FALL 2020
Final (Amended)
Curriculum Report

December 2, 2020

Prepared by the
University of Oregon Committee on Courses
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OVERVIEW

The body of this report consists of two major sections: Course Proposals, reviewed fall 2020, 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.

LOOKING AHEAD

Winter 2021

December 28, 2020—First round fall submissions due to the UOCC; courses must be entered into CourseLeaf by this date to be reviewed during winter term
March 3, 2021—Preliminary report due to the Senate
March 10, 2021—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
Christian Cherry
Roberta Mann
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Matthias Vogel

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Samantha Hopkins
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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

ANTHROPOLOGY

EXISTING COURSE(S)

ANTH 615: Proseminar in Anthropology (4)
(Credit, catalog description change)
ANTH 615: Proseminar in Anthropology (4) Presents the department's structure, program, and faculty; explore various research and teaching facilities in UO; introduces research, writing, and funding resources. Prereq: No

BIOLOGY

NEW COURSES(S)

BI 395: Tropical Ecology (4) Ecological theories for the maintenance of tropical diversity is the main focus of the course. Topics include biogeography, human land use change, and eco-evolutionary perspectives. Lectures, discussions. Prereq: BI 213 or BI 283H

CHEMISTRY

EXISTING COURSE(S)

CH 221: General Chemistry I (4)
(Prereq, sequence change)
CH 221: General Chemistry I (4) First term of the three-term university chemistry sequence: components of matter, quantitative relationships, atomic structure, thermochemistry, and major classes of chemical reactions of the elements. Lectures. Students cannot receive credit for both CH 221 and CH 224H. Prereq: CH 111 or satisfactory placement test score; C- or better in MATH 111. Co-req: MATH 112. Concurrent CH 227 or CH 237 recommended.

CH 224H: Honors General Chemistry (4)
(Title, prereq change)
CH 224H: Advanced General Chemistry I (4) First-year university chemistry for students with excellent
backgrounds in high school chemistry, physics, and mathematics. Chemical structure, reactions, stoichiometry, thermochemistry, and an introduction to quantum chemistry. Students cannot receive credit for both CH 221 and CH 224H. Prereq: satisfactory placement test score; MATH 112 with a grade of C-. coreq: one from MATH 241, MATH 246, 251, MATH 251, MATH 261. Concurrent with CH 237 recommended.

**EARTH SCIENCE**

**NEW COURSES(S)**

ERTH 337: Introduction to Physical Oceanography (4) Introduction to the physical processes that occur in the ocean. These processes control the movement of sediment, pollution, nutrients, and biota, as well as heat and freshwater. Topics might include waves, global ocean circulation, sediment transport, estuarine circulation, and biological oceanography. Prereq: ERTH 101 and ERTH 102 or ERTH 201 and ERTH 202; PHYS 101 and PHYS 102 or PHYS 201 and PHYS 202 or PHYS 251 and PHYS 252.

Request to satisfy Category III-Science general-education group requirement.

**GERMAN AND SCANDANAVIAN**

**DROP COURSE(S)**

FINN 199: Special Studies: [Topic] (1-5) Repeatable. Prereq: Yes

NORW 199: Special Studies: [Topic] (1-5) Repeatable. Prereq: Yes

NORW 399: Special Studies: [Topic] (1-5) Repeatable. Prereq: Yes

NORW 401: Research: [Topic] (1-16) Repeatable. Prereq: Yes

NORW 403: Thesis (1-12) Repeatable. Prereq: Yes

NORW 405: Reading and Conference: [Topic] (1-16) Repeatable. Prereq: Yes

NORW 409: Practicum: [Topic] (1-16) Repeatable. Prereq: Yes

**GLOBAL STUDIES**

**NEW COURSES(S)**

GLBL 415: The Global Story of Race (4) Working from a historical and cultural perspective, this course uses global case studies to explore how race came to be a key principle of social organization around the world through colonialism and extractive capitalism, and how it manifests today. Prereq: No Request to satisfy Global Perspectives multicultural requirement.

GLBL 435: Global Perspectives on Disability (2) This class uses a human rights paradigm to examine issues facing people with disabilities throughout the world. Readings and discussions will emphasize cross-disability
and cross-cultural approaches to gender and disability, international development and disability, inclusive educational models, and cross-cultural aspects of disability. Prereq: No

### LINGUISTICS

EXISTING COURSE(S)

LT 449: Testing and Assessment  
(Title, catalog description change)  
**LT 449: Measuring Language Ability (5)** Principles and types of language testing; focuses on how to assess language learners' abilities in a variety of contexts. Prereq: LT 436/536

### PHYSICS

EXISTING COURSE(S)

PHYS 661: Elementary Phenomenology (4)  
(Title, catalog description change)  
**PHYS 661: Particle Physics (4)** Theory, phenomenology, and experimental basis of the standard model of particle physics; symmetries; particle properties; weak, electromagnetic, and strong interactions; quark model of hadron structure; applications to early universe cosmology. Sequence. Prereq: PHYS 633

PHYS 662: Elementary Particle Phenomenology  
(Title, catalog description, sequence change)  
**PHYS 662: Particle Physics (4)** Theory, phenomenology, and experimental basis of the standard model of particle physics; symmetries; particle properties; weak, electromagnetic, and strong interactions; quark model of hadron structure; applications to early universe cosmology. Sequence. Prereq: PHYS 661.

PHYS 663: Elem Particle Phenom (4)  
(Title, catalog description, prereq, sequence change)  
**PHYS 663: Particle Physics (4)** Theory, phenomenology, and experimental basis of the standard model of particle physics; symmetries; particle properties; weak, electromagnetic, and strong interactions; quark model of hadron structure; applications to early universe cosmology. Sequence. Prereq: PHYS 662

PHYS 664: Quantum Field Theory (4)  
(Cat description change, replacing PHYS 634)  
**PHYS 664: Quantum Field Theory (4)** Canonical quantization, path integral formulation of quantum field theory, Feynman rules for perturbation theory, quantum electrodynamics, renormalization, gauge theory of the strong and electroweak interactions. Sequence. Prereq: No

PHYS 665: Quantum Field Theory (4)  
(Title, catalog description, prereq change)  
**PHYS 665: Quantum Field Theory II (4)** The purpose of this course is to apply the methodology established in QFT I to theories of charged fermions coupled to a photon. Then we will begin to explore QFT beyond leading order.
PHYS 666 : Quantum Field Theory
(Title, catalog description change)

**PHYS 666 : Quantum Field Theory III (4)** The purpose of this course is to understand QFT at loop level, and to extend the formalism to non-Abelian gauge bosons. In addition, we will cover a variety of special topics. This course is designed to be the last quarter of a full year sequence.

**DROP COURSE(S)**

**PHYS 634: Advanced Quantum Mechanics (4)** Time-dependent formulation of scattering, relativistic equations and solutions, hole theory, symmetry properties, second quantization, Fock space. Prereq: No

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**PSYCHOLOGY**

**NEW COURSES(S)**

**PSY 614: Fast Program Refinement (4)** This course introduces the PRISM Framework, a structured but flexible framework for program development, implementation, and evaluation. Students will explore why change is needed in the field as they learn and practice the Framework’s guiding principles (precision, fast-cycle iteration, co-creation, and shared learning). Prereq: No

**PSY 615: Community Needs Assessments (4)** Explores the formative steps in intervention design and implementation. Introduces key concepts and methods for needs assessments with agencies and individuals serving at-risk communities. Topics include building community partnership and using qualitative research methodology to empirically assess barriers to and facilitators of access to interventions. Prereq: No

**PSY 616: Implementation with Community and Cultural Perspectives (3)** This course explores essential tools for implementing effective (or evidence-based) programs with fidelity in community settings. Topics include community outreach, diversity science, partnership and co-creation, team science, and models of change. Prereq: No

**PSY 618: Substance Use and Addiction (3)** Exploration of brain mechanisms underlying motivated behaviors and dysfunctions that lead to addictive behaviors. Topics include neurobiological and psychological effects of addictive drugs, factors that contribute to addiction, societal impacts, the link between addiction and habits, and how this relates to behaviors like pathological gambling. Prereq: No

**PSY 619: Intervention Science (4)** Exploration of the development and evaluation of evidence-based treatments (EBTs), the field of implementation science and culturally competent intervention approaches. Students develop clinical intervention and case conceptualization skills while learning about infant, child, adolescent, adult, and couple focused EBTs for a variety of disorders. Prereq: No

**PSY 628: Methods of Program Evaluation (4)** This course provides full-spectrum coverage of program evaluation. We will cover theory, model testing, experimental design and basic statistical theory and methods. Designed to provide students with tools and techniques they can apply to program development and evaluation within their home organizations. Prereq: No

**PSY 629: Methods of Program Measurement (4)** This course provides students with an understanding of best practices in quantitative and qualitative measurement. Topics include assessment, psychometrics, validity, and
reliability. Students will gain practical tools they can apply to conducting research within social service and related settings. Prereq: No

**PSY 630: Translational Neuroscience in Early Childhood (3)** Introduction to key concepts and methods of translational neuroscience. Uses a multidisciplinary lens to examine environmental influences on early human development, from the prenatal period through early childhood. Reviews the evidence base for interventions that aim to mitigate risk factors in these critical developmental periods. Prereq: No

**PSY 631: Translational Neuroscience in Adolescence (3)** Examines neuroscience research on brain structure, function and neuroplasticity specific to adolescent development. Relates principles of adolescent brain development to evidence-based treatments. Topics include the effects of hormones on brain development, increased sensitivity to dopamine in reward seeking, and the neural basis of social cognition. Prereq: No

**PSY 632: Translational Neuroscience in Adulthood (3)** Examines neuroscience research on brain development and neuroplasticity in adulthood. Emphasizes bidirectional links between neurobiology and behavior and connections to evidence based psychosocial treatment common to aging adult populations. Topics include stress neurobiology, anxiety and depression, substance use, and cognitive function over the adult lifespan. Prereq: No

**PSY 672: Trauma Informed Interventions (3)** Seminar on the effects of adverse childhood experiences (ACES) and trauma on physical and mental health. Topics include stress-related psychopathology, culture- and trauma-informed clinical intervention, and socio-demographic and cultural factors related to adversity and stress. Prereq: No

**PSY 690: Capstone Research** Faculty-supervised research credits for each quarter in which students conduct their capstone research project, which is embedded in their home agency / employer (minimum 3 terms of 2 units per term). Small group advising allows for faculty-student advising on project enhanced by peer-to-peer advising/mentoring. Prereq: No

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**ROMANCE LANGUAGES**

**EXISTING COURSE(S)**

SPAN 355: Creative Writing in Spanish (4) (Catalog description, prereq change)

**SPAN 355: Creative Writing in Spanish (4)** This course aims to expand the students’ creative capabilities in Spanish through writing exercises in poetry and fiction. Students will develop their literary sensitivity as well as their critical judgment and interpretative skills. Writing creatively diversifies the students' experience with the Spanish language. Prereq: SPAN 311 or 312; one course from SPAN 341, SPAN 342, SPAN 343, SPAN 344, SPAN 350, SPAN 351, SPAN 353.

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**SOCIOLOGY**

**NEW COURSES(S)**

**SOC 385: Medical Sociology (4)** This course is designed as an introduction to the broad field of medical sociology and the sociology of health and illness. Prereq: No
ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

No courses submitted

COLLEGE OF DESIGN

PRODUCT DESIGN

NEW COURSES(S)

PD 330: Introduction Computer Aided Design (4) Introduction to computer-assisted design (CAD) in which students learn virtual design and physical manufacturing relationships and techniques. Prereq: No

PD 240: Designers' Tools (4) Fundamental construction methods for design. Develop and understanding material properties and the use of specific tools through the design, development and construction of two projects Prereq: No

PLANNING, PUBLIC POLICY, MANAGEMENT

EXISTING COURSE(S)

PPPM 640: Land Use Planning (4)
(Title, catalog description, delivery mode change)

PPPM 640: Land Use Planning and Policy (4) Study spatial planning tools and processes that control and manage land developments in order to enhance the well-being of human societies and natural systems. Prereq: No
COLLEGE OF EDUCATION

COUNSELING, PSYCHOLOGY, AND HUMAN SERVICES

EXISTING COURSE(S)

PREV 634: Implementation Science (3)  
(prereq change- eliminate CPSY 631 or CPSY 643; a graduate-level statistics course)  
**PREV 634: Implementation Science (3)** Provides a framework for examining implementation science and its application to clinical and community-based research. Prereq: No

PREV 635: Prevention Policy (3)  
Provide students with an understanding of how basic science is translated into evidence-based prevention programs and policy Prereq: No

EDUCATION STUDIES

NEW COURSES(S)

**EDST 664: Seminar in Bilingualism and Biliteracy (4)** This doctoral seminar explores multiple aspects of bilingualism and biliteracy in the United States. The emphasis is on the ways in which bilingualism and biliteracy develop in culturally and linguistically diverse communities and for people from different language groups. Prereq: No

SCHOOL OF JOURNALISM AND COMMUNICATION

No courses approved.

SCHOOL OF LAW

**LAW**

NEW COURSES(S)

**LAW 614: Advanced Torts (3)** Students study and discuss the economic and dignitary torts (for example, defamation, misrepresentation, invasion of privacy, malpractice); they are able to analyze and apply this knowledge in a classroom environment. Prereq: LAW 613

**LAW 653: Climate Change Law and Policy (3)** This course examines laws and policies in the United States over the last half century related to climate change, including international agreements that the nation has joined or considered joining. Prereq: No
LAW 674: Intellectual Property Licensing (3) Course explores business, legal, and negotiating issues in intellectual property licensing agreements. Students gain an overview of intellectual property law, pertinent areas of contract law, business factors, and evaluation issues. Prereq: No

LAW 691: Environmental Litigation and Practice (2) This seminar helps students transition from doctrine and theory to law practice – particularly alone or in an environmental law firm. Public interest lawyers participate regularly in person or by Skype. Prereq: No

LAW 728: Advanced Appellate Advocacy (3) This simulation course teaches students practical skills for engaging in appellate advocacy. Students focus on structuring arguments, writing and editing appellate briefs, and doing oral argument. Prereq: No

LAW 733: Advanced Uniform Commercial Code (3) Covers property-based aspects of business transactions including secured loans, set-off, and ownership and transfer of investments, from advanced U.S., international, and comparative standpoints. Prereq: Secured Transactions or Fundamentals of Loans or the equivalent

LAW 739: Writing Colloquium (1-2) Students give and receive feedback on writing in a workshop setting with participants discussing each other’s work. Student will explore theme, structure, and style as they learn to critique writing. Prereq: No

SCHOOL OF MUSIC AND DANCE

DANCE

NEW COURSES(S)

DAN 125: Freshman Seminar (1) DAN 125 provides a general introduction to dance as a field of study in higher education with a specific focus on opportunities in Dance and allied studies at UO. Prereq: No

DAN 171: Dance Improvisation (1) Dance Improvisation will cover a range of solo, group and contact improvisational techniques to develop improvisational skill and heighten creative instincts. Attention will be given to developing safe practices in movement exploration. Prereq: No

DAN 271: Contact Improvisation (1) This course is designed to develop skills, experience and awareness of contact improvisation. Prereq: DAN 171

DAN 425: Senior Seminar (1) This multi term course focuses on professional development within dance for senior dance majors. Prereq: No

DAN 436: Dema African Performance Ensemble (3) Dema is the concept of total performance experience through dance, music, singing, storytelling, and costume-making through education, teaching, and to entertaining. Dema is a means of encouraging independence, critical thinking, self-worth, and freedom of the mind for students to discover their voices. Prereq: No

DAN 443 : Dance and Power (3) This course uses identity as a lens through which we examine structures of power in dance, including, but not limited to, intersections of race, gender, religion, sexual orientation,
ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and political perspective. Prereq: DAN 251

**DAN 444: Contemporary Issues in Dance (3)** This course engages critical conversations about dance in contemporary society with emphasis on understanding various ways that dance functions within communities, how dance can participate and promote social change, and ways that dance makers are expanding possibility in dance. Prereq: DAN 251, DAN 443

**EXISTING COURSE(S)**

DAN 453: Ballet from the Courts to Balanchine (3)  
*Title, Catalog description change*

**DAN 453: Dance and Power (3)** This course uses identity as a lens through which we examine structures of power in dance, including, but not limited to, intersections of race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, and political perspective. Prereq: DAN 251

DAN 454: Evolution of Modern Dance (3)  
*Title, catalog description change*

**DAN 454: Contemporary Issues in Dance (3)** This course engages critical conversations about dance in contemporary society with emphasis on understanding various ways that dance functions within communities, how dance can participate and promote social change, and ways that dance makers are expanding possibility in dance. Prereq: DAN 251

**PHYSICAL EDUCATION AND RECREATION**

No courses submitted

**UNDERGRADUATE STUDIES**

**NEW COURSES(S)**

**UGST 109: First Year Experience: [Topic] (1)** Repeatable. Prereq: No

**DENIED PROPOSALS**

No courses denied.
PENDING PROPOSALS

College of Arts and Sciences

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. Prereq: No

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. Prereq: No Request to satisfy Category II-Social Science general-education group requirement.

ES 464: Relational Indigenous, Race, and Ethnic Studies: [Topic] (4) Seminar centers relation between Indigenous peoples and other 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. Prereq: No

ES 466: 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. Prereq: No

ES 468: 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. Prereq: No

ES 470: 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 Prereq: No

GLBL 102: Navigating Cultures: Competence and Ethics in a Globalized W (4) What does it take to study and work across cultures successfully? This course teaches practical skills and analytic frameworks that support safe, respectful, enlightening experiences in any setting where you might be engaging people from other cultures—but particularly in experiences abroad. Prereq: No Request to satisfy Category II-Social Science general-education group requirement.

HUM 230: Heroes of the Holocaust (4) This course introduces the history of the World War II Holocaust through the evocative stories of people who defied the Nazis, looking at films and memoirs about rescue and the resistance, asking: what can people do to change the course of history? Prereq: No

LING 250: 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. Prereq: No Request to satisfy Category II-Social Science general-education group requirement.
LING 316: Native Languages of Oregon (4) Survey of Oregon languages, with focus on languages and lifeways, language change and loss, and language revitalization. Analysis of phonetics, morpho-syntax, and texts. Prereq: No

LT 434: Language Learning in Context (4) This course is designed to sensitize future language professionals to the complex global and local dynamics in language use and vitality, and to enable them to make informed decisions about choosing appropriate approaches to instructional design for particular populations, including classroom and non-classroom instruction. Prereq: No

LT 438: Design for Language Learning Pragmatics (4) Designed to engage students in the teaching and learning of pragmatics using theoretical and empirical inquiry to examine L1/L2 pragmatic behaviors, intercultural communication, and classroom practice. Special topics to be addressed include research methodology, and pragmatic competence and language learning. Prereq: No

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. Prereq: No Request to satisfy Category II-Social Science general-education group requirement.

RUSS 360: Race in Russia and America (4) While the racial conversation dominates American culture, few consider the history and significance of race beyond the U.S. This course examines race from a fresh, much less examined, perspective – that of Russia, Soviet Union, and post-Soviet world, in comparison to the US. Prereq: No Request to satisfy Category I-Arts and Letters general-education group requirement.

SPAN 150: Cultures of the Spanish-Speaking World (4) (Title, catalog description change)
SPAN 150: Hispanic Latinx Cultures (4) This course provides students with an overview of the cultures of the Hispanic/Latinx world (Spain, Latin America, US) Prereq: No Request to satisfy Category I-Arts and Letters general-education group requirement.

College of Education

CPSY 615: Counseling Diverse Populations (4) (credit 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. Prereq: No

EDLD 611: Academic Organization and Planning (1-3) This is the first class in the sequence for the UO Principal Licensure Program. Seven institutes cover the topics of visionary leadership, practicum orientation, equity, program orientation, Response to Intervention (RtI), positive behavioral interventions and supports, and crisis planning. Prereq: No

EDLD 615: School Law and Social Justice (1-3) Principal Licensure Program course including eleven institutes cover positive behavioral interventions and supports, legal foundations, instructional leadership, multi-tiered systems of support, standards and accountability, standards and accountability, trauma informed
practices, Oregon’s educational vision, managing difficult conversations, school health, and school culture. Prereq: No

**EDLD 616: Supervision and Instructional Leadership (1-3)** Principal Licensure Program institutes covering topics including Equity, Bullying Harassment, Managing Difficult Conversations, Instructional Improvement Multi-Tiered Systems of Support, Recruiting, Hiring and Retaining Teachers-Staff, Beginning Administration Planning, Plans of Assistance, Contracts, Teacher and Staff Evaluation, and Goal-Setting, Instructional Walk-Throughs and Coaching Practices, and Attendance. Prereq: No

**EDLD 617: School Management and Budget (1-3)** UO Principal Licensure Program institutes covering Budget Basics, Federal/Title School-Wide Programming, School Building and Staffing Processes, Beginning Administration Planning, Equity, Instructional Improvement, Multi-Tiered Systems of Support, Special Education Law, Plans of Assistance, Master School Scheduling, Foundations of Professional Development, and Resume and Cover letter review. Prereq: No

**EDLD 619: Ethics and School - Community Relations (1-3)** UO Principal License Program institutes covering Professional Ethics and Best Practices; Implementing, Sustaining and Scaling School-Wide Initiatives; Technology for Administrators, District Innovation and Technology; Pandemic Planning, Bilingual Support Models; Promoting Consent Culture in Schools and Beyond; Equity; Media Communications; School-Community Relations, and Teacher-to-Administrator Transformation Plans. Prereq: No

**EDLD 625: Survey and Questionnaire Design (4)**
(Title, credit, catalog description, delivery format change)

**EDLD 625: Interviews, Focus Groups and Surveys in Educational Research (3)** Students gain practical experience in the collection and analysis of information through the design of interview protocols, focus groups, surveys and questionnaires. Designed for graduate students who seek to become education researchers, analysts, leaders, and/or policymakers. Prereq: No

**EDLD 627: School and District Assessments (3)** Principal Licensure Program course consisting of six class times covering topics of Assessment Literacy, Balanced Assessment Systems (formative, interim, summative), Federal and State Assessment Statutes and Regulations, Oregon’s Statewide Assessment System, Test Administration Requirements, and Data Literacy (Target Reports). Prereq: No

**EDLD 631: Meeting the Needs of English Learners (2)**
(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 EL's acquisition of English, as well as research on effective programs and practices to ensure educational equity and opportunity. Prereq: No

**EDLD 635: Executive Leadership for Principals (1-3)** Principal Licensure Program institutes covering the topics of team-building and expanded personal vision, expanded transition planning, communication planning, and ethical and political expediency. Prereq: No

**EDLD 636: Governance and Ethics (3)** Principal Licensure Program course discussing how intentional school and district governance serves system transformation. Viewing ethics through an equity lens, leaders develop policies and practices that eliminate systems of advantage and disadvantage thereby closing the opportunity and achievement gaps present in their schools and system. Prereq: No
EDLD 637: Principal Licensure Practicum (1-3) Practicums consist of 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 building setting; monitored and evaluated by school and university mentors. Prereq: No

EDLD 642: Survey of United States Education Policy (3) A graduate-level class designed to facilitate students’ understanding of the major policy areas and debates in contemporary U.S. public K-12 education systems; designed for graduate students who seek to become education policymakers, school and system leaders, policy analysts and researchers. Prereq: No

EDLD 684: Master's Project Proposal (1)
(Title, credit, catalog description, grading option 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. Prereq: No

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

EDLD 685: Master in Educational Policy and Leadership Capstone Project (3) The purpose of this course is to scaffold students through the development and completion of a MS-EPL capstone project. The capstone project in the MS-EPL program is a discrete empirical examination of the problem of practice. The course also covers career planning and presentation skills. Prereq: No

EDST 617: Sapsikʷałá Seminar (4)
(Regularizing)

EDST 617: Sapsikʷałá Seminar (4) Students in the Sapsikʷałá (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 Sapsikʷałá Program students

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. Prereq: No

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. Prereq: No

SPED 515: 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. Prereq: No

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. Prereq: No
College of Design

ARTD 455: Data Visualization (4) This projects-based studio course aims to explore data visualization in the context of art and design practice. We will study various strategies developed by leading practitioners worldwide. Students will work with quantified personal, public, and crowd sourced data for project creation. Prereq: ART 116, ARTD 350

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-

J 371: Feature Writing I (4) (Delivery mode, enrollment change)

J 371: Feature Writing I (4) Introduction to feature writing for print and online media; marketing your ideas and stories. journalism majors only. Prereq: J 361 with a grade of mid-C or better.

J 429: Issues in Technology and Democracy: [Topic] (4) Uses a variety of theories and methods to examine key issues in technology and democracy. Majors only. Repeatable three times for a maximum of 16 credits when topic changes.

J 430: Issues in Global Media and Diversity: [Topic] (4) Topics focus on global media issues. Majors and minors only; cinema studies majors for approved topics. Repeatable three times for a maximum of 16 credits when topic changes.

J 431: Issues in Media Industries and Institutions: [Topic] (4) Analyses of issues confronting the communications industry using various theories, readings, and cases relevant to the specific topic. Pre-req: J 201

J 463: Specialized Reporting: [Topic] (1-4) (Adding 5xx level, enrollment change)

J 463: Specialized Reporting: [Topic] (1-4) Reporting special topics, including the environment, business and economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only. Repeatable. Prereq: J 361 with a grade of mid-C or better.

J 489: Media Entrepreneurship (4) Media Entrepreneurship introduces students to the fundamentals of business and innovation and gives them an opportunity to develop and test original business ideas. This course helps broaden the outlook of journalism students by providing an understanding of how the economics of media are shifting. Prereq: for SOJC undergrads: Media studies: J314 and a grade of mid-C or better Journalism: J 361 with a grade of mid-C or better Advertising: J342 with a grade of mid-C or better Public relations: J352 with a grade of mid-C or better
School of Music and Dance

MUS 269: Survey of Music History (4)  
(Prereq change, adding MUS 133)  
**MUS 269: Survey of Music History (4)** Study of the history and evolution of music, principally Western art music, from the early Middle Ages to the present. Prereq: WR 121. MUS 133 Request to satisfy Category I-Arts and Letters general-education group requirement.

MUS 380: Film, Drama, Photography (4)  
(Title, catalog description change)  
**MUS 380: Film Music (4)** Film is one of the most culturally significant art forms of the 20th–21st centuries, and music has always played a crucial role in its production and experience. This class introduces students to the history and analysis of film music from silent cinema to the present. Prereq: No Request to satisfy Category I-Arts and Letters general-education group requirement.

MUS 428: Cultures of Musical Celebrity (3) Examines the cultural phenomenon of celebrity among musicians, composers, and audiences from antiquity to the present. Topics include cults, crowds, branding, shrines, and charisma. Prereq: No

MUS 436: World Music Ensemble: [Topic] (2) Students engage the embodied practices and sociocultural contexts of diverse music-dance practices associated with the world music categories specified in the topic. Prereq: Yes

WITHDRAWN PROPOSALS

No courses have been withdrawn

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 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 Fall 2021)

- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved changes to the undergraduate degrees in Comparative Literature. The first change is to add a Bachelor of Science as a degree option for the major. In addition, the language requirement for the “Disciplines in Dialogue” track will be changed from “3 terms of upper division language” to “2 years or equivalent of, meaning completion of the third term in the second year, of a second-language. Effective Fall 2021 (81)

- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved new guidelines for undergraduate students to graduate with Honors in Asian Studies. Effective Fall 2021 (54)

- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved changes to the Bachelor of Science and Bachelor of Arts in History. The major now requires HIST 290 as a gateway course and thus raises the minimum credits required for the major from 45 to 49. Effective Fall 2021 (132)

- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved a minor change to the Bachelor of Arts and Bachelor of Science in Human Physiology. Courses required for the major must now be passed with a C- or better instead of a mid-C or better. Effective Winter 2021 (137, 259)

- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved a Master of Arts in Language Teaching Studies. Effective Fall 2021 (385)

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 Business. WR 227 will not articulate as a specific UO writing course but a waiver will be entered to show the writing requirement as completed for students who transfer in the completed MTM. 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. Effective Fall 2021.
APPENDICES

https://blogs.uoregon.edu/uocc/appendices/
WINTER 2021
Final
Curriculum Report

March 10, 2021

Prepared by the
University of Oregon Committee on Courses
# 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.

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

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
Sarah Strickler
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 UnixCIS 322 Introduction to Software Engineering
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.

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.
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.

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.

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.

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 1-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 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.

## 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)** 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)**

**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)**

**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.

## EDUCATION STUDIES

### EXISTING COURSE(S)

**EDST 225 : School and Representation in Film (4)**

**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)** 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)**


**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.

**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: Sapsikʷałá Indigenous Education Seminar (4) Students in the Sapsikʷałá (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 Sapsikʷałá Program students; instructor approval required

EDST 630: Humanities Curriculum and Cultural Conflict (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 prior to enrollment. 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.
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 ERTH 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.
APPENDICES

https://blogs.uoregon.edu/uocc/appendices/
SPRING 2021
Final
Curriculum Report

June 2, 2021

Prepared by the
University of Oregon Committee on Courses
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OVERVIEW

The body of this report consists of two major sections: Course Proposals, reviewed spring 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 area and cultural literacy 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

Fall 2021

September 20, 2021—First round fall submissions due to the UOCC; courses must be entered into CourseLeaf by this date to be reviewed during winter term
November 24, 2021—Preliminary report due to the Senate
December 1, 2021—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
Christian Cherry
Samantha Hopkins
Roberta Mann
Matthew Norton

Matthias Vogel
Michal Young
Frances White, chair

Ex officio
Ron Bramhall
Stephen Hallmark
Bil Morrill
Sarah Strickler
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

BIOENGINEERING

NEW COURSES(S)

**BIOE 253: Fundamentals of Bioengineering III (4)** This is the third in a three-course series that introduces students to foundational principles in bioengineering. In this course, students will apply the engineering concepts acquired in the first two Fundamentals of Bioengineering courses to solve complex, real-world bioengineering problems. Prereq: BIOE 252

BIOLOGY

NEW COURSES(S)

**BI 170: Happiness: A Neuroscience and Psychology Perspective (4)** Examination of studies in neuroscience and positive psychology that explore the mental and behavioral actions leading to the self-reporting of a well-lived and fulfilling life. Exploration of the interaction of multiple psychological and neural circuit variables in development of a positive mental state. *Request to satisfy Category III-Science core-education area requirement.*

DATA SCIENCE

EXISTING COURSE(S)

**DSCI 311: Principles and Techniques of Data Science (4)** (Prereq change)

**DSCI 311: Principles and Techniques of Data Science (4)** Intermediate and advanced techniques in data science. Topics include managing data using software programs, data cleaning, handling text, dimensionality, principle component analysis, regression, classification and inference. Prereq: DSCI 102, CIS 211, MATH 342.
COMPARATIVE LITERATURE

NEW COURSES(S)

COLT 390: Comparing Identities, Agencies and Differences (4) A critical reflection on contemporary US power imbalances and systems of race, ethnic, gender and religious privilege, as viewed through the lens of poetry. Students analyze U.S. poetry in comparative contexts (Europe, Asia, Africa). Depending on instructor, comparison may be across historical periods. *Request to satisfy Category I-Arts and Letters core-education area requirement.*

ECONOMICS

NEW COURSES(S)


ETHNIC STUDIES

NEW COURSES(S)

ES 465/565: Feminist Theories of Race: [Topic] (4) This course focuses on the political and theoretical trajectory of feminist and race theories associated with particular groups, such as Asian American feminisms, or comparatively in relation to Women of Color and queer politics. Repeatable. *Request to satisfy US: Difference, Inequality and Agency cultural literacy requirement.*

GLOBAL STUDIES

NEW COURSES(S)

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 area requirement. Request to satisfy Global Perspectives cultural literacy requirement.*

GLBL 270: Globalization and the Global Economy (4) Introduction to the study of globalization and the global economy, analyzing ways the global economy is structured and maintained through various political interventions and regimes. This course aims to provide tools for understanding and explaining these structures and their impacts. *Request to satisfy Category II-Social Science core-education area requirement. Request to satisfy Global Perspectives cultural literacy requirement.*

GLBL 350: 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 core-education area requirement. Request to satisfy Global Perspectives cultural literacy requirement.*

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**LINGUISTICS**

**NEW COURSES(S)**

**LING 430/530: 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.

**EXISTING COURSES(S)**

**LING 450: Introduction to Phonology (4)**
(Grad level, Catalog Description, Prereq change)

**LING 450/550: Introduction to Phonology (4)** Study of sound systems in language. Phonemic contrasts, allophonic variation, and complementary distribution in relation to lexical coding of words, phonological processes operating at the segmental and suprasegmental levels. Prereq: LING 311 passed with a grade of C- or better or graduate standing

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**MATH**

**EXISTING COURSES(S)**

**MATH 201: Algebra Math Lab (2)**
(Enrollment Restriction Change)

**MATH 201: Algebra Math Lab (2)** Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from algebra.

**MATH 202: Geometry Math Lab (2)**
(Enrollment Restriction Change)

**MATH 202: Geometry Math Lab (2)** Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from geometry.

**MATH 203: Analysis and Number Theory Math Lab (2)**
(Enrollment Restriction Change)

**MATH 203: Analysis and Number Theory Math Lab (2)** Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from analysis and the theory of numbers.

**MATH 204: Probability and Statistics Math Lab (2)**
(Enrollment Restriction Change)

**MATH 204: Probability and Statistics Math Lab (2)** Exploratory course in mathematics. Course focuses on
techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from probability and statistics.

MATH 205: Foundations Math Lab (2)
(Enrollment Restriction Change)
**MATH 205: Foundations Math Lab (2)** Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from the foundations of mathematics.

MATH 206: Combinatorics Math Lab (2)
(Enrollment Restriction Change)
**MATH 206: Combinatorics Math Lab (2)** Exploratory course in mathematics. Course focuses on techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from combinatorics.

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**POLITICAL SCIENCE**

NEW COURSES(S)

**PS 613: Interpretive Methods in Political Science (5)** 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.

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**PHILOSOPHY**

NEW COURSES(S)

**PHIL 426/526: Advanced Logic (4)** This course covers classical and non-classical logics. A review of propositional and predicate logic will be followed by a consideration of “non-normal” logics of strict implication, conditional logics, many-valued logics, and first-degree entailment. The course will consider philosophical issues raised by these diverse logics. Prereq: PHIL 225 or PHIL 325

**PHIL 472/572: Advanced Introduction to Analytic Philosophy (4)** An advanced introduction to central debates, topics, figures, and trajectories in Analytic philosophy. Prereq: One 400 level philosophy course

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**POLITICAL SCIENCE**

NEW COURSES(S)

**PS 384: Nuclear Politics of the Middle East (4)** History and current nuclear capabilities of all major Middle East states are evaluated. Nuclear strategy, arms control and important technological developments are examined. Theoretical models of proliferation, and debates of a nuclear "taboo" discussed. U.S. foreign policy
options toward the Middle East critiqued.  

Request to satisfy Category II-Social Science core-education area requirement.

**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.

### SOCIOLOGY

**NEW COURSES(S)**

**SOC 458/558: Issues in Cultural Sociology: [Topic] (4)** Topics include the examination of sociological literature, research, and perspectives on a range of important themes core to cultural sociology, including production and consumption of culture, semiotics, community and networks, and popular culture. Repeatable.

**SOC 459/559: Issues in Science, Technology Society: [Topic] (4)** Topics include the examination of sociological literature, research, and perspectives on a range of themes core to understanding science, technology and society, including the public understanding of science, science and social movements, and social inequalities in science. Repeatable.

### ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

### PROFESSIONAL SCHOOLS AND COLLEGES

### CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

**ACCOUNTING**

**NEW COURSES(S)**

**ACTG 460/560: Government Not for Profit Accounting (4)** This course teaches differences in accounting and financial reporting for governmental and not-for-profit organizations and differences between private sector and public-sector accounting, standards-setting, meeting stakeholder needs.
**ACTG 619: Taxation of Pass Through Entities (3)** Designed for accountants, managers, and entrepreneurs, covers basics of taxation of partnerships, S corporations and their shareholders, and trusts and their beneficiaries. Also covers taxation of exempt entities.

**EXISTING COURSE(S)**

**ACTG 350: Intermediate Accounting I (4)**

*(Prereq change)*

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

**BUSINESS AFFAIRS**

**EXISTING COURSES(S)**

**BA 240: Managing Business Information (4)**

*(Title, Catalog Description, Grading Option change)*

**BA 240: Spreadsheet Analysis and Visualization (4)** Data-oriented approaches for structuring and analyzing information, with applications in the traditional functional areas of business, emphasizing modern techniques for developing fact-based decision models.

**FINANCE**

**NEW COURSES(S)**

**FIN 617: Data Analysis in Finance (3)** Programming for financial data analysis using popular languages; Back testing and developing algorithm trading strategies.

**SPORTS BUSINESS**

**EXISTING COURSE(S)**

**SBUS 456: Sports Brand Management (4)**

*(Prereq, Outcomes change)*

**SBUS 456: Sports Brand Management (4)** An integrative course that supports skills development for success in managing sports-related businesses and brands. It utilizes critical thinking, creative imagining and professional writing in developing capabilities used in businesses aligned with or in sports. Prereq: BA 101
COLLEGE OF DESIGN

ART HISTORY

NEW COURSES(S)

ARH 382: Arts of the Silk Road (4) This course examines cross-cultural and artistic encounters between Asia, Africa, Europe, and the Americas by studying, diasporas and migrations, religions, urban settlements, trade, and slavery. Request to satisfy Category I-Arts and Letters core-education area requirement. Request to satisfy US: Difference, Inequality and Agency cultural literacy requirement.

LANDSCAPE ARCHITECTURE

NEW COURSES(S)

LA 451/551: Landscape Media I (2) Landscape Media I is the first course in a yearlong foundational landscape media sequence. The course focuses on fundamental concepts of cartography, diagramming movement and change, and conceptually representing design ideas, and introduces students to graphic design fundamentals.

LA 452/552: Landscape Media II (2) Landscape Media II is the second course in a yearlong foundational landscape media sequence. The course explores a variety of media, computer applications, analog approaches, workflows, and theoretical ideas in the context of landform, topography, and grading as both a design process and representation product. Prereq: LA 451

LA 453/553: Landscape Media III (2) Landscape Media III is the third course in a yearlong foundational landscape media sequence. The course focuses on the visual communication of constructing the landscape, from sketching materials and assemblies, to to preparing construction documentation drawings. Prereq: LA 452

LA 464/564: Landscape Materials and Construction I (4) Landscape Materials and Construction I is the first course in a three-term sequence, with a primary focus on plants as a medium of landscape architectural design. It is an introduction to plants from the point of view of the landscape architect or architectural designer.

LA 465/565: Landscape Materials and Construction II (4) Landscape Materials and Construction I is the second of the three-term long Landscape Materials and Construction sequence, with a primary focus on landform as a medium of landscape architectural design and landscape engineering for accessibility, safety, and sustainability. Prereq: LA 464

LA 466/566: Landscape Materials and Construction III (4) Landscape Materials and Construction III is the third of the three-term long Landscape Materials and Construction sequence, with a primary focus on structures, material assemblies, and vegetation on and in buildings as media of landscape architectural design. Prereq: LA 465
EXISTING COURSE(S)

LA 450: Advanced Landscape Media: (4)
(Title, Credit, Repeatability, Catalog Description, Topics change)
LA 450/550: Advanced Landscape Media: [Topic] (2-4) Advanced landscape media skills in a variety of media, including 2D and 3D digital skills, visual data representation, and remote data sensing. Repeatable.

SPORTS PRODUCT DESIGN

NEW COURSES(S)

SPD 415/515: Soft Goods Technologies (4) An intensive, hands-on exploration of the technologies required to innovate soft good products in the sports product design industry.

SPD 425/525: Digital Creation Technologies (4) A fundamental course to learn the technologies used to define digital blueprints of sports products.

SPD 645: Sports Product Design and Business (4) SPD 645 focuses on the fundamental business theories used to create, market, and sell sports products.

PLANNING, PUBLIC POLICY, AND MANAGEMENT

NEW COURSES(S)

PPPM 101: Advocacy and Social Change (4) Explorations of how policy change occurs, how people and organizations create social and policy change, and how individuals can make a difference in their communities. Request to satisfy Category II-Social Science core-education area requirement. Request to satisfy US: Difference, Inequality and Agency cultural literacy requirement.

PPPM 360: International Public Policy (4) Introduces international dimensions of public policy making by comparing national systems and institutions of governance, public policy making processes, and public policy decisions. Investigates concepts, theories, and approaches to compare public policies in economic, welfare, educational, health, and environmental sectors. Request to satisfy Category II-Social Science core-education area requirement. Request to satisfy Global Perspectives cultural literacy requirement.

COLLEGE OF EDUCATION

COMMUNICATION DISORDERS AND SCIENCES

NEW COURSES(S)

CDS 620: Workshop: Evidence-Based Practice (1-5) This course supports students in developing their Evidence-Based Practice Projects via: (1) methods to promote critical evaluation and adoption of research findings; (2) principles of culturally responsive research practice, practice-based evidence and implementation science; and (3) activities to prepare students to complete their EBP projects. Repeatable.
CDS 621: Practicum I (1-16) Designed to support first year master’s students as they proceed with their clinical training. The course will provide methodology, evidence-based practice and clinic operations training. The focus on using evidence-based practice and rational clinical decision-making will be incorporated throughout class instruction. Repeatable.

CDS 622: Practicum II (1-16) Designed to help prepare second-year students for their medical and school externships. Students will learn clinical skills in the following areas: professional issues in medical settings; documentation in medical settings; ethical issues in speech-language pathology; school practicum requirements; professional issues in securing employment. Repeatable.

CDS 623: September Experience in Speech Language Pathology (1-9) Designed to prepare Graduate Student Clinicians to become professionals who will make major contributions to the field of Speech-Language Pathology. There are specific skills that all Speech-Language Pathologists perform and the GSC will be prepared to demonstrate these skills by the end of this externship Repeatable.

CDS 624: Practicum: Medical Externship (1-16) Designed to prepare Graduate Student Clinicians to become professionals who will make major contributions to the field of Speech-Language Pathology. There are specific skills that all Speech-Language Pathologists perform and the GSC will be prepared to demonstrate these skills by the end of this externship. Repeatable.

**COIUNSELING PSYCHOLOGY**

NEW COURSES(S)

CPSY 611: Counseling Skills (2 or 3) Emphasizes experiential learning of a broad range of communication skills needed to form effective helping relationships. Covers client intake procedures and interviewing strategies. Includes laboratory. Prereq for nonmajors; instructor's consent.

**FAMILY AND HUMAN SERVICES**

DROP COURSE(S)

FHS 497: Direct Service Intensive Capstone (2) Students develop, implement, and evaluate a capstone project that synthesizes knowledge from all required FHS courses and sustainably fills a need within a local school or community agency, which is presented as a summarized in a final paper and oral presentation. Prereq: FHS 491.

**EDUCATION LEADERSHIP**

NEW COURSES(S)

EDLD 636: Governance and Ethics (3) Examination of how intentional school and district governance serves system transformation. Viewing ethics through an equity lens, leaders develop policies and practices that eliminate systems of advantage and disadvantage thereby closing the opportunity and achievement gaps present in their schools and system.
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. Repeatable.

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.

EXISTING COURSE(S)

EDST 617: Sapsikʷałá Indigenous Education Seminar (4)
(Regularizing number)
EDST 617: Sapsikʷałá Indigenous Education Seminar (4) Students in the Sapsikʷałá (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 Sapsikʷałá 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.

EDUCATION

EXISTING COURSES(S)

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 and Education 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.

SPECIAL EDUCATION AND CLINICAL SERVICES

NEW COURSES(S)

SPED 415/515: 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.

SPED 428/528: 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.
## SCHOOL PSYCHOLOGY

### NEW COURSES(S)

**SPSY 690: School Psychology Research Seminar: [Topic] (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 691: 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 692: 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 695: 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 698: 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 699: Internship (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.
SCHOOL OF JOURNALISM AND COMMUNICATION

JOURNALISM

NEW COURSES(S)

**J 377: Science of Science Communication (4)** In this class students will delve deeper into the theoretical foundations of science communication as a discipline. Students will develop an understanding of the different models of science communication, their benefits, drawbacks, and current use in a variety of contexts. Prereq: Two group satisfying courses in the sciences

**J 477/577: Topics in Science of Science Communication: [Topic] (4)** This course dives deeply into issues related to the science of science communication, including more advanced exploration of health communication, decision making, numeracy, and environmental communication. Students will focus on developing research projects in consultation with the instructor. Prereq: J377 Science of Science Communication Repeatable.

**J 478/578: Producing the Science Story: [Topic] (4)** This course focuses on producing stories about science for a variety of media. Students will incorporate research from the science of science communication in crafting story strategies for specific audiences. Additional focus will be on innovative storytelling strategies for complicated subjects using journalistic practice. Prereq: J377 Science of Science Communication Repeatable.

EXISTING COURSE(S)

**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-.

**J 342: The Creative Strategist (4)** (Delivery Mode, Prereq, Enrollment Restriction Change)

**J 342: The Creative Strategist (4)** Creative approaches to ideation and strategic thinking for all advertising industry specialties. Emphasis on creative process, generative techniques, teamwork, career planning, industry trends. Journalism: advertising majors only. Prereq: J 211 and J 212 with a grade of better than a C-

**J 352: Strategic Writing and Media Relations (4)** (Prereq, Outcomes change)

**J 352: Strategic Writing and Media Relations (4)** Writing-intensive lab; students produce strategic, theory-based content for multiple media platforms using various journalistic styles and storytelling skills and incorporating ethical media-relations practices. Prereq: J 211 and J 212 and J 213 and J 350 with a grade of better than C-

SCHOOL OF LAW

One course submitted. See pending list.
SCHOOL OF MUSIC AND DANCE

MUSIC EDUCATION

NEW COURSES(S)

MUE 615: Jazz Practicum (1) Students will complete observations of experienced teachers in academic, ensemble, and studio settings, and will receive qualitative feedback from cooperating teachers through short, supervised teaching demonstrations. Repeatable.

MUSIC: JAZZ STUDIES

NEW COURSES(S)

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 440/540: 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.

MUJ 440/540: 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.

EXISTING COURSE(S)

MUJ 395: Small Jazz Ensemble: [Topic] (1-2) (Repeatability Change)
MUJ 395 : Small Jazz Ensemble: [Topic] (1-2) Improvisation group. Study current and past small-group jazz performances. Repeatable 11 times for a maximum of 24 credits. Ensemble fee. Prereq: Audition

MUJ 440/540: 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.
MUSIC

NEW COURSES(S)

MUS 428/528: Cultures of Musical Celebrity (3) Examines the cultural phenomenon of celebrity among musicians, composers, and audiences from antiquity to the present. Topics include cults, crowds, branding, shrines, and charisma.

MUS 432/532: Tonal Analysis: Analysis of Popular Music (3) Exploration of the analysis of popular music, with repertoire from the 1960s to the present; discussion of methodologies adapted from traditional music theory, including form, harmony, meter, and rhythm, as well as more repertoire-specific topics, such as timbre, texture, and lyrics. Prereq: MUS 327

MUS 436/536: World Music Ensemble [Topic]: [Topic] (2) Students engage the embodied practices and sociocultural contexts of diverse music-dance practices associated with the world music categories specified in the topic. Repeatable. Request to satisfy Global Perspectives cultural literacy requirement.

MUS 487/587: 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 488/588: 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.

MUS 627: Survey of Choral Literature I (3) Survey and analysis of choral music composed from 1450 to the present.

MUS 628: Survey of Choral Literature II (3) Survey and analysis of choral music composed from 1450 to the present

MUS 670: Graduate Seminar in Music: [Topic] (4) Advanced graduate seminars that revolve around a rotating selection of topics in musicology, ethnomusicology, and music theory, emphasizing prominent research and approaches in the field. Repeatable.

MUS 683: Rhetoric and Music (4) Repeatable. Studies of various topics at an advanced level offered periodically according to student and faculty interest and availability.

MUS 684: Musical Iconography (4) (current description under MUS607 recurring topic listing): Repeatable. Studies of various topics at an advanced level offered periodically according to student and faculty interest and availability.

EXISTING COURSE(S)

MUS 430: Schenkerian Analysis (3)

MUS 430/530: Tonal Analysis: Linear Prolongational Analysis (3) Introduction to techniques of
linear/prolongational analysis; exploration of connections between contrapuntal structures and small musical forms. Prereq: MUS 327.

MUS 431: Schenkerian Analysis (3)  
(Title, Grad Level, Catalog Description Change)  

MUS 476: Digital Audio Workstation I (3)  
(Title, Grad Level, Catalog Description Change)  
**MUS 476/576: Digital Audio Workstation Techniques I (3)** Explores the sequencing, editing, and routing of MIDI and digital audio using a computer. Basic Mac skills recommended. Series with MUS 477 and MUS 478. Repeatable once for a maximum of 6 credits. Laboratory fee. Repeatable.

MUS 477: Digital Audio Workstation II (3)  
(Title, Grad Level, Catalog Description Change)  
**MUS 477/577: Digital Audio Workstation Techniques II (3)** Explores the principles and techniques of audio mixing, sound design, and music production using a computer. Series with MUS 476 and MUS 478. Prereq: MUS 476. Repeatable.

MUS 478: Digital Audio Workstation Techniques III (3)  
(Catalog Description, Enrollment Restriction Change)  

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**PHYSICAL EDUCATION AND RECREATION**

**PHYSICAL EDUCATION FITNESS**

NEW COURSES(S)

**PEF 347: Nutrition Daily (1)** Learn the foundations of nutrition and how it applies to you, the individual, based on goals, physical make-up, lifestyle and activity. Learn the importance and identification of macronutrients, efficient meal planning and preparation, grocery shopping and navigating nutrition labels.

EXISTING COURSE(S)

PEF 344 : Eat, Move, and Be Well (2)  
(Delivery Mode Change)  
**PEF 344 : Eat, Move, and Be Well (2)** For students in need of lifestyle behavior change and guidance who are motivated to use a holistic wellness approach (nutrition, exercise, stress management) to initiate healthy habits. Class includes twice a week 50-minute movement sessions.

PEMB 320: Yoga Wellness Techniques (1)  
(Catalog Description, Delivery Mode Change)
PEMB 320: Yoga Wellness Techniques (1) Learn and apply effective techniques for managing stress and increasing well-being. In a fun, supportive and calming atmosphere, students will gain lifelong tools for coping with stress. The material will include safe, strengthening asana (poses), breathing, active relaxation, and meditation techniques. Repeatable.

UNDERGRADUATE STUDIES

No courses submitted.

DENIED PROPOSALS

No courses denied.

PENDING PROPOSALS

College of Arts and Sciences

JDST 352: Topics in Jewish Literature and Culture: [Topic] (4) Focuses on Jewish literature, the figure of the Jew in literature, and Jewish culture. Possible topics include but are not limited to the writings of Franz Kafka, the Shtetl, the Jewish memoir, etc. Request to satisfy Category I-Arts and Letters core-education area requirement.

JDST 354: Topics in Jewish Thought and History: [Topic] (4) Focuses on Jewish philosophy, critical theory, and history. Possible topics included but are not limited to: Contemporary Jewish Philosophy, the writings of Emanuel Levinas, Spinoza, Modern Jewish History, etc. Request to satisfy Category I-Arts and Letters core-education area requirement.

PHIL 471/571: Advanced Introduction to American Philosophy (4) An advanced introduction to central debates, topics, figures, and trajectories in American Philosophy. Prereq: One 400 level philosophy course

PHIL 473/573: Advanced Introduction to Continental Philosophy (4) An advanced introduction to central debates, topics, figures, and trajectories in Continental Philosophy. Prereq: one 400 level philosophy course

PHIL 474/574: Advanced Introduction to Feminist Philosophy (4) An advanced introduction to central debates, topics, figures, and trajectories in Feminist Philosophy. Prereq: a 400-level philosophy class

WGS 311: Black Feminist Theories (4) This course introduces students to key texts, issues, and debates in contemporary, post-civil rights era black feminist theories and thought. A particular focus of this course is black feminists’ historic interventions into conventional understandings of “theory” and dominant notions of “theory-making.” Request to satisfy Category I-Arts and Letters core-education area requirement. Request to satisfy US: Difference, Inequality and Agency cultural literacy requirement.
College of Education

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.

School of Law

LAW 763: Advanced Criminal Defense Clinic (2) Students will, with supervision, represent clients charged in Lane County with misdemeanor criminal cases. Students will be responsible for all aspects of their cases; working with clients both in and out of court. Prereq: Law students must be certified by the State Court Administrator to make court appearances. The Criminal Defense Clinic, Evidence, and Legal Profession (or MPRE passage) are required. Constitutional Law and Criminal Procedure are recommended.

School of Journalism and Communication

J 442: Brand Responsibility (4) Brands in modern culture must address both profit and purpose. This course explores how brands recognize societal complexity such as racism, environmental issues, and social equity as part of their mission to be of value to consumers. Prereq: J 211 and J 212 and J 213 and J 342 with a grade of mid-C or better

J 443: Advertising Media Planning (4) (Catalog Description, Prereq, Enrollment Restriction Change)

J 443/543: Advertising Media Planning (4) Focus on building communications and media objectives via strategy and creative thinking to determine effective methods of reaching a designated target audience. Use of media measurement tools, industry trends analysis, media channel innovation. Journalism: advertising majors only. Prereq: J 211 and J 212 and J 213 and J 342 with a grade of mid-C or better

J 444: Agency Account Management (4) (Catalog Description, Prereq, Enrollment Restriction Change)

J 444/544: Agency Account Management (4) The role of the account executive in the advertising agency examined through case studies exploring brand management, agency organization, and agency process. Journalism: advertising majors only. Prereq: J 211 and J 212 and J 213 and J 342 with a grade of mid-C or better

J 457/557: Curiosity for Strategists (4) (Grad level, Prereq change)

J 457: Curiosity for Strategists (4) Explores the building of intellectual curiosity as a problem-solving technique within the context of culture and media. Emphasis: critical thinking, readings, projects, performance. Journalism: advertising majors only. Prereq: J 211 and J 212 and J 213 and J 342 with a grade of mid-C or better

J 458: Writing Design Concepts (4) (Catalog Description, Prereq, Enrollment Restriction Change)

J 458/558: Writing Design Concepts (4) The process of conceptual problem-solving for brand campaigns in traditional and emerging media. Emphasis: conceptual development of advertising writing, design, campaigns, presentation of developed work. Critical feedback on creative work and portfolios. Journalism: advertising majors only. Prereq: J 211 and J 212 and J 213 and J 342 with a grade of mid-C or better
J 459: Branding and Content (4)
(Catalog Description, Prereq, Enrollment Restriction Change)

**J 459/559: Branding and Content (4)** Course exploring portfolio development for writers, art directors, and strategists. Emphasis: production, multiple-platform creative development, industry-focused portfolios, industry history. For Journalism: advertising majors only. Prereq: J 211 and J 212 and J 213 and J 342 with a grade of mid-C or better

J 460: Brand Development: [Topic] (4)
(Grad Level, Prereq, Enrollment Restriction change)

**J 460/560: Brand Development: [Topic] (4)** Revolving topics on emerging issues in branding and advertising, including strategies in digital and interactive brand solutions, media decision-making, data analytics, cultural influences in advertising, and sustainability. Journalism: advertising majors only. Repeatable three times for a maximum of 16 credits when topic changes. Prereq: J 211 and J 212 and J 213 and J 342 with a grade of mid-C or better Repeatable.

### WITHDRAWN PROPOSALS

**Lundquist College of Business**

ACTG 410: Experimental Course: [Topic] (1-4)
(Prereq change)

**ACTG 410/510: Experimental Course: [Topic] (1-4)** A recent topic is Accounting Information Systems. Repeatable when the topic changes. Prereq: C- or better in ACTG 213, BA 101, BA 240, EC 201, MATH 241, MATH 243. 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.

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DAN  496  Ballet Lab  last offered: 201603
DAN  596  Ballet Lab  last offered: 201603
DAN  692  Dance Literature  last offered: 201601
DANC  175  Jazz I  last offered: 201702
DANC  184  Ballroom I  last offered: 201703
DANC  275  Jazz II  last offered: 201703
MUJ  390  Jazz Lab Band III  last offered: 201702
MUS  345M  Music, Politics & Race  last offered: 201702
MUS  457  Native American Music  last offered: 201204
MUS  557  Native American Music  last offered: 201204
PEF  201  Pilates Matwork I  last offered: 201703
PEO 341  Intro Lead Climber  last offered: 201603
PERU 332  5K Training II  last offered: 201703
PERU 341  10K Training  last offered: 201703

OTHER CURRICULAR MATTERS

SPRING 2021 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 changes to the General Science program which include a name change to Multidisciplinary Science and a new subject code, MSCI. Effective Fall 2021 (329)

• Update from Spring 2020 Curriculum report to reflect new effective date of Fall 2022. The Dean of the College of Arts and Sciences, 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 Bachelor of Science in Bioengineering. Effective Fall 2022 (369)

• The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved an accelerated Master of Science and Master of Arts in economics. Effective Fall 2021 (437)

• The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved a Minor in Commerce and Society offered under General Social Science Effective Fall 2021 (404)
The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved changes to Master of Arts in Philosophy by reducing the number of courses required for the “traditions” from eight to four, and the 600 level proseminars in each tradition to 4/500 level advanced introductions. Effective Fall 2021 (237)

The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved program revisions to the Master of Arts in Language Teaching Studies. Effective Fall 2019 (385)

The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved changes to PhD in Philosophy by reducing the number of courses required for the “traditions” from eight to four, and the 600 level proseminars in each tradition to 4/500 level advanced introductions. Effective Fall 2021 (8)

The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved new concentrations in sociology. This proposal is part of a package of four elective concentrations for the Sociology Major that match the format and expectations of the current Sociology Major. Effective Fall 2021 (428, 429, 430, 431)

The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved an Accelerated Master's Program in Mathematics, which will allow students to complete a master’s degree in mathematics in five years, with a bachelor’s degree at the end of the fourth year. Effective Fall 2021 (474)

The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved new data science domains. This undergraduate degree in data science is quantitatively focused, requiring courses in computer science, mathematics, probability and statistics, and machine learning. Effective Fall 2021 (370)

The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved changes to the PhD in Romance Languages. The program will now accept applicants with a BA, and not just applicants who hold an MA. In addition, students completing a PhD in RL will have the opportunity to develop expertise in primary and secondary fields based on cohesive themes, disciplinary approaches, and linguistic geographies:
1) Language in Contact: Sociolinguistics, and Second Language Studies,
2) Translation Studies
3) Poetics, Genre and Form
4) Critical Race and Postcolonial Studies
5) Gender and Queer Studies
6) Media Studies (Visual, Material and Digital Cultures)
7) Environment, Food, and Green Humanities
8) Geographies: Mediterranean Studies, Transatlantic Studies, European Studies, Latin American Studies. Effective Fall 2021 (12)

The Dean of the College of Arts and Sciences and provost has approved changes to the Course of Study in General Social Sciences (Applied Economics, Business, and Society) Effective Fall 2021 (399)

The Dean of the College of Arts and Sciences and provost has approved changes to the Course of Study in General Social Sciences (Crime, Law, and Society Concentration) Effective Fall 2021 (471)
• The Dean of the College of Arts and Sciences and provost has approved changes to the Course of Study in General Social Sciences (Globalization, Environment, and Policy Concentration) Effective Fall 2021 (472)

• The Dean of the College of Arts and Sciences and provost has approved changes to the Course of Study in General Social Sciences (Social Studies Teaching Concentration) Effective Fall 2021 (473)

• The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved changes to The Bachelor of Arts in Folklore and Public Culture that eliminate their "Expressive Forms and Practices" and "Diverse Communities" requirement subdivisions and instead allow students to choose from a single broad elective list. Effective Fall 2021 (327)

Clark Honors College

• The Dean of the Clark Honors College, with approval by the Core Education Council and the provost, has approved changes to Clark Honors College core education equivalency agreement to reflect recent changes to the CHC core curriculum. The agreement is updated such that Clark Honors College students who have completed the CHC core education requirements (HC 101H, 221H, 231H, 241H, and 301H; Area of Inquiry approved courses outside the CHC in Arts and Letters, Social Science, and Science (one course in each area); an approved quantitative reasoning course; and 20 credits in upper division CHC Colloquia) have fulfilled the university’s Area of Inquiry requirements. Should a student leave the CHC after successful completion of all of these requirements, the student will retain their clearance of the university’s Area of Inquiry requirements. NOTE: The existing agreement would remain in effect for students continuing through on the former CHC curriculum. Effective Fall 2021(359).

College of Education

• The Dean of the College of Education, with approval from the graduate council and the provost, has approved changes to the Master of Arts and Master of Science in Education Policy and Leadership. The first is to add EDUC 642 Survey of U.S. Education Policy as a required course. Also approved is a name change from Educational Leadership to Education Policy and Leadership. Effective Fall 2021 (373)

• The Dean of the College of Education, with approval from the undergraduate council and the provost has approved changes to the Family and Human Services Bachelor of Arts and Bachelor of Science by eliminating the senior capstone requirement and the corresponding class for which students are required to register for senior capstone support, FHS 497. This was previously approved by the senate. However, they forgot to submit changes that would swap a required course for another recently approved course: FHS 491 to FHS 471. Effective Fall 2021 (181, 308)

• The Dean of the College of Education, with approval from the undergraduate council and the provost has approved changes to Educational Foundations changes for the Bachelor of Arts. The Department of Education Studies is removing MUS 322 Music Fundamentals as a requirement. The course is no longer being offered by the School of Music and Dance. Effective Fall 2021 (291)

• The Dean of the College of Education, with approval from the undergraduate council and the provost has approved changes to Educational Foundations changes for the Bachelor of Science. The Department of Education Studies is removing MUS 322 Music Fundamentals as a requirement. The course is no longer being offered by the School of Music and Dance. Effective Fall 2021 (292)
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 Master of Landscape Architecture**. The proposed changes include: Move 4 credits of content-area electives to general degree Area of Concentration electives. Move 4 credits of content-area electives to mentored research courses. Combine required landscape technology courses (4 credits) and required plant courses (8 credits) into new required hybrid Landscape Materials + Construction course sequence (12 credits). Restructure landscape media (visual communication) sequence. *Effective Fall 2021* (37)

- The Dean of the College of Design, with approval by the undergraduate council and the provost, has approved changes to the **Bachelor of Landscape Architecture** that include combining landscape technology and plants courses (300 level) into a Landscape Materials + Construction series (400 level) and revising their landscape media sequence. *Effective Fall 2021* (36)

School of Journalism and Communication

- The Dean of the School of Journalism, with approval from the graduate council and the provost, has approved adding Media Entrepreneurship as a required class to the **Journalism Master's program**. *Effective Fall 2021* (201, 202)

- The Dean of the School of Journalism and Communication, with approval by the undergraduate council and the provost, has approved changes to the **Bachelor of Arts in Journalism: Media Studies Degree** that includes adding two courses to their foundations sequence (J250, J415) and restructuring their upper division requirements to include four 16-credit specializations (from which students will choose one). *Effective Fall 2021* (297)

- The Dean of the School of Journalism and Communication, with approval by the undergraduate council and the provost, has approved a **Minor in Science Communication**. *Effective Fall 2021* (464)

School of Music and Dance

- The Dean of the School of Music and Dance, with approval from the undergraduate council and the provost has approved changes to the **Popular Music Studies concentration for the Bachelor of Arts and Bachelor of Science in Music**. The changes are: MUS 463—Popular Music Studies will be made electable, not required, in the History & Culture menu of the concentration, and four elective credits will be removed from this menu. MUS 263—US Popular Music 1800-1930 and MUS 358—Music in World Cultures will be required in the History & 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)

- The Dean of the School of Music and Dance, with approval from the undergraduate council and the provost has approved changes to the **Bachelor of Music: Jazz studies**, which will alleviate student overload, reduce the number of required credits and create space for electives outside of the jazz area, address skill set deficiencies in composition, address “hidden” degree requirements, and better prepare our students to be educators. *Effective Fall 2021* (215)
- The Dean of the School of Music and Dance, with approval from the undergraduate council and the provost has approved changes to the Bachelor of Music: music education by eliminating MUE 392 Saxophone Tech from the MUED Core Requirements and adding MUE 126 to MUED Core Requirements. Effective Fall 2021 (218)

- The Dean of the School of Music and Dance, with approval from the graduate council and the provost, has approved the Music Theory Pedagogy Specialization. Effective Fall 2021 (415)

- The Dean of the School of Music and Dance, with approval from the graduate council and the provost, has approved changes to the Bachelor of Science in Music Technology:
  - Removal of MUS 227 Elements of Electronic Music, and one term (3 credits) of MUS 445 Electronic Composition (to a total of five terms) from the major's requirements; add MUS 479 Data Sonification (4 credits) to the major's requirements. (213) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the Doctoral Degree in Music Performance: Change the number of credits in seminar/courses from 6 to 6-8, due to regularization of music seminars; Deactivate the DMA option in Piano Performance and Pedagogy, including the course list in "additional requirements;" Eliminate the text "primary area" (220) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to MUS 607 Seminar to MUS 670 (this course was regularized) for the Master of Arts in Musicology, and the Master of Arts in Music Theory, (221, 222) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the Master of Music in Jazz Studies- Composition, Arranging Emphasis. MUE 639 Pedagogy and Practicum is being replaced with MUJ 540. Since doctoral supporting areas have been eliminated, MUE 639 will no longer need to be offered. MUJ 440/540 is a pedagogy course that will serve more students and offer similar pedagogical material. (226) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the Master of Music in Jazz Studies- Instrumental Performance Emphasis. MUE 639 Pedagogy and Practicum is replacing with MUJ 540. Since doctoral supporting areas are no longer required, MUE is no longer necessary. MUJ 440/540 will be more relevant and will allow for more students to enroll in the class. (227) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the Master of Music in Conducting—Choral Emphasis by adding two long-standing courses (MUS 555 and MUS 556) to a menu of courses from which students can select. (228) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the Master of Music in Piano Pedagogy. Change applied piano requirement: Replace MUP 635 with MUP
650. Students may choose to enroll for MUP 650 (2 credits) or MUP 665 (4 credits) for six terms for a total of 12-24 credits (231) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the Master of Music in Music Performance by changing the available options: Delete guitar; add harp. (232) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the Doctoral Degree in Music Education. MUE 611 will be replaced with "graduate course in qualitative research". Due to faculty workload issues, this course may be taken in another department. The SOMD class, MUE 611, will not be offered regularly. The requirement for 6 credits of MUS 607 is being reduced to 3 credits. (234) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the Doctoral Degree in Music Theory, replacing MUS 607 with MUS 670 (regularized course number). (236) Effective Fall 2021

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the Graduate Specialization in Violin/Viola Pedagogy by eliminating the 2 credits of MUE 609:Practicum, and providing a "menu" of course choices" since MUE 528 Music in Early Childhood will not be offered on a regular basis. The practicum experience for the students will be part of the pedagogy coursework in the program. (393) Effective Fall 2021

- The Dean of the School of Music and Dance, with approval from the undergraduate council and the provost has approved renaming Music History and Literature Concentration to Music History and Culture Concentration for the Bachelor of Arts in Music to reflect the current state of the discipline and faculty interests and creating a more robust structure for undergraduate musicological studies. (209) Effective Fall 2021

**Academic Policies**

- **Policy Change:**

The Undergraduate council has approved changing the minimum qualifications for Dean’s List consideration from 15 credits, 12 of which must be graded, to 12 credits taken for a letter grade.

New language:
The Dean’s List is announced after each fall, winter, and spring term. To qualify, a student must be an admitted undergraduate, complete at least 12 credits taken for a letter grade during the term, and have a term GPA of 3.75 or better. Credits deducted do not count toward the minimum number of credits. Grade changes recorded through the second week of the subsequent term resulting in a change to the term GPA may affect the Dean’s List notation (removal or addition). Effective Fall 2021

- The Core Ed Council voted to approve the following language for required inclusion on DIA and GP syllabi as mandated in 2.5 of the legislation that created these courses.
DIA

This course fulfills the *United States: Difference, Inequality, and Agency* category of the Cultural Literacy Core Education requirement, a requirement informed by UO student activism. It is meant to develop students’ analytical and reflective capacities to help them understand and ethically engage with the ongoing (cultural, economic, political, social, etc.) power imbalances that have shaped and continue to shape the United States. In addition to considering the scholarship, cultural production, perspectives, and voices from members of historically marginalized communities, students in DIA courses:

1. **Inquire** into intersecting aspects of identity such as race, gender, gender identity, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability;
2. **Analyze** uses of power to marginalize on the basis of identity, as well as the assertions of agency, resistance, and resilience by marginalized groups; and
3. **Examine** historical and contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

and undertake one or more of the following:

4. **Reflect** on one’s own multiple social identifications and on how they are formed and located in relation to power.
5. **Practice respectful listening and ethical dialogue** around deeply felt or controversial issues.

GP

This course fulfills the *Global Perspectives* category of the Cultural Literacy Core Education requirement. A Global Perspectives course aims to foster student encounter with and critical reflection upon cultures, identities, and ways of being in global contexts beyond the United States. Students will consider substantial scholarship, cultural production, perspectives, and voices from members of communities under study, as sources permit. Global Perspectives courses, students will do one or more of the following:

6. **Engage** texts, literature, art, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond the U.S. context;
7. **Analyze** power relations involving different nations, peoples, and identity groups or world regions;
8. **Examine** hierarchy, marginality, or discrimination based on race, ethnicity, gender, gender identity, religion, sexuality, nationality, or ability (or some combination of these).

and undertake one or more of the following:

9. **Discuss** possibly unfamiliar topics using critical vocabulary and concepts.
10. **Practice respectful listening and civil dialogue** around controversial issues.

1. **Old English** (replaces language currently found on the Registrar’s website [https://registrar.uoregon.edu/current-students/ba-language-satisfying-courses](https://registrar.uoregon.edu/current-students/ba-language-satisfying-courses)):

Students may fulfill the UO second-language requirement by taking the all three courses in the year-long sequence in Old English (ENG 428, ENG 429, ENG 430) and by achieving a B- or higher in ENG 430. The sequence must be taken in order, since ENG 428 is a prerequisite for ENG 429, which is a prerequisite for ENG 430. Any questions about this should be directed to the Old English instructor or to the CAS Divisional Dean for Humanities.
The following academic policies were proposed to bring more uniformity to fundamental expectations related to courses and course delivery and approved by the senate on May 11, 2021

- CANVAS USE

Rationale:
- It is current policy that faculty use only university-approved FERPA-compliant software and cloud-based services for course activities involving the storage and transmission of student data (handy checklist here: https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=113454)
- Students benefit from having all of their course materials on one platform
- The pandemic-related Academic Council requirement that all courses have a Canvas site means that most if not all faculty now have a basic level of experience with Canvas, and that students have a higher expectation that courses will be on Canvas.

Proposed Policy:
For all undergraduate classes (including 400/500 level courses) with more than 5 students, instructors shall publish at least one Canvas site by the first day of each term’s classes that is used at a minimum for the communication of course information including:
- Course syllabus
- For classes where progress is not communicated individually to students through other means, provide available information on student progress to date. This information is meant to help students make decisions about the course, such as continuing in the course or changing the grade option. As such, this shall be done by at least two student decision points of the term:
  1. By the end of Week 6 (prior to deadline to withdraw from a class or change grading option which is end of Week 7)
  2. Prior to the final exam
- Other essential course information

Graduate classes with more than 5 students are encouraged to have a Canvas site that is published by the first day of each term’s classes and be used at a minimum for the communication of course information, as listed above.

- SYLLABI

Rationale:
- It is assumed this is an implicit expectation that faculty already understand but there is no central policy requiring a syllabus or outlining the minimum required elements of a syllabus.
- Accreditation standards require publication of course information for students.
- UOCC frequently sees syllabi that are missing basic information and/or have incorrect language.
- A syllabus helps students understand the course expectations and can help resolve student grievance

Proposed Policy:
Instructors shall provide a syllabus for all university undergraduate courses (including 400/500 level courses). It is strongly recommended that instructors provide a syllabus for graduate courses. The syllabus must be made available to students (hard copy or online as a downloadable document) on the first day of class or sooner. The following information, at minimum, should be included in the syllabus:

1. **INSTRUCTOR INFORMATION**: instructor’s name, office/room number, uoregon e-mail address and any other means of contact desired
2. **OFFICE HOURS**: office hours and a statement indicating how to contact the faculty member for an appointment outside office hours

3. **COURSE OBJECTIVES**: overall course objectives and expected learning outcomes as approved by the UOCC and documented in CourseLeaf
   a. if course meets any Core Education requirements, a statement describing which of the following requirements it meets and why
      1. Area of Inquiry (Social Science, Natural Science, or Arts and Letters)
         a) Also include which Methods of Inquiry are covered
      2. Difference, Inequality and Agency OR Global Perspectives
         a) At a minimum, include Core Education Council approved statement and learning outcomes

4. **GRADE POLICIES**:
   a. grade policies – describes the standards for each level of work (including A+ - see https://registrar.uoregon.edu/current-students/grading-system)
   b. grading criteria and expectations, for example grading rubrics

5. **ABSENCES**: clear absence policy that is pedagogically appropriate for the specific course. Policy should make clear how absences affect grades and the conditions under which assigned work and/or tests can be made up. Remember that University Health Services, which includes Counseling Services, does not provide excuses for students who miss class due to illness or injury so consider this in determining course policy (see https://health.uoregon.edu/faqs#sick-note-policy). Instructors also need to understand university policies for absences related to religious observance, student participation in university-sponsored events, mandatory first class attendance, AEC accommodations, and the Dean of Students “Emergency Academic Notification” process (see Appendix)

6. **MATERIALS AND ACTIVITIES**: lists of any required readings, assignments, examinations, special materials and extracurricular activities

7. **CLASSROOM BEHAVIOR**: statement on expected classroom behavior (e.g., use of cellphones, recording devices, etc.)

8. **UNIVERSITY POLICIES**: statement on or link to policies on (see Office of the Provost approved language):
   a. academic misconduct
   b. accessible education and accommodations
   c. mandatory reporting obligations
   d. Emergency policies – weather, fire, active shooter

Note: The Office of the Provost is working with IS and the Registrar on automatically populating Canvas sites with some of this information such as University Policies and basic information about the specific course. If that happens, this policy can be amended to reflect those changes. Until that happens, this information is important for students to have access to.

- **INSTRUCTOR AVAILABILITY**

**Proposed Guidance** Unit-level policies are already required by the collective bargaining agreement between United Academics and the university to address communication and contact with students. As such, the
Office Hours:
Instructors of in-person, online, or remote undergraduate and graduate courses should provide live, synchronous options for students to meet with them (e.g. office hours) for a minimum total of 2 hours per week during their teaching terms. This should be a mix with both scheduled times and by-appointment times. Flexibility can be offered when an instructor’s course(s) that term already include high contact and engagement with all students, or in terms where an instructor’s teaching load is lower than normal.

Other Availability Guidance:
Instructors should make themselves available to students via email and/or other appropriate online media.

- Instructors should respond within a reasonable time frame to appropriate student emails.
  - Instructors should provide individual responses to questions pertaining to specific students.
  - Responses to general questions may be achieved by announcements to the class via email or Canvas.
  - Questions on issues that are already clear from the syllabus or other course communications may be addressed with a simple communication pointing students to the appropriate resource.

APPENDIX: University-level policy related to class absences

The following are clarifications regarding existing University policies that intersect with this proposal under the section on absences.

Religious Accommodations
The university’s Discrimination policy (https://policies.uoregon.edu/discrimination-0) in Section GG states “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.”

This policy is operationalized through the “Student Religious Accommodation Request” process found on the University Registrar website (https://registrar.uoregon.edu/calendars/religious-observances). The Office of the Provost website provides a syllabus statement on this subject here: https://provost.uoregon.edu/syllabus-guidelines.

Absences Related to University-Sponsored Athletic Events
Instructors are not required to “excuse” all student-athlete absences and/or provide special accommodations for them.

The governing rule here pertains to “Academic Extra Benefits” which, under NCAA rules, is “substantial assistance or the granting of an exception that is not generally available to an institution’s students, which results in the certification of a student-athlete’s eligibility to participate in intercollegiate athletics or receive financial aid.” In lay terms, the Office of the Provost has communicated the following “bright line”, “Student-athletes may not be given special treatment simply because they are student-athletes. Student-athletes can only receive accommodations that are the same or similar as accommodations offered to other students.

In addition, under “Student-athlete travel and class attendance/participation” it states that “faculty are strongly encouraged to make pedagogically sound and justifiable accommodations that will enable student-athletes to be
successful in the classroom” and that “In classes with substantial class participation, project or lab work, appropriate accommodations may not be possible. In those instances, the student-athlete should be informed that the course is not a good fit in a term with significant travel. Under no circumstances should the instructor offer an accommodation that is pedagogically unsound or that would be unavailable to other students.” (See https://provost.uoregon.edu/academic-misconduct-and-academic-extra-benefits-involving-faculty-student-athletes-3)

Finally, in terms of post-season contests, the communication from the Office of the Provost states that these are “university-sponsored events” and as such, provide a legitimate excuse for student participants to be absent from regularly scheduled final exams.” It also provides some options that “faculty are authorized to use” to accommodate make-up exams. The use of the term “legitimate excuse” here pertains only to final exams. (See https://provost.uoregon.edu/post-season-contests)

In addition, students who are not student-athletes also participate in these events. They should provide the same documentation for expected absences at university-sponsored events and be afforded similar consideration from faculty.

“Mandatory” Attendance
The only university-level policy on mandatory attendance is the “Mandatory First Class Attendance Policy” which states:

“Academic departments may designate courses (not individual sections) as “Mandatory First Class Attendance”, which requires enrolled students to attend the first official meeting, as indicated in the UO Class Schedule, of designated courses. Attendance will be taken at the first official meeting of all courses with this designation. These courses are identified in the Class Schedule.

Enrolled students who do not attend the first official meeting of these courses will be dropped from the course.” (see the following for more: https://registrar.uoregon.edu/current-students/registering-for-classes#mandatory-first-class-attendance-policy)

Beyond this, faculty can require attendance through their absence policy and impose appropriate consequences for missed classes.

Dean of Students “Emergency Academic Notification”
Students who have extended absences due to crisis, serious injury or illness can follow a process with the Dean of Students to have an “Emergency Academic Notification” email sent to instructors. Instructors can help students that are unable to attend classes for an extended time due to a crisis, serious illness or injury, or hospitalization by including a link to the Dean of Students “Emergency Academic Notification” process: https://dos.uoregon.edu/dos-faq and by proactively reaching out to students if the Instructor is concerned and wishes to offer help. Information on signs of student crisis and ways faculty can help are located here https://dos.uoregon.edu/assisting-students-concern. For students who follow this process, the Office of the Dean of Students will notify the student’s faculty members by email that the student is experiencing an emergency and steps the faculty member can take.

Accessible Education Center (AEC) Accommodations
In some cases, students can be approved through AEC for flexibility in attendance and/or assignment deadlines. The AEC website states:

“Students with disabilities are approved for flexibility in attendance and/or assignment deadlines when strong medical documentation warrants the accommodation(s). These accommodations provide students opportunities
to demonstrate mastery of course knowledge, even when disability limits their ability to attend class and/or meet deadlines. Accommodations are not intended to sacrifice essential course goals or to place an undue burden on instructors. Rather, these accommodations ask instructors to:

• understand when grade penalties for class absences and/or missed assignment deadlines may be inappropriate for students with disabilities
• consider alternative assignment formats to allow all students to demonstrate course knowledge”

See https://aec.uoregon.edu/guidance-flexibility-attendance-and-assignment-deadlines for more information.