seeking skills, receive advising, faculty and peer mentoring, and support for the transition to full-time school psychology practice. Repeatable.

**SPSY 795: Introductory Field Studies (1)** Students will gain exposure to educational practices in school systems, the roles and functions of school psychologists, and school psychological service delivery across domains of professional practice. Guest speakers will provide perspectives from educational researchers and school psychologists in the field. Repeatable.

**SPSY 798: School-Based Practicum (3)** Students complete a supervised practicum in which they deliver comprehensive school psychological services in PreK-12 school settings. Students develop the knowledge and skill competencies required to progress to internship. Prereq: SPED 528, SPED 540, SPSY 630, SPSY 661, SPSY 663, SPSY 671, SPSY 672, SPSY 674, SPSY 795, SPSY program practicum application approved by the SPSY Practicum Coordinator, Pass TSPC and COE background checks Repeatable.

**SPSY 799: Internship (1 TO 3)** Students complete a supervised internship, in which they deliver comprehensive school psychological services in PreK-12 schools and/or clinical settings. Students develop the knowledge and skill competencies required for professional licensure. Prereq: SPSY 798, Pass TSPC and COE background checks, Written internship plan approved by the SPSY Internship Coordinator Repeatable.

**SPED 415: Diversity and Special Education (3)** Provides an overview of issues pertaining to diversity in special education. Topics include race, ethnicity, culture, and disability in a sociopolitical and historical context.

**SPSY 633: Introduction to Neuroscience for the Social Sciences (3)** Introduction to neuroscience and neuroimaging research and methods, and their roles in psychology and education.

### **School of Journalism and Communication**

J 331: Digital Video Production (4)  
(Prereq change)

**J 331: Digital Video Production (4)** Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only. Prereq: (J205 and J206) or J211 or J208, with a grade better than C-

### **School of Music and Dance**

**MUJ 275: Jazz Composition 1 (2)** Examination and application of contemporary compositional techniques utilized in jazz and commercial music idioms through the study of blues and simple song forms. Prereq: MUJ 180, 181, 182, or Instructor's consent



**MUJ 276: Jazz Composition 2 (2)** The examination and application of contemporary compositional techniques utilized in jazz and commercial music idioms through the study and composition of simple song forms. Prereq: MUJ 180, 181, 182, or Instructor's consent

**MUJ 440: Jazz Pedagogy Practicum (3)** Study of jazz pedagogy through discussion, observation, reading, listening, and practice. Topics include curriculum, rhythm section fundamentals, ensemble rehearsal strategies, and improvisation methods. Prereq: For undergraduates: MUJ 182 or MUJ 270 - or - Instructor's Permission. For graduates: Admission to MM Jazz Studies Degree or to Graduate Specialization in Jazz Pedagogy - or - Instructor's Permission.

**MUS 487: Music and Emotion (4)** Introduction to the psychological and philosophical study of music and the emotions, with emphasis on cognitive, evolutionary, behavioral, and socio-cultural perspectives.

**MUS 488: Analog Recording Techniques (3)** Analog Recording using reel to reel tape machines provides students with a unique experience in not only sonic quality, but also artistic and technical decision-making due to the mechanical limitations presented by the analog format.

## WITHDRAWN PROPOSALS

**EDLD 639: Professional Administrator Licensure Practicum (1-3)** Practicum tasks and creation of evidences in each of seven Teacher Standards and Practices Commission standard areas. Experiences develop the ability to promote success and well-being of stakeholders through clinical practice within a district office setting; monitored and evaluated by district office and university mentors. Prereq: Prior to taking the Professional Administrator Licensure Practicum, students must be accepted into the Professional Administrator Licensure Program. To be accepted into the Professional Administrator Licensure Program students must (a) possess a Principal License and (b) have a minimum of one-year contracted licensed administrative experience. Also, during the Professional Administrator Licensure Program students must (a) complete a minimum of three (3) contracted licensed administrative experience and (b) complete all required coursework [including practicum] to be recommended for a Professional License. Repeatable.

## 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.

These courses will only appear in the spring curriculum report and will be provided by the Registrar's Office

## OTHER CURRICULAR MATTERS

### College of Arts and Sciences

(Note: The number in parentheses at the end of each entry is the record number in CourseLeaf. Searching for this number in CourseLeaf makes it easier to find the program referenced here.)

- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved **changing the name of the “Native American Studies” minor to the “Native American and Indigenous Studies” minor**. *Effective Fall 2021 (151)*
- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved a new **graduate Certificate in Environmental Humanities**. *Effective Fall 2021 (390)*
- The Dean of the College of Arts and Sciences, with approval by the provost, has approved adding a **Bachelor of Science degree option for the Cinema Studies major**. *Effective Fall 2021 (439)*
- The Dean of the College of Arts and Sciences, with approval by the provost, has approved changes to the **Bachelor of Science and Bachelor of Arts in Human Physiology**. Prerequisite and courses required for the major must now be completed with a C- or better. *Effective Winter 2021 (137,259)*
- The Dean of the College of Arts and Sciences, with approval by the provost, has approved changing the name of the **“Ethnic Studies” certificate to “Indigenous, Race, and Ethnic Studies”**. *Effective Fall 2020 (378)*
- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved adding two required methodology courses: PS 613 "Interpretative Methodologies" and PS 614 "Research Design" for the **Political Science Doctor of Philosophy, Master of Science and Master of Arts**. *Effective Fall 2021 (10, 278, 279)*
- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved adding EC 512: Foundations of Economic Policy Analysis as an additional required course for both the **Master of Arts and Master of Science in Economics**. *Effective Fall 2021 (105, 107)*
- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved changing the list of electives to require two of the advanced electives for the **Biochemistry Bachelor of Arts and Bachelor of Science** to come from a shorter list, and the other three to come from the current list. *Effective Fall 2021 (68)*

- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved eliminating the senior capstone requirement for **Family and Human Services for both the Bachelor of Science and Bachelor of Arts** and the corresponding class for which students are required to register for senior capstone support, FHS 497: Direct Service Intensive Capstone (Graded, 2 credits), as well as converting the senior capstone requirement into an option for all FHS students to pursue a program honors distinction. *Effective Fall 2021* (181, 308)
- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved changing the name of the General Science program and all degrees to “**Multidisciplinary Science**” and **subject code to MSCI in both the Bachelor of Science and bachelor of Arts**, as well as replacing Math 252/247 with a selection of MATH and CIS courses, aligning the lower division EARTH sequence requirement with that imposed by the Earth Science department on its own majors, and codify most upper division major approved courses. *Effective Fall 2021*. (329).

### College of Business

- The Office of the Provost and the Registrar’s office has approved a **new CIP code (270305) for the PhD in Finance**. *Effective Fall 2021*

### Graduate School

- The Dean of the Graduate School, with approval from the provost office and the graduate council has approved the name change and a change in the program structure of Interdisciplinary Studies: Individualized Program to “**Interdisciplinary Studies**” for the **Master of Arts and Master of Science**. *Effective Fall 2021* (433, 434)

### Knight Campus

- The Office of the Provost, with approval from the Knight Campus curriculum committee and the undergraduate council, has approved a **Bioengineering minor**. *Effective Fall 2021* (424)
- The Office of the Provost, the Higher Education Coordinating Commission and the Northwest Commission on Colleges and Universities have approved the inclusion of a **Master of Science in Bioengineering in passing for UO based students** in conjunction with the joint UO and OSU PhD in Bioengineering. *Effective Winter 2021*
- Update from Fall 2020 curriculum report: The University Senate, the Provost, the Board of Trustees, the Higher Education Coordinating Commission and the Northwest Commission on Colleges and Universities have approved a **PhD in Bioengineering jointly offered by the University of Oregon and Oregon State University**. *Effective Winter 2021*.

### College of Education

- The Dean of the College of Education, with approval from the graduate council and the provost, has approved a **change to the MEd in Prevention Science**. MEd students will have the option of taking either EDUC 640 or EDUC 630 as a third required EDUC methods course. Currently, only EDUC 640 is listed as the third course option. *Effective Fall 2021* (443)

- The Dean of the College of Education, with approval from the graduate council and the provost, has approved **changing the name of the MEd in “Curriculum and Teaching” to “Curriculum and Teaching (UO Teach)”**, and removing LT 629 Foundations in Language Theory and replace it with a new EDST 647 ELL Instructional Methods II: Applied course. *Effective Fall 2021 (192)*
- The Dean of the College of Education, with approval from the graduate council and the provost, has approved **changing the name of the Master of Arts and Master of Science in “Counseling, Family, and Human Services” to the Master of Arts and Master of Science in “Counseling Psychology”** *Effective Fall 2021 (309, 311)*

### College of Design

- The Dean of the College of Design, with approval from the graduate council and the provost, has approved a **change to the MS in Architecture**. The change is to clarify that students have the option to either complete thesis or a terminal project. The residency requirement in the program is also reduced from 4 terms to one year or 3 terms. *Effective Fall 2021 (186)*

### School of Music and Dance

- The Dean of the School of Music and Dance, with approval from the graduate council and the provost has approved the **Historical Performance Practice specialization** which will accompany MM, MA, DMA, and PhD programs in any area of music. *Effective Fall 2021 (436)*
- The Dean of the School of Music and Dance, with approval from the graduate council and the provost, has approved the **Jazz Pedagogy Specialization**, which will accompany MM, MA, DMA, and PhD programs in any area of music except for jazz studies. *Effective Fall 2021 (435)*
- The Dean of the School of Music and Dance, with approval from the undergraduate council and the provost, has approved changing the name of the Popular Music Concentration to **Music: Popular Music Studies Concentration for the Bachelor of Arts**, and making MUS 463 electable, not required, in the History & Culture menu of the concentration, and four elective credits will be removed from this menu; MUS 263 as required in the History and Culture menu; if a student elects to use MUS 131—Music Theory I to satisfy the submenu requirement in the Musicianship menu, where one of three specific theory/musicianship courses must be completed, that student must also complete MUS 134—Aural Skills I. *Effective Fall 2021 (211)*

### Academic Policies

- The Core Education Council approved accepting WR 227 as clearing the second 4 credits of the required 8 credits of writing when transferred in from an Oregon community college as part of a completed MTM (Major Transfer Map) in computer science. WR 227 will not articulate as a specific UO writing course but rather as WR 200T. WR227 is already accepted by the UO to clear the second course of the writing requirement when a student transfers in having completed the AAOT or the OTM. This approval mirrors what is already true for those block transfer modules, and what is true for the Business MTM. *Effective Fall 2021.*

UOCC Winter 2021 Final Curriculum Report. Request additional copies from [carolynv@uoregon.edu](mailto:carolynv@uoregon.edu). After March 10, 2021, report errors in writing to [carolynv@uoregon.edu](mailto:carolynv@uoregon.edu) or [sstrick2@uoregon.edu](mailto:sstrick2@uoregon.edu)

## APPENDICES

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