



**SPRING 2022  
Preliminary  
Curriculum Report**

**May 27, 2022**

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

**SPRING 2022  
PRELIMINARY  
CURRICULUM REPORT  
May 27, 2022**

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# SPRING 2022 PRELIMINARY CURRICULUM REPORT

## May 27, 2022

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### 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.

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### 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

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## MOTION

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

Respectfully submitted,

**Voting**

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## 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

##### EXSISTING 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)

**JPN 473/573: Japanese Environmental Cinema (4)** Study of Japanese environmental cinema since the 1970s. Examines environmental themes and film genres. Readings, films, and discussion in English.

## 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.

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## 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: EARTH 101 or EARTH 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: EARTH 480/580 or equivalent at another institution.

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## 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.*

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## 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.

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## 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

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## 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.*

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## 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.*

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## 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)

(Remove Area of Inquiry Core Ed Status)

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

PSY 307: Personality (4)

(Remove Area of Inquiry Core Ed Status)

**PSY 307: Personality (4)** Theory and methods for studying human traits, including personality tests and measures. Current research in personality. Studies of age, gender, culture, and relation to emotion and motivation.

PSY 308: Developmental Psychology (4)

(Remove Area of Inquiry Core Ed Status)

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

PSY 309: Psychopathology (4)

(Remove Area of Inquiry Core Ed Status)

**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.

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## 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.*

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## SOCIOLOGY

### 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.

## 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.

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## 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.

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## COLLEGE OF DESIGN

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### 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.*

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### 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

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## 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.

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## 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.

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## 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 chane)

**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]  
(Catalog Description Change)

**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)  
(Catalog Description Change)

**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.

## 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)** Prepares students to assist in managing disputes within organization. Students will receive a basic introduction to organizational context and structure, leadership and communication styles, and sources of workplace disputes. The course also provides an overview of the processes by which organizations typically resolve disputes.

LAW 712: Business Law Clinic (3)

(Catalog description, prereq 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

### 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)

**DANC 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)  
(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.

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## 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)  
(Dual level, enrollment restriction change)

**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)  
(Title, credit, catalog description, grading change)

**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)  
(Title, dual level, credit, prereq, grading change)

**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

UOCC Spring 2022 Preliminary Curriculum Report. Request additional copies from [carolynv@uoregon.edu](mailto:carolynv@uoregon.edu). After June 1, 2022 report errors in writing to [carolynv@uoregon.edu](mailto:carolynv@uoregon.edu) or [sstrick2@uoregon.edu](mailto:sstrick2@uoregon.edu)

**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)

(Dual level, prereq change, topics)

**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)

(Dual level, prereq change, topics)

**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)

(Dual level, prereq change)

**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

CHN 411 4th Year Chinese	last offered: 201801
CHN 412 4th Year Chinese	last offered: 201802
CHN 511 4th Year Chinese	last offered: 201801
CHN 512 4th Year Chinese	last offered: 201802
CINE 330 Film Festivals	last offered: 201803
CINE 415 Cinema Careers	last offered: 201802
CINE 426 Art of Directng: Topic	last offered: 201803
CIS 427 Intro to Logic	last offered: 201803
CIS 527 Intro to Logic	last offered: 201803
CIS 633 Adv Network Security	last offered: 201803
CLAS 311 Dth & Rbrth Grce & Ind	last offered: 201801
EALL 441 Japan & Korean Syntax	last offered: 201801
EALL 541 Japan & Korean Syntax	last offered: 201801
EC 432 Economy Pacific NW	last offered: 201803
EC 441 Public Econ: Taxation	last offered: 201803
EC 532 Economy Pacific NW	last offered: 201803
EC 570 Monetary Policy	last offered: 201704
ENG 362 Asian Amer Writers	last offered: 201802
ENG 364 Compar Ethnic Amer Lit	last offered: 201801
ENG 380 Film, Media, and Hist	last offered: 201801
ENG 534 Spenser	last offered: 201803
ENG 542 Milton	last offered: 201702
ENG 548 Restoration & 18C Lit	last offered: 201702
ENG 650 19C Literature: Topic	last offered: 201802
ENVS 350 Ecol Energy Generation	last offered: 201803
ES 498 Interdis Res Methods	last offered: 201802
ES 499 ES Proseminar	last offered: 201803
FLR 413 Folk Art & Mater Cul	last offered: 201803
FLR 450 Folklore Public Sector	last offered: 201802
FLR 483 Folk & Myth Brit Isles	last offered: 201802
FLR 513 Folk Art & Mater Cul	last offered: 201803
FLR 514 Mythology/Mod Fant Fic	last offered: 201604
FLR 516 African Folklore	last offered: 201502
FLR 518 Folklore and Gender	last offered: 201503
FLR 550 Folklore Public Sector	last offered: 201802
FLR 583 Folk & Myth Brit Isles	last offered: 201802
FLR 684 Folklore Fieldwork Sem	last offered: 201602
GEOG 423 Adv Biogeograph: Topic	last offered: 201803
GEOG 461 Environment Alteration	last offered: 201702
GEOG 463 Geog, Law & Environ	last offered: 201802
GEOG 496 Location-Aware System	last offered: 201803
GEOG 523 Adv Biogeograph: Topic	last offered: 201803
GEOG 561 Environment Alteration	last offered: 201702
GEOG 563 Geog, Law & Environ	last offered: 201802
GEOG 567 Internat Water Policy	last offered: 201801
GEOG 596 Location-Aware System	last offered: 201803
GER 352 Authors in German Lit	last offered: 201803
GER 471 German Read Knowl II	last offered: 201802
GER 571 German Read Knowl II	last offered: 201802
GER 624 Critic & Philos Prose	last offered: 201803



HBRW 312 Biblical Poetry	last offered: 201802
HBRW 313 Postbiblical Lit	last offered: 201803
HIST 239 Classic/Mediev Warfare	last offered: 201803
HIST 332 British History: Topic	last offered: 201803
HIST 345 Early Russia	last offered: 201801
HIST 350 American Radicalism	last offered: 201801
HIST 351 American Radicalism	last offered: 201804
HIST 378 Amer Envir Hst to 1890	last offered: 201801
HIST 386 India	last offered: 201703
HIST 480 Mexico	last offered: 201802
HIST 516 Adv Womens Hist: Topic	last offered: 201802
HIST 519 Afric Reg Hist: Topic	last offered: 201801
HIST 520 The Idea of Europe	last offered: 201803
HIST 573 Amer Envir Hist: Topic	last offered: 201801
HIST 580 Mexico	last offered: 201802
HIST 583 Latin America: Topic	last offered: 201803
HPHY 112 The Science of Health	last offered: 201702
HUM 354 The City	last offered: 201803
LING 452 Functional Syntax II	last offered: 201803
LING 552 Functional Syntax II	last offered: 201803
LING 621 Empirical Meth in Ling	last offered: 201802
MATH 457 Discrete Dynam Systems	last offered: 201803
MATH 557 Discrete Dynam Systems	last offered: 201803
PHIL 330 Philosophy & Disaster	last offered: 201803
PHIL 372 Tch Child Phil Inquiry	last offered: 201802
PHIL 670 Issues in Metaphysics	last offered: 201801
PHYS 362 Biological Physics	last offered: 201801
PS 391 NonWest Political Theo	last offered: 201802
PS 446 Meth for Pol Analy II	last offered: 201703
PS 460 Polit Econ East Asia	last offered: 201803
PS 471 Intergeneratnl Justice	last offered: 201801
PS 472 Matters Life & Death	last offered: 201802
PS 546 Meth for Pol Analy II	last offered: 201703
PS 560 Polit Econ East Asia	last offered: 201803
PS 571 Intergeneratnl Justice	last offered: 201801
PS 572 Matters Life & Death	last offered: 201802
PS 617 Political Behavior	last offered: 201802
PS 619 US Political Culture	last offered: 201803
PS 627 Formal Theo & Method	last offered: 201803
PSY 440 Psycholinguistics	last offered: 201802
PSY 540 Psycholinguistics	last offered: 201802
REL 418 Martyrdom	last offered: 201602
REL 518 Martyrdom	last offered: 201602
RUSS 331 Russian Short Story	last offered: 201801
RUSS 426 Clas Russ Poet: Topic	last offered: 201803
RUSS 434 Russian Lit: Topic	last offered: 201702
RUSS 526 Clas Russ Poet: Topic	last offered: 201803
RUSS 534 Russian Lit: Topic	last offered: 201702
SCAN 351 Periods in Scan Lit	last offered: 201803
SOC 450 Soc of Developing Area	last offered: 201701

SOC 546 Iss Soc of Work: Topic	last offered: 201703
SOC 646 Work & Organiz: Topic	last offered: 201803
SOC 664 Pol/Econ Soc: Topic	last offered: 201702
SPAN 450 Col Lat Am Lit: Topic	last offered: 201801
SPAN 550 Col Lat Am Lit: Topic	last offered: 201801
TA 417 Adv Costume Design	last offered: 201803
TA 517 Adv Costume Design	last offered: 201803
OBA 312H Business Analytics II	last offered: NO BANNER RECORD FOUND!
OBA 488 E-Business	last offered: 201803
OBA 588 E-Business	last offered: 201803
AAAP 415 Transport & Preservat	last offered: 201601
AAAP 515 Transport & Preservat	last offered: 201601
ARCH 457 The Facade	last offered: 201803
ARCH 557 The Facade	last offered: 201803
ARH 316 Gothic Architecture	last offered: 201803
ARH 322 Ancient Grk Art & Arch	last offered: 201801
ARH 350 History of Manga	last offered: 201802
ARTO 450 Digital Photography II	last offered: 201802
ARTO 550 Digital Photography II	last offered: 201802
ARTR 490 Iss & Prac Printmaking	last offered: 201801
ARTS 490 Iss & Prac Sculpture	last offered: 201801
DSGN 321 Inclusive Urbanism	last offered: 201801
LA 350 Landscape Media	last offered: 201802
LA 352 Digital Landsc Media	last offered: 201804
LA 617 Intro Land Arch Theory	last offered: 201702
PPPM 460 Health Policy	last offered: 201803
CFT 614 Ch Mental Hlth & Diagn	last offered: 201803
CFT 621 Ethics Discussion	last offered: 201802
CFT 622 Relational Assessment	last offered: 201702
CFT 624 Group Psychotherapy	last offered: 201803
CPSY 417 Intro Coun Psych Prof	last offered: 201703
CPSY 651 Adv Indiv Coun Interv	last offered: 201801
EDLD 626 Social-Cul Found Educ	last offered: 201801
EDST 220 Beg Appl in Ed Tech	last offered: 201803
EDST 660 Urban Schls: Hist/Pol	last offered: 201701
SPED 628 Law & Special Educat	last offered: 201702
SPED 689 Early Interv Meth III	last offered: 201703
GRST 632 Grad & Scholarly Wr II	last offered: 201803
HC 424H Ident Colloq: Topic	last offered: 201803

DAN 256 Dance Somatics	last offered: 201703
DAN 512 Student Dance Concert	last offered: 201703
DAN 581 Rep Dance Co: Rehears	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:
  - Grading deadline of the term the student applied to graduate, or
  - Deadline stated on the Incomplete Request Form *\*can be extended at the discretion of the instructor, or*
  - 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.

**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.

**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 *pending Senate approval on June 1, 2022.*

### **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



UOCC Spring 2022 Preliminary Curriculum Report. Request additional copies from [carolynv@uoregon.edu](mailto:carolynv@uoregon.edu). After June 1, 2022 report errors in writing to [carolynv@uoregon.edu](mailto:carolynv@uoregon.edu) or [sstrick2@uoregon.edu](mailto:sstrick2@uoregon.edu)

- [Incomplete](#) – If an unexpected situation happens toward the end of the term, an Incomplete may be appropriate.
- [Student Petitions](#) – students also have petition options after the term if they were unable to make changes during the term due to their situation.

## APPENDICES

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