FALL 2021
Final
Curriculum Report

December 1, 2021

Prepared by the
University of Oregon Committee on Courses
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FALL 2021 FINAL CURRICULUM REPORT
December 1, 2021

OVERVIEW

The body of this report consists of two major sections: Course Proposals, reviewed fall 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 2022, 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 of inquiry and multicultural core-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 2022
12/27/2021—First round fall submissions due to the UOCC; courses must be entered into CourseLeaf by this date to be reviewed during winter term
02/23/2022—Preliminary report due to the Senate
03/09/2022—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 (sabbatical)
(Tom Greenbowe sitting in for Samantha Hopkins fall term only)
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. Sequence after the description means the courses must be taken in numerical order.

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

DATA SCIENCE

NEW COURSES(S)

**DSCI 411: Capstone Project (4)** This course provides a student the opportunity to apply the theoretical knowledge and techniques acquired during the Data Science degree curriculum to a project involving real data from the student’s domain of specialization. Requires an average 3.75 GPA in courses required. Prereq: DSCI 311, DSCI 372M, PHIL 423, all required upper-division domain courses

EXISTING COURSE(S)

DSCI 102: Foundations of Data Science II (4) (Prereq change)

**DSCI 102: Foundations of Data Science II (4)** This course expands upon critical concepts and skills introduced in DSCI 101. Topics include the normal distribution, confidence intervals, regression, and classifiers. Prereq: DSCI 101, MATH 101 (or equivalent placement score) or any other college-level math course

COMPUTER AND INFORMATION SERVICES

EXISTING COURSE(S)

CIS 314: Computer Organization (4) (Prereq, catalog description change)

**CIS 314: Computer Organization (4)** Introduction to computer organization and instruction-set architecture -- digital logic design, binary arithmetic, design of central processing unit and memory, machine-level programming. Prereq: 210, CIS 211, CIS 212 with grade of B- or better.

CIS 415: Operating Systems (4) (Prereq change)

CIS 431/531: Introduction to Parallel Computing (4)  
(Grading option change)  
**CIS 431/531: Introduction to Parallel Computing (4)** Parallel architecture, theory, algorithms, and programming with emphasis on parallel programming, focusing on models, languages, libraries, and runtime systems. Prereq: CIS 330.

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**CREATIVE WRITING**

**EXISTING COURSE(S)**

CRWR 244: Introduction to Literary Nonfiction (4)  
(Approved for online instruction)  
**CRWR 244: Introduction to Literary Nonfiction (4)** Introduction to techniques of writing creative nonfiction (the literary essay). Development of a critical appreciation of the art of writing.

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**EAST ASIAN LANGUAGES AND LITERATURE**

**DROP COURSE(S)**

CHN 495: Senior Capstone in Chinese Culture: [Topic] Senior capstone course for CHN Culture-Intensive majors that focuses on a topic in Chinese culture taught within the faculty instructor's research expertise. Taught in a seminar style. Extensive reading, analysis, and research culminate in the production of an original 12-15 page research paper.

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**ECONOMICS**

**NEW COURSES(S)**

EC 328: Behavioral Economics and Its Applications (4) This is an introductory course on behavioral economics, which brings together economics and psychology to understand human decision making in a wide range of real-life applications. *Request to satisfy Category II-Social Science core-education area of inquiry requirement.*

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**ENGLISH**

**EXISTING COURSE(S)**

ENG 205: Genre: [Topic] (4)  
(Repeatability change)  
**ENG 205: Genre: [Topic] (4)** Traces the historical development and transformations of key genres for the study of English and American literature and culture, including canonical and popular literary as well as media forms. Repeatable twice for a maximum of 12 credits when topic changes.
**EARTH SCIENCE**

**NEW COURSES**

**ERTH 423M/532M: Introduction to Space Physics (4)** Course explores the interaction of the solar wind with the Earth's magnetosphere using fundamental plasma physics supported and motivated by spacecraft observations. Students will gain an understanding of the physics governing the interaction building from single particle plasma motion to specific observation supported examples. Prereq: PHYS 253 or equivalent and MATH 282 or equivalent

**ERTH 436/536: Paleocology and Functional Morphology (4)** Ecological methods for the study of fossil organisms, both terrestrial and marine. Covers a range of methods from those that reconstruct the ecology of individual species to those that deal with whole communities and ecosystems. Laboratory offers practical and analytical experience in the methods. Prereq: ERTH 103, ERTH 203, or BI 213

**ERTH 416/516: Geophysical and Environmental Sensors (4)** This experiential course will provide students an introduction to sensors, microcontrollers, automation, data collection and programming from the perspective of sensing the Earth and the environment. Prereq: MATH 252, ERTH 363 or CIS 122

**HUMAN PHYSIOLOGY**

**EXISTING COURSE(S)**

**HPHY 436/536: Clinical Neuroscience (4)**

**PHILOSOPHY**

**NEW COURSES**

**PHIL 135: Ethics in the Life Sciences (4)** Focused on complex ethical issues in the life sciences, ranging from debates over human enhancement, the use of human cells in research, non-human animals in research, synthetic biology, genetically-modified organisms, and recent research in microbial biology. Request to satisfy Category I-Arts and Letters core-education area of inquiry 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

PHIL 623: Data Ethics (4) This course offers an advanced exploration of central ethical challenges in data science and related fields of computational analysis.

EXISTING COURSE(S)

PHIL 220: Food Ethics (4) (SEI change)

PHIL 220: Food Ethics (4) Examination of a variety of issues relating to food production and consumption in light of virtue, utilitarian, deontological, pragmatist, and care ethics. Request to satisfy Category I-Arts and Letters core-education area of inquiry requirement.

POLITICAL SCIENCE

NEW COURSES(S)

PS 615: Teaching and Learning in Politics and Policy (1) This course for beginning PhD students in Political Science and the School of Planning, Public Policy, and Management provides a forum to discuss teaching as Graduate Employee and fundamental learning skills for new graduate students.

PS 616: Professionalization in Politics and Policy: [Topic] (1) This course for graduate students in Political Science and PhD students the School of Planning, Public Policy, and Management develops skills necessary for future academic professionals. The specific skills taught are indicated by the course subtitle. Repeatable.

ROMANCE LANGUAGES

NEW COURSES(S)

ITAL 306: La Cultura Culinaria (4) This course, taught in Italian, focuses on food in the arts to teach Italian history. Prereq: ITAL 203 Request to satisfy Category I-Arts and Letters core-education area of inquiry requirement. Request to satisfy Global Perspectives multicultural requirement.

RL 636: Teaching and Learning Romance Languages (4) Specialized training in teaching and learning French, Italian, and Spanish.
RUSSIAN

NEW COURSES(S)

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. Request to satisfy Category I-Arts and Letters core-education area of inquiry requirement.

THEATER ARTS

EXISTING COURSE(S)

TA 251: Acting II (4)  
(Title, prereq change)

TA 251: Acting Scene Study (4) Continuation of performance principles for contemporary realistic theater with addition of dramaturgical scene study. Prereq: TA 250

TA 252: Acting III (4)  
(Title, prereq change)

TA 252: Acting Auditions (4) Development of improvisational skills while establishing a working file of monologue material. Prereq: TA 250

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.
PROFESSIONAL SCHOOLS AND COLLEGES

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

MANAGEMENT

NEW COURSES(S)

MGMT 645: New Venture Scaling (3) New Venture Scaling covers concepts and systems related to financial and operational challenges of scaling staff, activities, and sales and marketing efforts for rapid growth. Prereq: MGMT 635, MGMT 625

MGMT 655: New Venture Execution (4) This course guides students as they build and execute on their entrepreneurial ideas.

EXISTING COURSE(S)

MGMT 635: Opportunity Recognition (3) (Enrollment Restriction change)

MGMT 635: Opportunity Recognition (3) Introduces the fundamentals of entrepreneurship, providing the tools necessary to successfully identify a true opportunity and to start and develop a new organization. Open only to MBA and MActg majors.

SPORTS PRODUCT MANAGEMENT

NEW COURSES(S)

SPM 653: Law and Ethics in Sports Product Management (3) Examines social responsibility and legal concepts in sports management including constitutional regulatory powers, individual participation rights, drug testing, antitrust, labor rights, intellectual property rights, sponsorships, product and event liability. Students may not get credit for both SPM 653 and SBUS 653.
COLLEGE OF DESIGN

ARTS AND ADMINISTRATION

DROP COURSE(S)

AAD 301: Understanding Arts and Creative Sectors (4) Mapping the concepts of "art world" and "creative sector" as they relate to each other and to the practice of arts administration. Request to satisfy Category I-Arts and Letters core-education area of inquiry requirement.

COLLEGE OF EDUCATION

EDUCATION STUDIES

EXISTING COURSES(S)

EDST 617: Sapsik'wälá Indigenous Education Seminar I (1-4) (Credit, repeatability, delivery mode, SEI change)

EDST 617: Sapsik'wälá Indigenous Education Seminar I (2) Students in the Sapsik'wälá (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.

NEW COURSES(S)

EDST 639: Sapsik'wälá Indigenous Education Seminar II (1) This continuing Sapsik'wälá (Teacher) seminar studies 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.

EDST 648: Sapsik'wälá Indigenous Education Seminar III (1) This continuing Sapsik'wälá (Teacher) seminar studies 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.
SCHOOL OF JOURNALISM AND COMMUNICATION

JOURNALISM

NEW COURSES(S)

J 489/589: Media Entrepreneurship (4) Media Entrepreneurship introduces students from journalism and communication-based fields to the fundamentals of the entrepreneurship and innovation, and gives them an opportunity to conceive, develop and test original media business ideas. Prereq: Pre-reqs 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

J 629: Media and Communication Ethics: [Topic] (4) This course explores ethical issues facing media workers and media users in culture and society today. Topics may include digital ethics, strategic communication ethics, visual ethics and global media ethics. Repeatable.

J 635: Thinking Story (4) Recognize and use fundamental approaches to narrative storytelling to create dynamic and engaging multimedia projects.

J 639: Foundations of Explanatory Video Journalism (4) Students explore and practice concepts in visual explanation and explanatory video.

SCHOOL OF LAW

No courses submitted.

SCHOOL OF MUSIC AND DANCE

DANCE

NEW COURSES(S)

DAN 258: Musical Elements of Dance (3) Explores musical elements of dance and dancing; especially music/dance culture, rhythm, melody, phrasing and form.

EXISTING COURSES(S)

DANC 175: Jazz I (1)
(Title, repeatability, catalog description change)
DANC 175: Hip hop I (1) Hip hop I is a beginning level hip hop technique class incorporating guided warm-up exercises, choreographed sequences, improvisation, and performance. Repeatable.
DANC 275: Jazz II (1)  
>Title, repeatability, catalog description change

DANC 275: Hip hop II (1)  
Hip hop II is an intermediate level hip hop technique class incorporating guided warm-up exercises, choreographed sequences, improvisation, and performance. Repeatable. Prereq: placement audition or instructor approval.

DANC 375: Hip hop III (1)  
>Title, repeatability, catalog description change

DANC 375: Hip hop III (1)  
Hip hop III is an advanced level hip hop technique class incorporating guided warm-up exercises, choreographed sequences, improvisation, and performance. Repeatable. Prereq: placement audition or instructor approval

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**PHYSICAL EDUCATION AND RECREATION**

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**PHYSICAL EDUCATION FITNESS**

EXISTING COURSE(S)

PEF 221: Strength and Conditioning I (1)  
>Title change

PEF 221: CrossFit I (1)  
Introduction to highly functional cross-training movements, constantly varied and performed with intensity. Strength, endurance, power, and agility are built in a supportive, team-oriented environment. PE activity courses are repeatable once for credit. Repeatable.

PEF 222: Strength and Conditioning II (1)  
>Title change

PEF 222: CrossFit II (1)  
Intermediate and advanced dynamic exercises and training progressions. Technique, strength, endurance, power and agility are enhanced. PE activity courses are repeatable once for credit. Repeatable.

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**ADDENDUM TO WINTER 2021**

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**OPERATIONS AND BUSINESS ANALYTICS**

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

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**PHILOSOPHY**

PHIL 102: Ethics (4)  
Study of moral theories and issues central to moral theory (such as justification of moral judgments and concepts of duty, goodness, and virtue) as well as theoretical engagement with pressing contemporary moral debates. Request to satisfy Category II-Arts and Letters Core-education group requirement. Request to satisfy US: Difference, Inequality and Agency multicultural requirement
UNDERGRADUATE STUDIES

No courses submitted.

DENIED PROPOSALS

No courses denied.

PENDING PROPOSALS

College of Education

EDLD 311: Equity Leadership and Social Change (3)  
(Credit hour change)
EDLD 311: Equity Leadership and Social Change (3) Provides foundational exposure to current scholarship and practice in approaches that promote equity and inclusion within professional educational and social service settings.

EDLD 677: PhD Research Seminar (3)  
(Repeatability change)
EDLD 677: PhD Research Seminar (3) The primary purpose of this course is to induct doctoral students into the practice of educational research and provide them a base for a career as a faculty member at an institution of higher education or a member of a research institute. Repeatable.

EDST 451: Teaching for Climate Activism (4) The purpose of this course is to survey current research and synthesize best practices for teaching about climate change. The target audience is future teachers and others wanting to educate effectively about the impending global crisis. Prereq: EDST 420 Living in a Stratified Society

EDST 647: English Language Learner Methods II (3) Application-based course to provide English for Speakers of Other Languages (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.

EDST 675: Indigenous Methods (4) This seminar examines foundational questions and literatures that guide Indigenous methodologies, the purpose of which is to foster students' abilities and commitments to enact inquiries grounded in relationality, respect, and responsibility toward Indigenous peoples and Indigenous struggles for self-determination, sovereignty, and decolonization. Prereq: EDUC 630 and EDUC 632

School of Music and Dance
DAN 280: Dance Performance I (1) Dance Performance I is a beginning level repertory dance course modeled after a professional choreographic rehearsal and performance process. Repeatable.

DAN 380: Dance Performance II (1) Dance Performance II is an intermediate level repertory dance course modeled after a professional choreographic rehearsal and performance process. Repeatable.

DAN 480: Dance Repertory (2)  
(Title, catalog Description change)  
DAN 480: Dance Performance III (2) Dance Performance III is an advanced level repertory dance course modeled after a professional choreographic rehearsal and performance process. Repeatable.

DAN 486: Student Dance Collective (3) Student Dance Collective is an advanced performance-based course modeled after a professional ‘repertory’ dance company rehearsal and performance process. Prereq: DAN 480, DANC 370, DANC 372, DANC 375 Repeatable.

DAN 494: Contemporary IV (3)  
(Title, catalog description, prereq change)  
DAN 494: Advanced Movement Practice (3) Advanced Movement Practice is a synthesis of physicality, creative practice, and theory whereby students will investigate the relationships between form, expression, technique, style and identity through embodiment, discussion, readings, writing, video and performance. Prereq: DANC 370, DANC 372, DANC 375 Repeatable.

DANC 170: Contemporary I (1) DANC 170 DANC 170 Contemporary I is the study of basic principles of dance movement with an emphasis on the elements of space, time, and energy. Repeatable eight times for a maximum of 9 credits

DANC 172: Ballet I (1) Repeatable eight times for maximum of 9 credits.

DANC 185: African Dance (1) Repeatable eight times for maximum of 9 credits.

DANC 270: Contemporary II (1) DANC 270 Contemporary II is intermediate dance training designed to build upon previously developed technical skills and artistic expression, with a focus on contemporary aesthetics. Repeatable eight times for maximum of 9 credits.

DANC 272: Ballet II (1) Repeatable eight times for maximum of 9 credits.

DANC 285: African II (1) Repeatable eight times for maximum of 9 credits.

DANC 370: Modern III (1)  
(Title, repeatability, catalog description change)  
DANC 370: Contemporary III (1) Contemporary III is an advanced level contemporary technique class incorporating guided warm-up exercises, choreographed sequences, improvisation, and performance. Repeatable.

DANC 372: Ballet III (1) Repeatable eight times for maximum of 9 credits.
WITHDRAWN PROPOSALS

EDLD 652: Data Visualization for Educational Data Science (3)
(Prereq change)
EDLD 652: Data Visualization for Educational Data Science (3) Best practices in data visualization for social data science communication. Visual perception, color, uncertainty, and communication mediums.

EDLD 653: Functional Programming for Educational Data Science (3)
(Prereq change)

EDLD 654: Machine Learning for Educational Data Science (3)
(Prereq change)
EDLD 654: Machine Learning for Educational Data Science (3) Statistical models for prediction. Bias-variance tradeoff, cross-validation methods, model evaluation, and a variety of models used in data science.

EDLD 659: Scholarly Writing (3)
(Prereq change)
EDLD 659: Scholarly Writing (3) Develops proficiency in preparing technical reports, dissertations, grant applications, and literature syntheses to communicate educational programs, processes, and results.

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 core-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

- The Office of the Registrar and the Office of the Provost has approved removing ACT, SAT scores as a prereq for MATH 105, MATH 106, MATH 107 Effective Fall 2022

- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved the addition and deletion of courses for the Disability Studies minor. (12) Effective Fall 2022

- The Dean of the College of Arts and Sciences, with approval by the provost, has approved changing the name of the Department of Computer and Information Science to the Department of Computer Science. All degrees in Computer and Information Science will become degrees in Computer Science. Effective Fall 2022

- The Office of the Registrar and the Office of the Provost have approved the subject code from Computer and Information Science (CIS) to Computer Science (CS). Effective Fall 2022

- The Dean of the College of Arts and Sciences, with approval by the provost, has approved a CIP code change request for the Bachelor of Arts (157), the Bachelor of Science (158), the Master’s degree (342) and the Doctoral degree (11) in Psychology. Effective Fall 2022

- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved MENA 111 to replace ANTH 250 as the one required course for all Middle East-North Africa Studies minors (150). Effective Fall 2022

- The Dean of the College of Arts and Sciences, the graduate council, the Office of the Provost, and HECC have approved a new Doctoral degree in Spanish. (414) Effective Fall 2022

- The Dean of the College of Arts and Sciences, the graduate council, the Office of the Provost, and HECC have approved a new bachelor’s degree in Native American and Indigenous Studies (423) Effective Fall 2022

- UOCC has approved the temporary multi-listed course CHN 200M/SPAN 200M to be offered in spring 2022 to count towards Core Education Arts and Letters Area of Inquiry and Global Perspectives Cultural Literacy requirements. This approval for core education status for the experimental course number is effective for spring 2022 term only. Effective Spring 2022 only

School of Music and Dance

- The Dean of the School of Music and Dance, with approval by the undergraduate council and the provost has approved the reduction of the number of times MUS 393 is required by the Music Technology Concentration from three (3) to two (2). (213) Effective Fall 2022

- The Dean of the School of Music and Dance and the Office of the Provost have approved allowing any MUS course, MUJ course, MUP 114, and MUP 165 to count toward the music minor. For ensemble courses, any course MUS 391-398, and MUJ 390-395 will count towards the minor. This

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change retains PHYS 152, PSY 348, and HUM 300 in the approved music minor course list. (356) Effective Fall 2022

**College of Design**

- The Dean of the College of Design and the provost have approved inactivating the Arts and Administration Bachelor of Arts (30) and Master of Arts (29). **Effective Fall 2022**

- The Dean of the College of Design, the undergraduate council and the Office of the Provost have approved changing the minimum grade required for all subject area requirements to count toward major or minor requirements in the Bachelor of Interior Architecture (35). **Effective Fall 2022**

- The Dean of the College of Design and the Office of the provost have approved inactivating the Performing Arts Management Specialization (487) **Effective Fall 2022**

**Academic Policy**

- The undergraduate council and the Office of the Provost have approved allowing the Department of Psychology to restrict registration to PSY301 and PSY304-309 for “majors only” through the initial registration period in winter and spring of 2022. This temporary approval is needed because some of those courses also count for the Natural Science Area of Inquiry which means they are required to be available to all students equally.

**APPENDICES**

https://blogs.uoregon.edu/uocc/appendices/
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Final
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March 9, 2022

Prepared by the
University of Oregon Committee on Courses
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Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2022, 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 of inquiry and cultural literacy core-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 2022
March 21—First round fall submissions due to the UOCC; courses must be entered into CourseLeaf by this date to be reviewed during winter term
May 18—Preliminary report due to the Senate
June 01—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
Tom Greenbowe
Roberta Mann
Matthew Norton

Matthias Vogel
Michal Young
Frances White, chair

Ex officio
Ron Bramhall
Stephen Hallmark
Bil Morrill
Jered Nagel
Sarah Strickler
Carolyn Vogt
COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

**EARTH SCIENCE**

NEW COURSES(S)

**ERTH 456/556: Signal Processing (4)** A theoretical and hands-on introduction to signal processing techniques that are widely used in geophysical, geological, and related fields. Prereq: MATH 252 or ERTH 363.

**ERTH 480/580: Volcanology (4)** Products and processes of volcanism, transport of magma in the conduit and into the atmosphere, eruptive mechanisms, volcanic hazards. Prereq: ERTH 201, PHYS 201 (or PHYS 251), MATH 251 (or MATH 246)

**FOLKLORE**

NEW COURSES(S)

**FLR 495/595: Folklore Fieldwork (4)** This course introduces students to the theory and practice of ethnographic fieldwork in folklore. Each student will have the opportunity to conceptualize and carry out a fieldwork project while developing skills in proposal writing, fieldwork and interviewing practices, documentation, analysis, and presentation of ethnographic research.

**PHILOSOPHY**

NEW COURSES(S)

**PHIL 341: African Philosophy (4)** Survey of contemporary African philosophy with a focus on current debates (for example, critique of ethnophilosophy; relation between orality and writing; decolonization of knowledge). Request to satisfy Category I-Arts and Letters core-education area requirement.

EXISTING COURSES(S)

**PHIL 102: Ethics (4)** Study of moral theories and issues central to moral theory (such as justification of moral judgments and concepts of duty, goodness, and virtue) as well as theoretical engagement with pressing
contemporary moral debates. Request to satisfy Category I-Arts and Letters core-education area requirement. Request to satisfy Cultural Literacy.

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

ACCOUNTING

EXISTING COURSE(S)

ACTG 619: Taxation of Pass-Through Entities (3)
(Credit change)

COLLEGE OF DESIGN

No Courses Approved.

COLLEGE OF EDUCATION

EDUCATION STUDIES

NEW COURSES(S)

EDST 460: Teaching for Climate Activism (4)
(Course Number change)
EDST 451/551: Teaching for Climate Activism (4) Future teachers survey current research and synthesize best practices for teaching about climate change. Prereq EDST 420

EDST 647: English Language Learner Methods II (3) Application-based course to provide English for Speakers of Other Languages (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.

SCHOOL OF JOURNALISM AND COMMUNICATION

No courses submitted.

SCHOOL OF LAW

LAW

NEW COURSES(S)

LAW 734: Start-Up Businesses (2) This course familiarizes students with common issues arising in day-to-day representation of startup businesses, ranging from entity choice, commercial issues, key policies to financings, exits and crisis management. Prereq: Business Associations

SCHOOL OF MUSIC AND DANCE

MUSIC EDUCATION

EXISTING COURSE(S)

MUE 420: Contemporary Methods (3) (Prereq, grad level change)
MUE 420/520: Contemporary Methods in Music Education (3) Study of contemporary methodologies used in planning and implementation of musical experiences for children in elementary school, including Dalcroze, Kodaly, Orff, and comprehensive musicianship. Laboratory fee. Prereq: MUE 412

MUSIC

EXISTING COURSE(S)

MUS 670: Graduate Seminar in Music: [Topic] (4) (Title, repeatability, catalog description, topics change)
MUS 670: Graduate Seminar in Musicology: [Topic] (4) Advanced graduate seminars that revolve around a rotating selection of topics in musicology, emphasizing prominent research and approaches in the field. Repeatable up to ten times for a maximum of 40 credits when topic changes.

PHYSICAL EDUCATION AND RECREATION

PHYSICAL EDUCATION MARTIAL ARTS

EXISTING COURSES(S)

PEMA 115: Self Defense (1)
(Adding online delivery method)

PEMA 115: Self Defense (1) Fundamental concepts of self-defense. Mental and physical strategies, awareness and reaction training. Class theme is prevention, covering the "Three As": Awareness, Assessment, Action.

UNDERGRADUATE STUDIES

No courses submitted.

DENIED PROPOSALS

No courses denied.

PENDING PROPOSALS

Lundquist College of Business

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: ACTG 213 or BA 215, BA 101, BA 240, EC 201, MATH 241, MATH 243 or MATH 345, and WR 122 or WR 123 and with a grade of C- or better.

College of Arts and Sciences

CS 455: Computational Science (4)
(Subj ect code, grad level, prereq change)
CS 455: Computational Science (4) Computational science is the scientific investigation of problems through modeling, simulation and analysis of physical processes on a computer. This computer science course will consist of an interdisciplinary blend of scientific modeling, applied mathematics, computational techniques and practices. Prereq: CIS 330 C/C++ and Unix (or instructor approval)

ERTH 458: Earth Monitoring (4) Learn hands-on applications of tools used to monitor the solid earth and its changes through time (deformation, gravity, etc.). Address problems related to natural hazards (earthquakes, landslides, volcanoes) and natural resources (climate change). Prereq: GEOL 101 or 201, PHYS 201 or MATH 252

GEOG 489M: Career Readiness (2) This class is designed to give you the tools to critically reflect on how your life and college experiences have prepared you for a career. Activities will focus on making a plan, exploring diverse employment opportunities, and coherently articulating your skills and interests.

ITAL 152: Desire and Resistance: Italian Cinema (4) (Subject code change, Cat description, expanded course description, Core Ed change)
RL 152: Desire and Resistance in Italian Cinema (4) The theories and works of the major Italian filmmakers; topics in Italian history and culture; introduction to film analysis. We focus on films produced by Italian and French female directors, introducing you to the brilliant women behind the cameras from the 1970s to today. Request to satisfy Category I-Arts and Letters general-education group requirement.

College of Education

CFT 640: Beginning Practicum (3) Provides basic clinical skills for initial work with client systems including intake and consent procedures, clinical assessment, treatment planning, and risk assessment.

CPSY 618: Group Dynamics and Counseling (3) Presents basic elements of group process; includes introduction to group work, guidelines for multicultural practice, ethical and professional issues in group practice, and group leadership.

CPSY 627: Topics in Latinx Mental Health: (3) This course is designed to enhance understanding of Spanish-speaking and Latinx populations in the US with attention to strengths, resilience, social injustice and inequity, and how these influence the health and well-being of Latinx communities as applied in clinical mental health and school settings. Repeatable.

CPSY 656: Supervised College Teaching (1 to 5) This course provides students with the opportunity to critically reflect on learning and teaching, identify strategies and techniques for enhancing student learning, and develop your own initial teaching philosophy and pedagogy.

CPSY 690: Adult Practicum (4) Adult Practicum is a three-term experience over one academic year in which counseling psychology doctoral students work in a clinical setting and provide therapy services to adult clients. Students receive individual and group supervision and training in evidence-based interventions and theoretical models of practice. Repeatable.

CPSY 691: Child and Family Practicum (1 to 16) This is a practicum in the clinic that trains advanced psychology students in evidence-based clinical interventions with children and families. Students work directly with families, children, and community agencies. Students learn and apply evidence-based interventions with families and children from the community. Prereq: Must have background check and liability insurance Repeatable.
FHS 328: Human Development in the Family Context (3)
(Prereq change)
FHS 328: Human Development in the Family Context (3) Examines human development within the context of the family from an evidence-based perspective. Integration of contemporary family issues experienced across the lifespan within the context of the human service profession. Prereq: FHS 213, FHS 216, FHS 301.

PREV 611: Capstone Seminar (2 to 3)
The overall purpose of the Prevention Science Capstone Seminar is to help students progress through the MEd/MS program in Prevention Science and complete a high-quality Capstone research project, which includes a research paper and presentation. These goals are accomplished through lectures, advising, and mentorship. Repeatable.

PREV 612: Prevention Science Research Seminar (1) Students in this course will learn about and discuss prevention science research, with a focus on core and cutting-edge research and methodological developments in the field of prevention science. The course also includes structured instructor and peer feedback on student’s own research activities. Repeatable.

PREV 613: Prevention Research Current Topics (1 to 16) Students will assist with implementing research; critically examine research; give scientific presentations; and develop their scientific writing and analytic skills. Students will receive instructor feedback on their work. Assigned readings are selected each quarter to align with trends in prevention science and students' research interests. Repeatable.

PREV 642: Applied Mediation and Moderation Analyses (3) Students learn modern mediation and moderation analyses to test causal mechanisms within a theory of change. Students survey and apply modern quantitative techniques with a focus on indirect effects, multiple and joint mediation, moderation, and moderated mediation. Analyses are taught in R and PROCESS (SPSS). Prereq: EDUC 614 OR EDUC 640 OR EDUC 642

PREV 643: Adaptive Designs (3) This course provides a foundation in adaptive research designs. Students learn elements of comparative effectiveness research (CER), partial randomized preference trials (PRPT), response to intervention (RTI), and Multiphase Optimization Strategy (MOST), primarily, a Sequential Multiple Assignment Randomized Trial (SMART). Students will design an adaptive study. Prereq: EDUC 614 OR EDUC 640 OR EDUC 642

PREV 656: Supervised College Teaching (1 to 5) This course provides students with the opportunity to critically reflect on learning and teaching, identify strategies and techniques for enhancing student learning, and develop your own initial teaching philosophy and pedagogy.

EDST 675: Indigenous Methods (4) This seminar examines foundational questions and literatures that guide Indigenous methodologies, the purpose of which is to foster students' abilities and commitments to enact inquiries grounded in relationality, respect, and responsibility toward Indigenous peoples and Indigenous struggles for self-determination, sovereignty, and decolonization. Prereq: EDUC 630 and EDUC 632

EDUC 641: Intro to Data Analysis in Education and the Social Sciences (3) First course in a PhD and advanced master’s degree three-course sequence intended to provide a toolkit of statistical concepts, methods and their implementation to producers of applied research in education and other social sciences. Course is organized around the principle that research design. Prereq: EDUC 614 Repeatable.

EDUC 643: General Linear Model I (3) Second course in a PhD and advanced master’s degree level three-course sequence intended to provide a toolkit of statistical concepts, methods and their implementation to
producers of applied research in education and other social sciences. Course is organized around the principle that research design. Prereq: EDUC 614 Repeatable.

**SPED 611: Early Intervention Practicum I (3)** Supervised field experience activities provide the experiential counterpart to instructive coursework and are a special emphasis of the Early Intervention/Early Childhood Special Education (EI/ECSE) training program.

**SPED 612: Early Intervention Practicum II (3)** Supervised field experience activities provide the experiential counterpart to instructive coursework and are a special emphasis of the Early Intervention/Early Childhood Special Education (EI/ECSE) training program. Prereq: SPED 611

SPED 687: Early Intervention Methods I (3)  
(Catalog description change)  
**SPED 687: Early Intervention Methods I (3)** Provide a foundation for understanding the components of a linked system of intervention in EI/ECSE, where practitioners conduct assessments, plan and implement intervention, assess their intervention, and monitor student progress.

SPED 688: Early Intervention Methods II (3)  
(Catalog Description, prereq change)  
**SPED 688: Early Intervention Methods II (3)** The Early Intervention/Early Childhood Special Education (EI/ECSE) Methods II course is the second of three Methods courses to be taken by EI/ECSE students across the year. Prereq: SPED 687

SPED 689: Early Intervention Methods III (3)  
(Catalog Description, prereq change)  
**SPED 689: Early Intervention Methods III (3)** Early Intervention/Early Childhood Special Education (EI/ECSE) Methods III is the final course in the EI/ECSE Methods series. It is designed to address specific practices that students will use as professionals in EI/ECSE settings. Prereq: sped 688

**SPED 691: Professional Practices in Early Intervention I (1)** During this seminar students will focus on the structure and process of teaming within EI/ECSE systems. Additionally, students will participate in team meetings alongside their peers to reflect on and discuss issues related to their practicum experiences.

**SPED 692: Professional Practices in Early Intervention II (1)** During this seminar students will focus on EI/ECSE practices related to transition, intervention planning, implementation of interventions, self-assessment and reflection of practices, and monitoring child progress. Prereq: sped 691

**SPED 693: Professional Practices in Early Intervention III (1)** During this seminar students will focus on EI/ECSE practices related to student teaching. The purpose of Professional Practices III is to support students in having a positive and productive student teaching experience. Prereq: sped 692

**SPED 470/570: Principles of Applied Behavior Analysis (5)** The purpose of this course is to provide students with opportunities to learn and master basic behavior principles as a foundation to subsequent advanced courses. Students will master and build fluency with the basic principles of applied behavior analysis.

**SPED 471/571: Applied Behavior Analysis Assessment (3)** Provides students with opportunities to build fluency with the basic principles of applied behavior analysis and the application of these principles to conduct functional behavior assessments.
SPED 472/572: Behavior Change Group Settings (3) Provides students with opportunities to build fluency with the basic principles of applied behavior analysis and the application of these principles to develop, implement, and evaluate programs of behavior change as they apply to children and youth with exceptional learning and behavior characteristics.

SPED 473/573: Behavior Change Procedures I (3) Provides students with an overview of applied behavior analysis-based behavior change systems and procedures that will include designing and implementing interventions based on fundamental elements of behavior change.

SPED 670: Philosophy of Applied Behavior Analysis (3) Introduces students to the philosophical foundations of radical behaviorism, classic and contemporary readings in behavior analysis. Students will be prepared to understand theoretical approaches to understanding behavior, and to interpret behavior in terms of the concepts and principles of behavior analysis.

SPED 671: Experimental Research in Applied Behavior Analysis (3) This online graduate level course introduces students to the experimental analysis of behavior. This course will cover basic research with humans and non-human animals that explores behavior analytic principles and mechanisms of learning and behavior.

SPED 672: Experimental Research in Applied Behavior Analysis Lab (2) This online graduate level course provides students who have taken the experimental analysis of behavior course opportunities to apply knowledge and interpret the results of simulated experiments. This course will model and then have students engage in their own simulated experiments.

SPED 673: Supervised Practice in Applied Behavior Analysis (3-6) Provides students with an understanding of the supervision process, the BCBA credential and scope of practice, and supervised field experience toward becoming a BCBA. The instructor will provide guidance to the student in their application of applied behavior analytic principles.

SPED 674: Supervised Research Project in Applied Behavior Analysis (3) Provides students with supervision in developing and implementing a capstone applied behavior analysis research project. The capstone project provides students with an opportunity to demonstrate proficiency with the basic principles of applied behavior analysis.

SPED 677: Single Case Research Design (5) This course focuses on basic single case design strategies and general procedures, as well as on issues related to conducting and analyzing single-case research in applied settings. The course covers general methodological information, as well as specific details about single-case designs.

SPED 678: Behavior Change Procedures II (3) The purpose of this course is to provide students with an overview of applied behavior analysis-based behavior change systems and procedures that will include designing and implementing interventions based on fundamental elements of behavior change.

SPED 679: Personnel Management (3) This course focuses on the Behavioral Analyst Certification Board (BACB) Professional and Ethical Compliance Code. The area of emphasis will be the use of consultation strategies when board certified behavior analysts liaison with persons with disabilities, medical professionals, parents and other family members.
School of Law

LAW 712: Business Law Clinic (3)
(Catalog, prereq, enrollment restriction change)
LAW 712: Business Law Clinic (3) Students represent companies who need legal assistance in forming and operating their businesses under the supervision of an attorney. Includes a weekly seminar. Prereq: LAW 620

School of Music and Dance

DAN 486: Student Dance Collective (3) Student Dance Collective is an advanced performance-based course modeled after a professional ‘repertory’ dance company rehearsal and performance process. Prereq: DAN 480, DANC 370, DANC 372, DANC 375 Repeatable.
DAN 494: Contemporary IV (3)
(Title, cat description, prereq change)

DAN 494: Advanced Movement Practice (3) Advanced Movement Practice is a synthesis of physicality, creative practice, and theory whereby students will investigate the relationships between form, expression, technique, style and identity through embodiment, discussion, readings, writing, video and performance. Prereq: DANC 370, DANC 372, DANC 375 Repeatable.

DANC 170: Contemporary I (1) DANC 170 Contemporary I is the study of basic principles of dance movement with an emphasis on the elements of space, time and energy. Repeatable eight times for a maximum of 9 credits. Repeatable.

DANC 172: Ballet I (1) Repeatable eight times for maximum of 9 credits. Repeatable.

DANC 172: Ballet I (1) Repeatable eight times for maximum of 9 credits. Repeatable.

DANC 185: African Dance (1) Repeatable eight times for maximum of 9 credits. Repeatable.

DANC 270: Contemporary II (1) DANC 270 Contemporary II is intermediate dance training designed to build upon previously developed technical skills and artistic expression, with a focus on contemporary aesthetics. Repeatable eight times for maximum of 9 credits. Prereq: Three terms of DANC 170. Repeatable.

DANC 272: Ballet II (1) Repeatable eight times for maximum of 9 credits. Repeatable.

DANC 285: African II (1) Repeatable.

DANC 370: Modern III (1)
(Title, repeatability, cat description change)

DANC 370: Contemporary III (1) Contemporary III is an advanced level contemporary technique class incorporating guided warm-up exercises, choreographed sequences, improvisation, and performance. Repeatable.

DANC 372: Ballet III (1) Repeatable eight times for maximum of 9 credits. Repeatable.

DANC 375: Jazz III (1)
(Title, repeatability, cat description change)

DANC 375: Hip hop III (1) Hip hop III is an advanced level hip hop technique class incorporating guided warm-up exercises, choreographed sequences, improvisation, and performance. Repeatable.
MUE 406: Field Studies: [Topic] (2)  
(Title, credit change)  

MUS 384: Introduction to Conducting (2)  
(Prereq change)  
**MUS 384: Introduction to Conducting (2)** Introduction to conducting with emphasis on the art and study of conducting, baton and left-hand technique, nonverbal communication, leadership, terminology, transpositions, and score reading. Prereq: MUS 233

MUS 480: Audio Recording Techniques I (3)  
(Title change)  
**MUS 480: Audio Production Techniques I (3)** Hardware and software techniques for use in a recording studio environment, including microphone usage, recording techniques, and digital production. Laboratory fee.

### WITHDRAWN PROPOSALS

**College of Design**

ARH 601: Research: [Topic] (1-9)  
(Grading option change)  

**College of Education**

EDLD 311: Equity Leadership and Social Change (3)  
(Prereq change)  
**EDLD 311: Equity Leadership and Social Change (3)** Provides foundational exposure to current scholarship and practice in approaches that promote equity and inclusion within professional educational and social service settings.

EDLD 677: PhD Research Seminar (3)  
(Repeatability change)  
**EDLD 677: PhD Research Seminar (3)** The primary purpose of this course is to induct doctoral students into the practice of educational research and provide them a base for a career as a faculty member at an institution of higher education or a member of a research institute.  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

**OTHER CURRICULAR MATTERS Winter 2022**

**College of Arts and Sciences**

- The Dean of the College of Arts and Sciences, and the Office of the Provost have approved changes to the requirements to the Physics minor by making PHYS 391 required for the minor, and only one required 4xx level course. *Effective fall 2022 (153)*

- The Dean of the College of Arts and Sciences, and the Office of the Provost have approved changing one course in the master’s degree in psychology, PSY 614 Fast Program Refinement, from a required course to an elective course. The proposed change would apply to students in the Fall 2021 cohort and future cohorts *Effective fall 2022 (342)*

- The Dean of the College of Arts and Sciences, with the Undergraduate Council, and the Office of the Provost have approved changing the credential requirements for the Humanities Bachelor of Arts by changing the classics requirement to a requirement of one course in any aspect of the ancient world, so that, for instance, courses in ancient China, ancient Japan, ancient India, ancient Egypt, etc. would also fulfill the requirement. *Effective Fall 2022 (136)*

- The Dean of the College of Arts and Sciences, with the Undergraduate Council, and the Office of the Provost have approved a new minor in Interdisciplinary Cognitive Sciences. *Effective Fall 2022 (432)*

- The Dean of the College of Arts and Sciences, and the Office of the Provost have approved changing one of the required courses in the bachelor’s degree in Data Science, PHIL 423 Technology Ethics, to PHIL 223 Data Ethics. This does not change the number of SCH for the degree. *Effective Fall 2022 (370)*

- The Dean of the College of Arts and Sciences, with the Undergraduate Council, and the Office of the Provost have approved deactivating CHN 495 Capstone and removing this requirement from the CHN Major Culture-Intensive Option and reverting to the old requirements for the CHN Major Culture-Intensive Option (prior to 2018) for the Bachelor of Arts in Chinese: Culture Intensive Option. *Effective Fall 2022 (86)*
School of Music and Dance

- The Dean of the School of Music and Dance, and the Office of the Provost have approved minor changes in required coursework in the graduate specialization in Violin/Viola Pedagogy by adding more focused pedagogy courses and eliminating more general music education courses. Since filling a vacated position (delayed due to the COVID hiring freeze), they will be able to offer classes that are even more relevant to the pedagogy specialization. In addition, they are adding back the essential practicum experience for students in this program by proposing a new course, MUE 466/566 Community Music Practicum. Effective Fall 2022 (393)

- The Dean of the School of Music and Dance, the Undergraduate Council, and the Office of the Provost have approved changes to the minor, the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Fine Arts in Dance. This BFA Program revision proposal is associated with a batch of new and revised Dance courses being submitted for review this Fall 2021. These proposed changes require revision of BA, BS, Minor degrees, and Dance Teaching Certificate as the BFA degree is the foundation of all undergraduate programs in Dance. Effective fall 2022 (207, 346, 347, 419, 483)

- The Dean of the School of Music and Dance, the Undergraduate Council, and the Office of the Provost have approved changes to the Bachelor of Arts degree in Music (Music History and Culture Concentration) to: (1) rename the degree to reflect the current state of the discipline and faculty interests; (2) create a more robust structure for undergraduate musicological studies, including addressing longstanding issues of inclusion and equity in the History and Literature curriculum by elevating the centrality of non-canonical musical traditions; (3) reorganize the ensemble requirement; and (4) provide a more flexible senior research project experience. Effective fall 2022 (209)

- The Dean of the School of Music and Dance, the Undergraduate Council, and the Office of the Provost have approved changes to the Bachelor of Music in Music Education by removing MUJ 395 (Small Group Jazz, 1-credit) from the course requirements for the strings, elementary/general, and choral tracks, removing MUS 439 as a requirement for the BMME, and changing MUE 406 requirement from three 1-credit courses to two 2-credit courses. Effective fall 2022 (218)

- The Dean of the School of Music and Dance, the Graduate Council, and the Office of the Provost have approved a graduate specialization in Piano Pedagogy. Effective Fall 2022 (486)

College of Design

- The Dean of the College of Design, the Graduate Council, and the Office of the Provost have approved changes to the Master’s degree in Community and Regional Planning to update the classes that are allowed to fulfill core requirements, update courses that now have permanent numbers, and update descriptions of degree focal areas. The update also reflects changes to the program in 2019 that made the Terminal Project requirement optional. Effective Fall 2022 (316)

School of Journalism and Communication

- The Dean of the School of Journalism and Communication, the Graduate Council, and the Office of the Provost have approved an Accelerated Master's in Multimedia Journalism. Effective Fall 2022 (470)
The Multimedia Journalism master’s programs in SOJC will be classified under the **CIP code 090702 Digital Communication and Media/Multimedia. Effective fall 2022**

### College of Education

- The Dean of the College of Education, the Graduate Council, and the Office of the Provost have approved changes to the master’s degree in School Psychology by **cleaning up a few curricular changes for courses that have not been offered for some time (due to retirement) and are responding to NASP accreditation feedback for additional coursework involving diversity and mental health/counseling**. Further, expanding the program and wanting to ensure that the program can be scalable so are eliminating courses that are not required for licensure. **Effective Fall 2022 (400)**

### College of Business

- The Dean of the Lundquist College of Business, the Graduate Council, and the Office of the Provost have approved **changing the name of the Entrepreneurship Graduate Specialization to Innovation and Entrepreneurship**. This graduate specialization adds to the existing MBA specialization by opening the study and practice of entrepreneurship to all University of Oregon graduate students. **Effective Fall 2022 (475)**

### School of Law

- The Dean of the School of Law, the Graduate Council, and the Office of the Provost have approved **adding a graduate certificate in Institutional and Organizational Conflict Management. Effective Fall 2022 (491)**

The University of Oregon agrees to **accept WR 227 as satisfying 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)**. WR 227 will not articulate as a specific UO writing course but rather as WR 200T. **Effective Fall 2022**

### Generic Course Numbers

#### Graduate and Undergraduate Approved Changes

**Winter 2022**

The following are clean-up changes to the Generic Course numbers approved by the Graduate and Undergraduate Councils during Winter 2022. This clean-up is needed to create more logical pairings of options within numbers. Any generic course numbers not on this list are not changed.

#### Graduate

- 503 Thesis
- 601 Research: [Topic]
- 602 Supervised College Teaching or Supervised Tutoring
- 603 Dissertation
- 604, 704 Internship: [Topic]
Undergraduate

403 Thesis
401 Research: [Topic]
402 Supervised College Teaching or Supervised Tutoring
404 Internship: [Topic]
405 Reading and Conference: [Topic] or Special Problems: [Topic]
196, 406 Practicum: [Topic] or Field Studies: [Topic] or Special Problems: [Topic]
407 Seminar: [Topic] or Colloquium: [Topic]
198, 408 Workshop: [Topic] or Laboratory Projects: [Topic] or Colloquium: [Topic]
409 Practicum: [Topic] or Supervised Tutoring or Terminal Project or Capstone

APPENDICES

https://blogs.uoregon.edu/uocc/appendices/
SPRING 2022
Final
Curriculum Report

June 1, 2022

Prepared by the
University of Oregon Committee on Courses
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SPRING 2022 FINAL CURRICULUM REPORT
June 1, 2022

OVERVIEW

The body of this report consists of two major sections: Course Proposals, reviewed 2021-2022, and Other Curricular Matters.

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2022, 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 of inquiry and cultural literacy core-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 2022
   September 19, 2022—First round fall submissions due to the UOCC; courses must be entered into CourseLeaf by this date to be reviewed during fall term
   Date—Preliminary report due to the Senate
   Date—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
Tom Greenbowe
Roberta Mann
Matthew Norton

Matthias Vogel
Michal Young
Frances White, chair

Ex officio
Ron Bramhall
Stephen Hallmark
Bil Morrill
Jered Nagel
Sarah Strickler
Carolyn Vogt
COURSE PROPOSALS

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

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

BIOLOGY

EXISTING COURSES(S)

**BI 122: Introduction to Human Genetics (4)**
(Catalog description, expanded course description, delivery mode regularizing)

**BI 122: Introduction to Human Genetics (4)** Principle concepts of genetics and application to humans: genetic diseases, cancer, sex development, population genetics, and methodology of genetic testing, gene editing and gene therapy. Ethical and societal implications of prenatal tests, BRCA gene tests, sex-testing, ancestry services and CRISPR. *Request to satisfy Category III-Science core-education area requirement.*

(Prereq change)

**BI 281H: Honors Biology I: Cells, Biochemistry and Physiology (5)** Honors Biology I: Cells, Biochemistry and Physiology. Prereq: CH 223 or CH 226H or equivalent with C- or better.

CHEMISTRY

NEW COURSES(S)

**CH 689: Professional Development (1)** Students will develop their awareness of pathways for professional development and identify strategic areas for pursuing growth. Working with the instructors, they will design a plan to explore their strengths and interests and determine the appropriate set of technical and professional skills needed for goals.

EAST ASIAN LANGUAGES AND LITERATURE

NEW COURSES(S)

ENVIRONMENTAL SCIENCE

NEW COURSES(S)

ENVS 459/559: Water, Public Health, and the Environment (4) Water, Public Health, and the Environment examines the provision of water and sanitation services, a priority of Sustainable Development Goal 6, around the world with a particular focus on its impacts for public health and the environment in low- and middle-income countries.

EARTH SCIENCE

NEW COURSES(S)

ERTH 458/558: Earth Monitoring (4) Learn hands-on applications of tools used to monitor the solid earth and its changes through time (deformation, gravity, etc.). Address problems related to natural hazards (earthquakes, landslides, volcanoes) and natural resources (climate change). Prereq: ERTH 101 or ERTH 201, PHYS 201 or MATH 252

ERTH 474/574: Soil and Environmental Chemistry (4) Understanding the flow and cycling of chemicals in soils is vital for addressing many pressing societal issues, including mitigating climate change, growing abundant and safe food, and protecting water quality. This class will describe fundamental soil chemical principles and consider their broader applications. Prereq: ENVS 477 and CH 221-223, or permission of instructor

EXISTING COURSES(S)

ERTH 692: Volcanology (4)
(Title, credit, prereq, catalog description change)

ERTH 692: Advanced Volcanology (4) This course introduces students to concepts of heat and mass transfer to understand the transport of magma in the subsurface and the physical processes involved in volcanic eruptions. Prereq: ERTH 480/580 or equivalent at another institution.

HISTORY

NEW COURSES(S)

HIST 362: History of US Cities (4) Course introduces students to the history of one of the most fascinating and contradictory social forms of the modern world. Students learn about the cities of the United States from a variety of perspectives, including urban planning, power and politics, and segregation and inequality. Request to satisfy Category I-Arts and Letters core-education area requirement. Request to satisfy US: Difference, Inequality, and Agency Cultural Literacy requirement.
LINGUISTICS

NEW COURSES(S)

LING 431/531: Statistical methods in linguistics (4) This course serves as a hands-on introduction to the state of the art in statistical analysis of linguistic data. Common pitfalls in statistical analysis and the challenges posed by linguistic data are reviewed. Topics covered are mixed-effects regression models, conditional inference trees and model averaging.

LT 438/538: Design for Language Learning Pragmatics (4) Designed to engage students in the teaching and learning of pragmatics using theoretical and empirical inquiry to examine first language and second language pragmatic behaviors, intercultural communication, and classroom practice. Special topics to be addressed include research methodology, and pragmatic competence and language learning.

MATH

NEW COURSES(S)

MATH 434/534: Introduction to Topology III (4) Introduction to differential topology and de Rham cohomology. Sequence. Prereq: Math 432/532

PHILOSOPHY

NEW COURSES(S)

PHIL 104: History of Western Philosophy (4) The course is an introduction to some currents, seminal thinkers, and texts of the Western philosophical tradition from the Ancient Greeks to Medieval, Modern, and 19th and 20th Century Philosophy. The course includes both classical text and readings traditionally excluded from the canon. Request to satisfy Category I-Arts and Letters core-education area requirement.

POLITICAL SCIENCE

PS 275: Legal Process (4)
(Title change, delivery mode request)

PS 275: Legal Process: An Introduction to the American Judiciary (4) Overview of the United States legal system. Covers a range of sociolegal writing and provides a context for the legal system under which the U.S. operates. Request to satisfy Category II-Social Science core-education group requirement.

PSYCHOLOGY

EXISTING COURSES(S)

PSY 304: Biopsychology (4)
(Remove Area of Inquiry Core Ed Status)
PSY 304: Biopsychology (4) Relationships between brain and endocrine activity and behavior. Topics include sensation, perception, sexual behavior, drug effects, eating, drinking, sleeping, dreaming, and learning.

PSY 305: Cognition (4) Major topics addressed in this class include perception, attention, memory, language, reasoning, and decision-making.


PSY 308: Developmental Psychology (4) Survey of cognitive, social-emotional, and personality development in infancy, childhood, adolescence, adulthood.

PSY 309: Psychopathology (4) Major descriptive and theoretical approaches to etiological, developmental, and social factors in emotion and personality disorders. Includes assessment, diagnosis, treatment, and special topics.

ROMANCE LANGUAGES

NEW COURSES(S)

JDST 352: Jewish Literature and Culture (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 353: Jewish Image and Media (4) Focuses on visual and intermedialities through a Jewish lens. Possible topics include but are not limited to Jewish Hollywood, Jewish Graphic Novels, Jewish Humor on TV, etc. Student discussion, oral presentations, and written papers. Readings and discussions in English. Request to satisfy Category I-Arts and Letters core-education area requirement. Request to satisfy US: Difference, Inequality, and Agency Cultural Literacy requirement.

JDST 354: Jewish Thought and History (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.

RL 152: Feminist Lens: Italian and French Cinema (4) The theories and works of the major Italian filmmakers; topics in Italian history and culture; introduction to film analysis. We focus on films produced by Italian and French female directors, introducing you to the brilliant women behind the cameras from the 1970s
to today. Request to satisfy Category I-Arts and Letters core-education area requirement. Request to satisfy Global Perspectives Cultural Literacy requirement.

EXISTING COURSES(S)

ITAL 319: Italian Survey: 19th and 20th Centuries (4)
(Catalog description Change)

ITAL 319: Italian Survey: 19th and 20th Centuries (4) Representative literary works from the 19th and 20th centuries with attention to literary analysis and literary history. Prereq: ITAL 203

SPAN 238: Spanish Around the World (4)
(Core Ed recert)

SPAN 238: Spanish Around the World (4) Introduction to language variation (dialects) through the study of the places, peoples, history, and social differences that make the Spanish language what it is today. Prereq: SPAN 103 or SPAN 112 or equivalent proficiency in Spanish language Request to satisfy Category II-Social Science core-education area requirement. Request to satisfy Global Perspectives Cultural Literacy requirement.

SOCIOMETRY

EXISTING COURSE(S)

SOC 311: Research Methods (4)
(Regularizing online)

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

ROBERT DONALD CLARK HONORS COLLEGE

EXISTING COURSE(S)

HC 101H: Liberal Arts: [Topic] (4)
(Add optional grade mode)

HC 101H: Liberal Arts: [Topic] (4) This course will introduce students to the intellectual culture of liberal arts scholarship and provide a foundation in academic reading, analysis, and writing

HC 221H: Arts and Letters Inquiry: [Topic] (4)
(Add optional grade mode)

HC 221H: Arts and Letters Inquiry: [Topic] (4) Introduction to critical inquiry in Arts and Letters fields such as literature, philosophy, language, religion, and the visual and performing arts. In this writing-intensive course students will use disciplinary methodologies to develop skills in evidence-based argument.

HC 231H: Social Science Inquiry: [Topic] (4)
(Add optional grade mode)

HC 231H: Social Science Inquiry: [Topic] (4) Introduction to critical inquiry in Social Science fields such as history, economics, anthropology, sociology, political science, law, business, geography, communication, and
education. In this writing-intensive course students will use disciplinary methodologies to develop skills in evidence-based argument.

HC 241H: Scientific Inquiry: [Topic] (4)
(Add optional grade mode)
**HC 241H: Scientific Inquiry: [Topic] (4)** Introduction to critical inquiry in science fields such as chemistry, earth science, biology, mathematics, physics, engineering, neuroscience, biological anthropology, data science, and human physiology. In this writing-intensive course students will use disciplinary methodologies to develop skills in evidence-based argument.

HC 301H: Research and Writing: [Topic] (4)
(Add optional grade mode)
**HC 301H: Research and Writing: [Topic] (4)** An introduction to research including development of research questions, methodology, analysis, and presentation of results.

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**PROFESSIONAL SCHOOLS AND COLLEGES**

**CHARLES H. LUNDQUIST COLLEGE OF BUSINESS**

**ACCOUNTING**

**NEW COURSES(S)**

**ACTG 616: Tax Research (4)** Introduces tax law, tax authority, and how to research complex tax issues. Emphasizes development of professional research memorandums and advising clients on tax strategies. Prereq: ACTG 570 OR ACTG 617

**ACTG 681: Accounting Data & Analytics II (4)** Leveraging skills and knowledge developed in ACTG 480/580, this course focuses on enabling students to successfully engage with an iterative process to more effectively perform and communicate analytics across increasingly complex scenarios, producing actionable results that consider risks related to data quality, privacy and misinterpretation. Prereq: ACTG 480/580

**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: ACTG 213 or BA 215, BA 101, BA 240, EC 201, MATH 241 OR MATH 251, MATH 243 or MATH 345, and WR 122 or WR 123 and with a grade of C- or better.
BUSINESS AFFAIRS

EXISTING COURSE(S)

BA 730: Business Ethics (1)
(Updated syllabus)
**BA 730: Business Ethics (1)** Studies the derivation of values and the application of those values to individual choices. Emphasizes the conflict manager's experience when choosing between two alternatives.

BA 740: Capstone Business Project (1-9)
(Repeatability, prereq changes)
**BA 740: Capstone Business Project (1-9)** Repeatable. Focuses on integration of functional areas of business. Includes writing a plan that applies knowledge and develops a course of action to accomplish organizational objectives. Repeatable twice for a maximum of 7 credits.

COLLEGE OF DESIGN

PLANNING, PUBLIC POLICY AND MANAGEMENT

NEW COURSES(S)

**PPPM 321: Inclusive Urbanism (4)** Investigates the relationship between social-economic inclusion and the physical form of cities. Request to satisfy Category II-Social Science core-education area requirement. Request to satisfy US: Difference, Inequality, and Agency Cultural Literacy requirement.

SPORT PRODUCT DESIGN

EXISTING COURSE(S)

SPD 650: Sports Product Materials and Manufacturing (3)
(Credit, SEI change, Part of SPD program revision)
**SPD 650: Sports Product Materials and Manufacturing (4)** Explores the materials science, manufacturing, and sustainability theories applied in sports product design. Prereq: SPD 684.

SPD 688: Innovative Project Strategy Development Studio (6)
(Credit, Catalog Description, SEI change, Part of SPD program revision)
**SPD 688: Innovative Project Strategy Development Studio (9)** First of a two-term capstone studio that examines the alignment of research, science, materials, and business theories to create an innovative sports product design opportunity. Prereq: SPD 650, SPD 687
COLLEGE OF EDUCATION

COUPLES FAMILY THERAPY

NEW COURSES(S)

CFT 640: Beginning Practicum (3) Provides basic clinical skills for initial work with client systems including intake and consent procedures, clinical assessment, treatment planning, and risk assessment.

COUNSELING PSYCHOLOGY

NEW COURSES(S)

CPSY 618: Group Dynamics and Counseling (3) Presents basic elements of general group counseling theory and group dynamics; includes introduction to group-based interventions, guidelines for multicultural practice, ethical and professional issues in group practice, and group leadership.

CPSY 627: Latinx Mental Health: [Topic] (3) This course is designed to enhance understanding of Spanish-speaking and Latinx populations in the US with attention to strengths, resilience, social injustice and inequity, and how these influence the health and well-being of Latinx communities as applied in clinical mental health and school settings.

CPSY 690: Adult Practicum (4) Adult Practicum is a three-term experience over one academic year in which counseling psychology doctoral students work in a clinical setting and provide therapy services to adult clients. Students receive individual and group supervision and training in evidence-based interventions and theoretical models of practice.

EXISTING COURSE(S)

CPSY 642: Child-Family Interventions (4)
(Title, credit, grading option change, number change)
CPSY 625: Child and Family Interventions (3) Empirically oriented interventions with children and families, ranging from early childhood through adolescence. Integrates developmental and intervention sciences.

EDUCATION STUDIES

NEW COURSES(S)

EDST 448/548: Integrating the Arts (4) This course introduces students to the foundational conceptions of art, learning, curriculum, culture and society that inform the integration of the arts across subjects in elementary classrooms.

EDST 675: Indigenous Methods (4) This seminar examines foundational questions and literatures that guide Indigenous methodologies, the purpose of which is to foster students' abilities and commitments to enact
inquiries grounded in relationality, respect, and responsibility toward Indigenous peoples and Indigenous struggles for self-determination, sovereignty, and decolonization. Prereq: EDUC 630 and EDUC 632

FAMILY HUMAN SERVICES

EXISTING COURSE(S)

FHS 328: Human Development in the Family Context (3)
(Prereq, SEI change)

FHS 328: Human Development in the Family Context (3) Examines human development within the context of the family from an evidence-based perspective. Integration of contemporary family issues experienced across the lifespan within the context of the human service profession. Prereq: FHS 213, FHS 216, FHS 301.

PREVENTION SCIENCE

NEW COURSE(S)

PREV 611: Capstone Seminar I (3) This is the first of a 3-course sequence to help students learn about prevention science and progress through the MEd/MS Prevention Science program and completion of their Capstone project. Students attend scientific presentations, complete prevention science readings, and write and present on course material.

PREV 612: Capstone Seminar II (2) This is the second of a 3-course sequence to help students learn about prevention science and progress through the MEd/MS Prevention Science program and Capstone project. Students conduct a literature review and develop analytical and writing skills required for their Capstone and other scientific manuscripts.

PREV 613: Capstone Seminar III (2) This is the first of a 3-course sequence to help students learn about prevention science and progress through the MEd/MS Prevention Science program and complete their Capstone project. Students complete an original empirical study and corresponding APA formatted 8 to 12-page scientific manuscript and presentation.

SPECIAL EDUCATION

NEW COURSE(S)

SPED 420: Applied Experience in Special Education (1-6) This course is designed to provide practical experiences for students enrolled in the special education minor. Students engage with individuals with disabilities in early childhood settings, general or special education classrooms, or through community organizations.

SPED 470/570: Principles of Applied Behavior Analysis (5) The purpose of this course is to provide students with opportunities to learn and master basic behavior principles as a foundation to subsequent advanced courses. Students will master and build fluency with the basic principles of applied behavior analysis.
SPED 471/571: Applied Behavior Analysis Assessment (3) Provides students with opportunities to build fluency with the basic principles of applied behavior analysis and the application of these principles to conduct functional behavior assessments.

SPED 472/572: Behavior Change Group Settings (3) Provides students with opportunities to build fluency with the basic principles of applied behavior analysis and the application of these principles to develop, implement, and evaluate programs of behavior change as they apply to children and youth with exceptional learning and behavior characteristics. Prereq: SPED 470/570

SPED 473/573: Behavior Change Procedures I (3) Provides students with an overview of applied behavior analysis-based behavior change systems and procedures that will include designing and implementing interventions based on fundamental elements of behavior change. Prereq: SPED 470/570, SPED 471/571

SPED 611: Early Intervention Practicum I (3) Supervised field experience activities provide the experiential counterpart to instructive coursework and are a special emphasis of the Early Intervention/Early Childhood Special Education training program.

SPED 612: Early Intervention Practicum II (3) Supervised field experience activities provide the experiential counterpart to instructive coursework and are a special emphasis of the Early Intervention/Early Childhood Special Education training program. SPED 611

SPED 656: Student Teaching K-12 Endorsement (3) This course provides field-based practice for licensed teachers adding a Special Education endorsement, giving them opportunities to apply knowledge of evidence-based practices in Special Education while teaching children/adults with disabilities. Students take SPED 588 concurrently.

SPED 657: Student Teaching Reading Endorsement (3) This course provides field-based practice in reading instruction for licensed teachers adding a Reading Intervention endorsement. It provides opportunities to apply evidence-based practices in reading to design, deliver, and improve reading instruction for all students, including English learners and those with reading difficulties and dyslexia.

SPED 670: Philosophy of Applied Behavior Analysis (3) Introduces students to the philosophical foundations of radical behaviorism, classic and contemporary readings in behavior analysis. Students will be prepared to understand theoretical approaches to understanding behavior, and to interpret behavior in terms of the concepts and principles of behavior analysis.

SPED 671: Experimental Research in Applied Behavior Analysis (3) This online graduate level course introduces students to the experimental analysis of behavior. This course will cover basic research with humans and non-human animals that explores behavior analytic principles and mechanisms of learning and behavior.

SPED 676: Ethics in Applied Behavior Analysis (3) This course focuses on the Behavioral Analyst Certification Board Professional and Ethical Compliance Code. It provides a basic knowledge of the Ethical Code as well as different problem-solving frameworks to evaluate difficult situations that may arise during their practice.

SPED 677: Single Case Research Design (5) This course focuses on basic single case design strategies and general procedures, as well as on issues related to conducting and analyzing single-case research in applied settings. The course covers general methodological information, as well as specific details about single-case designs.
SPED 678: Behavior Change Procedures II (3) The purpose of this course is to provide students with an overview of applied behavior analysis-based behavior change systems and procedures that will include designing and implementing interventions based on fundamental elements of behavior change. Prereq: SPED 470/570, SPED 471/571, SPED 472/572, SPED 473/573

SPED 679: Personnel Management (3) This course focuses on the Behavioral Analyst Certification Board (BACB) Professional and Ethical Compliance Code. The area of emphasis will be the use of consultation strategies when board certified behavior analysts liaison with persons with disabilities, medical professionals, parents and other family members

SPED 688: Early Intervention Methods II (3)
(Catalog Description, prereq change)

SPED 688: Early Intervention Methods II (3) The Early Intervention/Early Childhood Special Education (EI/ECSE) Methods II course is the second of three Methods courses to be taken by EI/ECSE students across the year. Prereq: SPED 687

SPED 691: Professional Practices in Early Intervention I (1) During this seminar students will focus on the structure and process of teaming within EI/ECSE systems. Additionally, students will participate in team meetings alongside their peers to reflect on and discuss issues related to their practicum experiences. Prereq: SPED 611 is co-req

SPED 692: Professional Practices in Early Intervention II (1) During this seminar students will focus on EI/ECSE practices related to transition, intervention planning, implementation of interventions, self-assessment and reflection of practices, and monitoring child progress. Prereq: SPED 691, SPED 612 taken as co-req

SPED 693: Professional Practices in Early Intervention III (1) During this seminar students will focus on EI/ECSE practices related to student teaching. The purpose of Professional Practices III is to support students in having a positive and productive student teaching experience. Prereq: SPED 692, SPED 625 taken as co-req

WITHDRAWN COURSE(S)

SPED 453: Student Teaching I K-12 (3) This course provides teacher candidates opportunities to apply evidence-based practices in Special Education and reading instruction. This course meets the requirements outlined by TSPC for the Reading Intervention endorsement. SPED 488 is taken concurrently. Prereq: No

SCHOOL OF JOURNALISM AND COMMUNICATION

JOURNALISM

NEW COURSES(S)

J 663: Foundations of Strategic Sport Communication (4) Presents and reviews major theories, models, and practices in sports communication. Theoretical topics include sports media effects and persuasion as applied to broadcast, public relations, advertising, and other strategic communication. Cultural, societal and industry relevance also discussed.
J 420/520: Documentary Pre-Production (4) Students learn to research, plan, budget for, and develop a documentary film idea. They gain experience shooting a sizzle and pitching projects to potential producers. Several documentary forms will be explored, including portraits, ethnographies, interviews, personal stories, processes and events, and re-enactments. Prereq: J 208

J 422/522: Documentary Post-Production (4) Trains students with to edit and do post-production work on their documentary film projects. Prereq: J 208; J 420; J 421 or consent of the instructor

EXISTING COURSE(S)

J 411M: US Film Industry (4)
(Catalog Description)
J 411M: US Film Industry (4) Traces the past and present of the U.S. film industry, examining key moments in the development of Hollywood, including the consolidation and restructuring of the major movie studios, the film industry’s relationship to TV and the Internet. Journalism Majors and MEST minor. Prereq: J 201 with a grade of mid-C or better.

J 413: Communication Studies Capstone (4)
(Prereq, Enrollment Restriction change)
J 413: Communication Studies Capstone (4) Draws on skills and knowledge learned in other communications studies and related courses to demonstrate competence in broad areas of research. Prereq: J 211 and J 212 and J213 and J 314 with grade of mid-C or better.

J 416: Survey of the Documentary
(Catalog Description, Dual Level Change)
J 416/516: Survey of the Documentary (4) Historical and critical survey of the documentary as a form of artistic expression and an instrument of social commentary. Majors, cinema studies majors, and media studies minors only. Prereq: J 201 with mid C or better

J 421: Documentary Production
(Grad level, catalog description, prereq, sequence change)
J 421/521: Documentary Production (4) Get experience shooting a short documentary worthy of broadcast screening, film festival exhibition, or another venue. Prereq: For SOJC students J 208 and J 420 with a grade of mid-C or better. For CINE students: J 208 and permission of the instructor.

J 429/529: Media Technologies and Society: [Topic] (4) Explores the interrelationship between media technologies and social practices and processes in current and historical contexts. Majors and minors only. Repeatable three times for a maximum of 16 credits when topic changes. Open to MEST minors. Prereq: J 201 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 MEST minors only. Repeatable three times for a maximum of 16 credits when topic changes. Prereq: J 201 with a grade better than C-.

J 475: Flux Production (1-5)
(Prereq, Dual Level Change)

**J 475/575: Flux Production (1-5)** Planning and production of "Flux" magazine. Students make and carry out assignments, write and edit stories, take photos, shoot video, sell advertising, and design the magazine. Repeatable for a maximum of 12 credits. Prereq: J 211, and J 212, and J213, and J 331, and J 361 with a grade of better than C.

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**SCHOOL OF LAW**

**LAW**

**NEW COURSES(S)**

**CRES 621: Culture, Power, and Conflict Resolution I (2)** This course introduces multiple approaches to conflict drawing from distinct cultural traditions. It asks students to consider how cultural differences and power dynamics impact how people approach conflict and conflict resolution.

**CRES 622: Culture, Power, and Conflict Resolution II (1)** Students will explore creative ways to engage cultural difference and power as central assumptions in conflict resolution.

**CRES 623 : Culture, Power, and Conflict Resolution III (1)** In this course students theorize how they would like to engage cross cultural dynamics and existing power structures in their own practice.

**CRES 660: Environmental Conflict Resolution (4)** Students learn and critically examine methods of environmental conflict resolution, including conflict assessment, negotiation, decision-making, adaptive management, collaboration, and public participation.

**CRES 670: Adversarial Processes (4)** This course is an introduction to the primary adversarial or adjudicative processes used to resolve civil disputes: Litigation and Arbitration.

**EXISTING COURSE(S)**

**CRES 631: Managing Conflict in Organizations (3)**
(Credit, catalog description, delivery mode, enrollment restriction, grading option change)

**CRES 631: Managing Conflict in Organizations (4)** Prepar...
## SCHOOL OF MUSIC AND DANCE

### DANC

#### NEW COURSES(S)

**DAN 252: Dance Composition I (3)** This course is an introduction to the elements of dance composition. Students will create studies that concentrate on details of formal compositional structure as well as some more contemporary models. Prereq: DAN 171, DAN 258

**DAN 280: Dance Loft Performance I (1)** This course is a beginning level repertory dance course modeled after a professional choreographic rehearsal and performance process.

**DAN 380: Student Dance Concert Performance (1)** Dance Performance II is an intermediate level repertory dance course modeled after a professional choreographic rehearsal and performance process.

**DAN 486: Student Dance Collective (3)** Student Dance Collective is an advanced performance-based course modeled after a professional ‘repertory’ dance company rehearsal and performance process. Repeatable. Prereq: DAN 480, DANC 370, DANC 372, DANC 375

**DANC 170: Contemporary I (1)** This course is the study of basic principles of dance movement with an emphasis on the elements of space, time and energy. Repeatable eight times for a maximum of 9 credits.

**DANC 172: Ballet I (1)** Ballet I explores basic movement vocabulary in the ballet idiom.

**DANC 270: Contemporary II (1)** DANC 270 Contemporary II is intermediate dance training designed to build upon previously developed technical skills and artistic expression, with a focus on contemporary aesthetics. Repeatable eight times for maximum of 9 credits. Prereq: Three terms of DANC 170.

**DANC 272: Ballet II (1)** Ballet II is an intermediate studio technique course in the ballet idiom. Prereq: DAN 172 or instructor approval/audition

**DANC 285: African II (1)** African II offers students an intermediate level integration of African movement, traditions, culture, history, music, and storytelling. Prereq: DANC 185 or instructor approval/audition

**DANC 372: Ballet III (1)** Ballet III is an advanced technique studio course in the ballet idiom. Repeatable. Prereq: DAN 272 or audition/instructor permission

#### EXISTING COURSE(S)

**DANC 185: African Dance (1)**

*(Title change)*

**DAN 185: African I (1)** This course is a beginning level studio course in dance vocabulary from the African diaspora.

**DANC 370: Modern III (1)**

*(Title, repeatability, cat description change)*
DANC 370: Contemporary III (1) Contemporary III is an advanced level contemporary technique class incorporating guided warm-up exercises, choreographed sequences, improvisation, and performance. Repeatable. Prereq: DANC 270 or audition instructor approval

DAN 480: Dance Repertory (Title, grad level change)

DAN 480: Faculty Dance Concert Performance (2) Dance Performance III is an advanced level repertory dance course modeled after a professional choreographic rehearsal and performance process.

DAN 494: Contemporary IV (3)

DAN 494: Advanced Movement Practice (3) Advanced Movement Practice is a synthesis of physicality, creative practice, and theory whereby students will investigate the relationships between form, expression, technique, style and identity through embodiment, discussion, readings, writing, video and performance. Prereq: DANC 370, DANC 372, DANC 375 Repeatable.

MUSIC EDUCATION

NEW COURSE(S)

MUE 450/550: Practicum in Music Education (2) MUE 450/550 provides scope, structure, supervision, and guidance to support Music Education students during two terms of Music Education practica in accordance with the Oregon Teacher Standards.

MUE 466/566: Community Music Institute Practicum (1) This course serves as a repeatable teaching lab with students enrolled in the University of Oregon's Community Music Institute. Initial term includes observation of master teachers. Subsequent terms include guided teaching assignments commensurate with the university student's level of experience and expertise. Prereq: MUE 459/559

EXISTING COURSE(S)

MUE 429: Music in Special Education (3)

MUE 429/529: Music in Special Education (3) Music for disabled or gifted learners. Educational and therapeutic uses of music for mentally, physically, and emotionally disabled as well as gifted learners.

MUE 459: Suzuki Pedagogy (3)

MUE 459/559: Fundamentals of Violin and Viola Teaching (2) Development of technique for instruction of beginning violin students, including philosophy, practice habits for young students, parent education, and pedagogical skills.

MUE 460: Suzuki Pedagogy (3)

MUE 460/560: Early-Intermediate Violin Repertoire and Technique (2) Development of skills for teaching beginning violin students using the Suzuki method, its philosophies, and Book II repertoire; methods for introducing music-reading and basic ensemble skills. Prereq: MUE 459/559
MUSIC

NEW COURSE(S)

MUS 249: Popular Music Analysis (3) Analysis of popular songs in diverse styles, focusing on form, harmony, timbre, rhythm, and lyrics. Prereq: MUS 131, MUS 134, MUS 151

MUS 671: Graduate Seminar in Ethnomusicology: [Topic] (4) Discussion-based seminar focused on history, methods, and emerging issues related to the discipline of ethnomusicology (the study of music in/as culture). Prereq: MUS 551

MUS 672: Seminar: Music Theory: [Topic] (4) Advanced graduate seminars that revolve around a rotating selection of topics in music theory, emphasizing prominent research and approaches in the field. Prereq: Yes

BALLMER INSTITUTE FOR CHILDREN’S AND BEHAVIORAL HEALTH

The Office of the Registrar and The UO Committee on Course has approved new subject code for the Ballmer Institute: BEHT (for Behavioral Health). Effective Fall 2022

PHYSICAL EDUCATION AND RECREATION

No courses submitted.

UNDERGRADUATE STUDIES

No courses submitted.

DENIED PROPOSALS

No courses denied.
PENDING PROPOSALS

**College of Arts and Sciences**

**ANTH 209: Business Anthropology (4)** This course provides a comprehensive overview of business anthropology on a range of topics including entrepreneurship, finance capital, multinational corporations, and race/gender in business. Readings and discussions will focus on how to apply anthropological knowledge to solve real-world business problems. 
*Request to satisfy Category II-Social Science core-education group requirement. Request to satisfy Cultural Literacy requirement.*

**HIST 161: Science as History (4)** This course encourages critical engagement with science and technology as a product of their times. It introduces various approaches to studying the interactions of science and technology with gender, race, and politics. 
*Request to satisfy Category II-Social Science core-education group requirement.*

**Lundquist College of Business**

**ACTG 682: Accounting Data & Analytics III (4)** Leveraging prior ADA coursework, students are challenged to initiate and complete end-to-end data analytics projects, with more reliance on self-directed problem solving, incorporating aspects of visual perception and principles of design to tell stories with data that influence business leaders through actionable insights. Prereq: ACTG 580, ACTG 681 (waived for DCSI students)

**BA 425/525: Law for Managers (4)** Critical legal concepts focusing on the legal system of the United States and the interactions between legal and ethical considerations.

**College of Education**

**EDUC 641: Applied Statistics in Education and Human Services I (3)** First course in a PhD and advanced master’s degree three-course sequence intended to provide a toolkit of statistical concepts, methods and their implementation to producers of applied research in education and other social sciences. Course is organized around the principle that research design. Prereq: Yes

**EDUC 643: Applied Statistics in Education and Human Service II (3)** Second course in a PhD and advanced master’s degree level three-course sequence intended to provide a toolkit of statistical concepts, methods and their implementation to producers of applied research in education and other social sciences. Course is organized around the principle that research design. Prereq: Yes

**FHS 471: Human Services Professional Ethics (3)**
(Prereq, enrollment restriction change)

**FHS 471: Human Services Professional Ethics (3)** This course focuses on professional ethics relevant to human services practitioners, with an emphasis on building skills required for ethical decision-making, including self-awareness, identification and integration of personal, professional, and legal values and standards, and evaluating scientific literature on prevention and intervention. Prereq: No

**SPED 653: Student Teaching I K-12 (3)** This course provides teacher candidates opportunities to apply evidence-based practices in Special Education and reading instruction. This course meets the requirements outlined by TSPC for the Reading Intervention endorsement. SPED 588 is taken concurrently. Prereq: No
SPED 654: Student Teaching II K-12 (4) This course provides teacher candidates opportunities to apply knowledge of evidence-based practices in Special Education while teaching children/adults with disabilities. Teacher candidates are expected to independently generalize and apply foundational skills practiced during Student Teaching I and incorporate new skills. SPED 588 is taken concurrently. Prereq: No

SPED 687: Early Intervention Methods I (3)
(Catalog description change)

SPED 687: Early Intervention Methods I (3) Provide a foundation for understanding the components of a linked system of intervention in EI/ECSE, where practitioners conduct assessments, plan and implement intervention, assess their intervention, and monitor student progress. Prereq: No

SPED 689: Early Intervention Methods III (3)
(Catalog Description, prereq change)

SPED 689: Early Intervention Methods III (3) Early Intervention/Early Childhood Special Education (EI/ECSE) Methods III is the final course in the EI/ECSE Methods series. It is designed to address specific practices that students will use as professionals in EI/ECSE settings. Prereq: No

SPSY 411/511: School-Based Mental Health Promotion & Prevention (3) This course will introduce students to school-based efforts to promote mental health and wellness. We will examine strategies implemented in school contexts directed toward the prevention and intervention of behavioral, emotional, and other mental health problems of childhood and adolescence. Prereq: No

School of Journalism and Communication

J 331: Digital Video Production (4)
(Updating prereqs)

J 331: Digital Video Production (4) Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only. Prereq: No

J 342: The Creative Strategist (4)
(Updating prereq)

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: No

J 361: Reporting I (4)
(Updating prereq)

J 361: Reporting I (4) News gathering and writing. Extensive writing in class and outside of class in a variety of forms: news, features, interviews, multimedia scripts. Journalism majors only. Prereq: No

J 371: Feature Writing I (4)
(Updating prereq)

J 371: Feature Writing I (4) Introduction to feature writing for print and online media; marketing your ideas and stories. Journalism majors only. Prereq: No

J 426/526: Documentary Studies: [Topic] (4) Documentary Studies courses focus on theoretical, critical, aesthetic, and historical concepts relevant to documentary film.

J 432: Reporting for Electronic Media (4)
(Dual level, prereq change)

**J 432/532: Reporting for Electronic Media (4)** Training in gathering, production, and presentation of news for the electronic media. Journalism majors only. Prereq: No

**J 452: Strategic Public Relations Communication (4)** (Dual level, prereq change)

**J 452/552: Strategic Public Relations Communication (4)** Advanced writing lab emphasizing business communication, direct-to-consumer strategies and techniques, and effective use of web-based communication strategies. Journalism: public relations majors only. Prereq: No

**J 461: Newspaper Editing (4)** (Dual level, prereq change)

**J 461/561: Newspaper Editing (4)** Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only. Prereq: No

**J 463: Specialized Reporting: [Topic] (1-4)**

**J 463/563: 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: Yes

**J 466: Advanced Photojournalism: [Topic] (4)**

**J 466/566: Advanced Photojournalism: [Topic] (4)** Intensive visual reporting techniques, with emphasis on digital production, color, lighting, in-depth storytelling, documentary, and portfolio. Majors only. Repeatable three times for a maximum of 16 credits when topic changes. Prereq: Yes

**J 483: The Journalistic Interview (4)**

**J 483/583: The Journalistic Interview (4)** Gathering information through asking questions. Literature and research findings on techniques of listening, nonverbal communication, and psychological dynamics of the interview relationship in journalistic situations. Journalism majors only. Prereq: No

**J 664: Foundations in Immersive Media (4)** Students will explore the uses of virtual worlds, augmented, virtual, and extended reality through the strategic lens of communications (marketing, advertising, branding) and community building. Students will investigate the attributes of the technologies that create both opportunities and barriers to adoption and effective use.

**J 665: Media Psychology (4)** This course offers an overview of media psychology with an emphasis on emerging media platforms. Students learn why humans consume certain types of media content and gain an understanding of the affective, behavioral, and cognitive implications of media messages in order to better understand audiences. Prereq: No

**J 667: User Experience and Design (UX) (4)** Learn fundamental principles of user experience (UX) and human-centered design (HCD) in the context of strategic communication. Theoretical and applied approaches from human-computer interaction, media psychology, and others are utilized. Domains including mobile apps, traditional web, service/customer experience, gaming, and others are dominantly featured.

**J 668: Experiential Marketing (4)** This course provides fundamental immersive media marketing concepts and students learn to develop a framework for building immersive media marketing strategies. Specific topics
include leveraging augmented reality (AR), virtual reality (VR), extended reality (XR), or mixed reality (MR) to meet branding and marketing objectives.

**J 669: Creating for Immersive Platforms (4)** An introduction to the tools used for designing and building virtual reality (VR) and augmented reality (AR) experiences. Students learn to build interactive VR scenes, mobile augmented visuals and foundational skills for building real-time ready assets. Students also gain understanding of immersive media production pipelines.

### WITHDRAWN PROPOSALS

**WITHDRAWN COURSE(S)**

**DAN 351: Dance Composition I**
Deactivation in order to change this course to DAN 252

### 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.

- ANTH 162 Intro to Medical Anth last offered: 201803
- ANTH 250 Intro Mid East Studies last offered: 201801
- ANTH 310 Expl Other Cul: Topic last offered: 201803
- ANTH 326 Caribbean Societies last offered: 201802
- ANTH 375 Primate in Ecol Commun last offered: 201803
- ANTH 466 Primate Feed & Nutrit last offered: 201804
- ANTH 513 Culture & Psychology last offered: 201804
- ANTH 566 Primate Feed & Nutrit last offered: 201804
- ANTH 588 Found Social Theory last offered: 201802
- ANTH 593 Anth & Popular Culture last offered: 201503
- ANTH 650 African Studies Sem last offered: 201803
- BI 306 Pollination Biology last offered: 201803
- CH 114 Green Product Design last offered: 201801
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DAN 512 Student Dance Concert last offered: 201703
DAN 581 Rep Dance Co: Rehars last offered: 201702
DAN 582 Rep Dance Co: Tour    last offered: 201703
DAN 594 Contemporary IV       last offered: 201703
MUE 611 Qual Res in Music Ed  last offered: NO BANNER RECORD FOUND!
MUS 236 Aural Skills VI       last offered: 201803
MUS 237 Keyboard Skills IV    last offered: 201801
MUS 238 Keyboard Skills V     last offered: 201802
MUS 239 Keyboard Skills VI    last offered: 201803
MUS 460 Music & Gender        last offered: 201404

PEMB 231 Kundalini Yoga I     last offered: 201803
PEMB 232 Kundalini Yoga II    last offered: 201801
PEMB 306 Aerial Silks Yoga II last offered: NO BANNER RECORD FOUND!
PERU 101 Fitness Walking     last offered: 201803
PETS 254 Ultimate Frisbee III last offered: 201803

OTHER CURRICULAR MATTERS

School of Music and Dance

- The Dean of the School of Music and Dance and the Office of the Provost have approved changes to the Master of Arts in Music Theory by substituting MUS 672 for MUS 670 (part of generic course regularization project) and substituting MUS 530 and MUS 531 for 6 credits of Schenkerian analysis seminar. Effective Fall 2022 (222)

- The Dean of the School of Music and Dance and the Office of the Provost have approved changes to the Master of Music in Conducting—Choral Emphasis by changing the two 607 seminars to: MUS 627 Choral Literature I and MUS 628 Choral Literature II, and also adding MUS 691. Effective Fall 2022 (228)

- The Dean of the School of Music and Dance and the Office of the Provost have approved changes to the Master of Music in Conducting—Orchestral Emphasis by changing the requirement of MUS 682 to an option of MUS 681 or MUS 682. Students will have a choice to take MUS 681 or MUS 682 instead of the current requirement of MUS 681, and Juried rehearsal prepared in consultation with faculty advisor will be required. Effective Fall 2022 (229)

- The Dean of the School of Music and Dance and the Office of the Provost have approved changes to the Master of Music in Conducting—Wind Ensemble Emphasis by replacing MUS 621 (no longer offered) with MUE 607. Effective Fall 2022 (230)
The Dean of the School of Music and Dance, the Undergraduate Council, and the Office of the Provost have approved a reduction in credits from over 100 to 80 for the Music Theory Concentration. Effective Fall 2022 (210)

The Dean of the School of Music and Dance, the Undergraduate Council, and the Office of the Provost have approved a new concentration, Applied Music: Voice, for the Bachelor of Arts and Bachelor of Science music degrees. Effective Fall 2022 (535)

Clark Honors College

The Dean of the Clark Honors College, the Undergraduate Council, and the Office of the Provost have approved changes to classes that can be taken P/NP. The CHC will allow classes taken P/NP to fulfill the following requirements (Effective Fall 2022):
- Quantitative Requirement (one course in quantitative reasoning or mathematics from UO approved BS list)
- UO Disciplinary Requirements (one course each from the UO approved Areas of Inquiry lists in Arts and Letters, Social Science, and Science)
- CHC Second Language Requirement (second-language proficiency equivalent to completion of second college year in second language, waived for students in particular majors)

College of Design

The Dean of the College of Design, the Graduate Council, and the Office of the Provost have approved Nonprofit Management Master’s Degree updates in the classes that are allowed to fulfill core requirements, housekeeping updates to courses that now have permanent numbers, and updated descriptions of degree focal areas and elective courses. Effective Fall 2022 (45)

The Dean of the College of Design, the Graduate Council, and the Office of the Provost have approved the new Accelerated Master's of Nonprofit Management. Effective Fall 2022 (497)

College of Arts and Sciences

The Dean of the College of Arts and Sciences, the Graduate Council and the Office of the Provost have approved an Accelerated Master’s Program for Computer Science. Effective Fall 2022 (493)

The Dean of the College of Arts and Sciences, the Undergraduate Council and the Office of the Provost have approved Data Science (Music Technology) Concentration within a major. Effective Fall 2022 (534)
Knight Campus for Accelerating Scientific Impact

- The Dean of the College of Arts and Sciences, the Graduate Council and the Office of the Provost have approved an **Accelerated Master’s Program for Electrochemical Technology**. *Effective Fall 2022 (492)*

- The Bachelor of Science in Bioengineering is **not yet accepting students**. An effective date will be determined and announced in a future report.

College of Education

- The Dean of the College of Education, the Graduate Council and the Office of the Provost have approved the **Accelerated Master’s in Special Education: Early Intervention/Early Childhood Special Education program**. *Effective Fall 2022 (490)*

- The **Master of Science in Applied Behavioral Analysis** has completed all of the approval steps through the NWCCU. *Effective Fall 2022 (446)*

School of Journalism and Communication

- The Dean of the College of Arts and Sciences, the Undergraduate Council and the Office of the Provost have approved **changing the title of one of the areas of specialization** and **adding coursework to the existing course of study in Documentary Studies** (now titled Documentary Study and Production) and Media Technologies and Society in the **Bachelor of Arts in Media Studies**. *Effective Fall 2022 (297)*

Academic Policies

- The Graduate Council has approved the following revised language for master’s degrees: **There is no university-wide language requirement for master’s degrees. Departments and programs have the option of requiring or not requiring one or more languages other than English (LOTE). If one or more languages are required, the degree-granting unit is responsible for monitoring and enforcing that requirement.**

- On April 13, 2022, as per the Academic Continuity Plan, the Academic Council declared an end to the significant academic disruption related to the COVID-19 pandemic. As such, the Spring 2022 Academic Council Expectations for faculty will expire at the end of the Spring 2022 term and the university will return to normal academic policies and expectations for faculty teaching courses

- **Requiring Courses with Generic Course Numbers.** The revised policy is as follows:
  - A limited number of credits with the generic course numbers x01, x04, x05, and x06 may be approved by Graduate Council to be included in the required credits for a graduate program if the following conditions are met:
    - 1. The structure and content of the generic course have been documented, reviewed, and approved by the appropriate faculty body at the academic department
and/or College level (for example, curriculum committee or full faculty depending on governance structure).

2. Generic courses that will be required for the graduate program may be approved only when the structure and content of the generic course meets the definition listed in the University catalog and the guidance articulated by the Division of Graduate Studies.

3. a) If the generic course always achieves the same outcomes within the program requirements, these outcomes need to be articulated in the graduate program description in CourseLeaf and submitted to the Graduate Council.

b) If the generic course does not always achieve the same outcomes, the process by which the academic department and/or College oversees and reviews the appropriateness of each offering of the generic course to determine whether it satisfies the program requirements must be articulated and documented in the graduate program description in CourseLeaf.

- Incomplete Policy. The following revised Incomplete policy is effective Fall 2022 pending Senate approval on June 1, 2022.

**Proposed New Policy**

**What is an Incomplete and When is it Appropriate?**

A grade of "I" (Incomplete) represents an agreement between an instructor and a student to extend the deadline for coursework completion. Incompletes shall be granted when the instructor determines that the student meets all the following criteria. The student:

- has been making satisfactory progress on coursework as determined by the criteria in the syllabus;
- has been active in the course;
- is unable to complete a portion of the course requirements due to extenuating circumstances beyond their control that occurred after the last day to drop a class (End of Week 7 of Fall/Winter/Spring terms; variable dates for summer courses);
- is able to independently complete the remaining requirements without attending additional classes beyond the term or receiving additional instruction; and
- requests an Incomplete by the published deadline

If additional class attendance or instruction is required to complete course requirements, the instructor shall not issue an Incomplete.

Lack of engagement, poor performance, or a desire to repeat the course are unacceptable reasons for issuance of the “I” mark.

Instructors shall provide to the student access to course materials necessary to complete the missing work. Access to the Canvas site for the course can be requested here (LINK) if needed.

Incomplete grades can only be granted by instructors and instructors are under no obligation to grant students an incomplete grade if in their judgment the criteria stated above are not met.

An Incomplete shall not be recorded by the instructor unless a contract between the instructor and student has been completed and filed appropriately.

**General Process for Incompletes (operational details to be determined in coordination between the Office of the Provost and the University Registrar)**
• Incompletes are initiated by the student (though instructors can suggest an Incomplete as an option when warranted)
• Student contacts instructor and requests Incomplete by 5pm on the last day of finals week.
• If the instructor agrees that the student meets the criteria, the instructor and the student complete a contract outlining how the Incomplete can be resolved, the deadline for resolving the incomplete, and the default grade should the student not complete the agreed upon work. The default grade is the grade the student would receive according to the syllabus grade guidelines with no credit for the missing work.
• This form is filed.
• The missing work indicated on the form must be completed by the earlier of:
  o Grading deadline of the term the student applied to graduate, or
  o Deadline stated on the Incomplete Request Form \textit{*can be extended at the discretion of the instructor, or}
  o The day grades are due one academic year later

For students with Incomplete contracts, the instructor will record the “grade” in Duckweb that indicates an Incomplete has been agreed to. Currently, that is an “I”. The instructor will also record, in Duckweb and/or the contract form, the grade the student would have received in the course if they received no credit for the missing work. This becomes the default grade that replaces the incomplete mark should the student not complete the work outlined in the contract by the appropriate deadline (either the grading deadline of the term the student applied to graduate or the day grades are due one academic year later).

If the student completes the work defined in the contract by the agreed upon date, the instructor calculates and updates the grade via the grade change process.
This policy applies to all undergraduate and graduate courses.

\textbf{NOTE TO BE COMMUNICATED TO STUDENTS:} The Incomplete mark will roll to the default grade even if an incomplete contract is in place if the student has applied to graduate. Degree application status is not directory information; instructors do not have a way to verify.

\textbf{NOTE TO BE COMMUNICATED TO STUDENTS:} A mark of I/F will not convert to N as part of First Term Grade Forgiveness. It will instead convert to an F.

• Course Attendance and Engagement Policy. The following new Course Attendance and Engagement Policy is effective Fall 2022 \textit{pending Senate approval on June 1, 2022.}

\textbf{Proposed Undergraduate Course Attendance or Engagement Policy}
1. Every undergraduate course syllabus shall outline any requirements for attendance, how absences affect grades and the conditions under which coursework can be made up. For courses that have engagement requirements rather than attendance requirements, such as ASYNC WEB or performance-based courses, syllabi shall outline requirements for engagement, what constitutes lack of engagement and if and how missed engagement opportunities can be made up. Instructors have discretion to determine how many absences or how much “lack of engagement” is reasonable for their course before grades are impacted and how makeup assignments count toward grades (e.g. partial or full credit?). Instructors are encouraged to develop attendance or engagement policies that give students some room for unexpected events over the course of the term.
2. Every course syllabus shall outline how to handle work turned in after deadlines. Faculty have discretion to determine which, if any, assignments can be turned in late or made up, and what the consequences are as pedagogically appropriate for the course.

3. University policies governing course absences supersede course-level policies. The university policies on religious accommodation and accessible education are two to be particularly aware of. These both require students to provide documentation that the student may miss class under these policies. Other university policies that touch on attendance are listed later in this document.

4. University-sponsored events are considered verifiable, legitimate reasons for participating students to miss class. Most often this is associated with students involved in athletic events but not always. When students miss class for university-sponsored activities, faculty are strongly encouraged to make pedagogically sound and justifiable modifications that will enable the students to be successful in the course where possible. However, this request has limits and conditions:
   - Students who participate in university-sponsored activities that might cause them to miss class are responsible for providing documentation signed by a university employee verifying their participation in the activity and listing the dates that they might miss class. This should be done during week one of the term. Instructors can then determine if appropriate modifications can be made to coursework or due dates.
   - In classes with substantial class participation, project or lab work, appropriate modifications may not be possible. In those instances, the student should be informed that the course is not a good fit in a term with significant absences. Under no circumstances should the instructor offer a modification that is pedagogically unsound or that would be unavailable to other students.

5. Except for the legitimate and verifiable reasons for absences referenced in 3 and 4, instructors shall not ask for reasons for absences and shall not distinguish between “excused” and “unexcused” absences since there is no equitable way to confirm the veracity of student-provided reasons or documentation outside the university context. Course absence policies should be reason-neutral (NEED EXAMPLES). Faculty are not required to provide make-up opportunities, but make-up opportunities need to be available to all students equally.

6. Except for the documentation referenced in 3 and 4, instructors shall not ask students for documentation for absences.

7. Course attendance and engagement policies are meant to address common student absences or late work over the course of a term. Instructors should be aware of how to advise students who experience extraordinary circumstances that cause extensive absences or late work. For instance:
   - Dean of Students “Emergency Academic Notification” – Instructors can advise students to engage in the Dean of Students Emergency Academic Notification process. This provides the student assistance in notifying instructors and enlisting their help with courses.
   - Withdrawal and Grade Change dates and processes – In some cases, the best option is for a student to withdraw or change their grading option while they manage their situation. See this advising page on options for students in terms of withdrawal and grade changes.
o **Incomplete** – If an unexpected situation happens toward the end of the term, an Incomplete may be appropriate.

o **Student Petitions** – students also have petition options after the term if they were unable to make changes during the term due to their situation.

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**APPENDICES**

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