



**SPRING 2021
Preliminary
Curriculum Report**

May 26, 2021

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

**SPRING 2021
PRELIMINARY
CURRICULUM REPORT
May 26, 2021**

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SPRING 2021 PRELIMINARY CURRICULUM REPORT

May 26, 2021

OVERVIEW

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

Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective fall term 2021, unless a specific term is requested by an academic department and stated otherwise in this report.

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

Courses Not Taught Report: Courses not taught within the past three years will be indicated for dropping from the curriculum in the spring curriculum report.

LOOKING AHEAD

Fall 2021

September 20, 2021—First round fall submissions due to the UOCC; courses must be entered into CourseLeaf by this date to be reviewed during winter term

November 24, 2021—Preliminary report due to the Senate

December 1, 2021—Senate votes on report

MOTION

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

Respectfully submitted,

Voting

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Samantha Hopkins
Roberta Mann
Matthew Norton

Matthias Vogel
Michal Young
Frances White, chair

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COURSE PROPOSALS

Unless indicated otherwise, courses may be taken either pass/no pass or for letter grades. *Pass/no pass only* or *graded only* indicates that all students must take the course as specified in the bold print. Separate grading options for majors are bracketed in this report and appear in UO class schedule notes; they are not printed in the *UO Catalog*. *Sequence* after the description means the courses must be taken in numerical order.

APPROVED COURSE CHANGES

COLLEGE OF ARTS AND SCIENCES

BIOENGINEERING

NEW COURSES(S)

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

BIOLOGY

NEW COURSES(S)

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

DATA SCIENCE

EXISTING COURSE(S)

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

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

COMPARATIVE LITERATURE

NEW COURSES(S)

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

ECONOMICS

NEW COURSES(S)

EC 412/512: Foundations of Economic Policy Analysis (4) Advanced theoretical foundations of economic policy design and analysis. Prereq: EC 411

ETHNIC STUDIES

NEW COURSES(S)

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

GLOBAL STUDIES

NEW COURSES(S)

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

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

GLBL 350: Education and Development (4) This course will introduce students to the foundational ideas in the field of international and comparative education, and help build a theoretical toolkit of the major approaches

scholars utilize when analyzing education from a global perspective. *Request to satisfy Category II-Social Science core-education area requirement. Request to satisfy Global Perspectives cultural literacy requirement.*

LINGUISTICS

NEW COURSES(S)

LING 430/530: Research Methods for Applied Linguistics (4) Introduces students to a number of common research practices in the field of applied linguistics, including research design, ethics, and collecting and analyzing quantitative and qualitative data. Students will gain hands-on experience with analysis software to assist their research.

EXISTING COURSES(S)

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

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

MATH

EXISTING COURSES(S)

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

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

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

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

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

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

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

MATH 204: Probability and Statistics Math Lab (2) Exploratory course in mathematics. Course focuses on

techniques of mathematical exploration and discovery, the language of mathematics, and foundational issues. Topics from probability and statistics.

MATH 205: Foundations Math Lab (2)
(Enrollment Restriction Change)

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

MATH 206: Combinatorics Math Lab (2)
(Enrollment Restriction Change)

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

POLITICAL SCIENCE

NEW COURSES(S)

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

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

PHILOSOPHY

NEW COURSES(S)

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

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

POLITICAL SCIENCE

NEW COURSES(S)

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

options toward the Middle East critiqued. *Request to satisfy Category II-Social Science core-education area requirement.*

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

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

SOCIOLOGY

NEW COURSES(S)

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

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

ROBERT DONALD CLARK HONORS COLLEGE

No courses submitted.

PROFESSIONAL SCHOOLS AND COLLEGES

CHARLES H. LUNDQUIST COLLEGE OF BUSINESS

ACCOUNTING

NEW COURSES(S)

ACTG 460/560: Government Not for Profit Accounting (4) This course teaches differences in accounting and financial reporting for governmental and not-for-profit organizations and differences between private sector and public-sector accounting, standards-setting, meeting stakeholder needs.

ACTG 619: Taxation of Pass Through Entities (3) Designed for accountants, managers, and entrepreneurs, covers basics of taxation of partnerships, S corporations and their shareholders, and trusts and their beneficiaries. Also covers taxation of exempt entities.

EXISTING COURSE(S)

ACTG 350: Intermediate Accounting I (4)
(Prereq change)

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

BUSINESS AFFAIRS

EXISTING COURSES(S)

BA 240: Managing Business Information (4)
(Title, Catalog Description, Grading Option change)

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

FINANCE

NEW COURSES(S)

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

SPORTS BUSINESS

EXISTING COURSE(S)

SBUS 456: Sports Brand Management (4)
(Prereq, Outcomes change)

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

COLLEGE OF DESIGN

ART HISTORY

NEW COURSES(S)

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

LANDSCAPE ARCHITECTURE

NEW COURSES(S)

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

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

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

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

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

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

EXISTING COURSE(S)

LA 450: Advanced Landscape Media: (4)

(Title, Credit, Repeatability, Catalog Description, Topics change)

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

SPORTS PRODUCT DESIGN

NEW COURSES(S)

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

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

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

PLANNING, PUBLIC POLICY, AND MANAGEMENT

NEW COURSES(S)

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

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

COLLEGE OF EDUCATION

COMMUNICATION DISORDERS AND SCIENCES

NEW COURSES(S)

CDS 620: Workshop: Evidence-Based Practice (1-5) This course supports students in developing their Evidence-Based Practice Projects via: (1) methods to promote critical evaluation and adoption of research findings; (2) principles of culturally responsive research practice, practice-based evidence and implementation science; and (3) activities to prepare students to complete their EBP projects. Repeatable.

CDS 621: Practicum I (1-16) Designed to support first year master's students as they proceed with their clinical training. The course will provide methodology, evidence-based practice and clinic operations training. The focus on using evidence-based practice and rational clinical decision-making will be incorporated throughout class instruction. Repeatable.

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

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

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

COIUNSELING PSYCHOLOGY

NEW COURSES(S)

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

FAMILY AND HUMAN SERVICES

DROP COURSE(S)

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

EDUCATION LEADERSHIP

NEW COURSES(S)

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

EDUCATION STUDIES

NEW COURSES(S)

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

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

EDST 682: Elementary Teaching Performance Assessment (2) Provides scope, structure, supervision oversight, and guidance to support pre-service teachers during their fulltime student teaching (EDST 683) and together are the last of two terms of clinical placement that together satisfy the Oregon Teacher Standards and Practices Commission (TSPC) intensive and extensive field-based requirement. Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment.

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

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

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

EDST 688: Secondary Full Time Teaching (10) The Mid/High fulltime student teaching practicum is designed to give candidate the opportunity to gradually take the lead in preparation, instruction, and assessment for the classroom. This experience helps develop knowledge, skills, and professional dispositions to make a

positive impact on student learning. Prereq: Must complete all prior UOTeach course work with a cumulative 3.00 GPA or higher and have successfully completed prior term of field experience prior to enrollment. Repeatable.

EXISTING COURSE(S)

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

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

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

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

EDUCATION

EXISTING COURSES(S)

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

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

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

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

SPECIAL EDUCATION AND CLINICAL SERVICES

NEW COURSES(S)

SPED 415/515: Diversity and Special Education (3) Provides an overview of issues pertaining to diversity in special education. Topics include race, ethnicity, culture, and disability in a sociopolitical and historical context.

SPED 428/528: Special Education Law (3) This course provides students with knowledge of standards and ethics for professional practice, historical and current case law and legislation, and application of legal principles related to special education services in school settings.

SCHOOL PSYCHOLOGY

NEW COURSES(S)

SPSY 690: School Psychology Research Seminar: [Topic] (1 TO 4) Students develop foundational knowledge and applied research skills through participation in a faculty-led research team. The focus of research activities will draw upon faculty expertise and current research. Repeatable.

SPSY 691: Supervised College Teaching (2) Students develop school psychology teaching and clinical supervision competencies through a faculty-supervised college teaching experience. Prereq: SPSY 662 Foundations of Clinical Supervision is a prerequisite course for any supervised college teaching experience involving the provision of clinical supervision to others. Students must apply for supervised college teaching experiences following procedures outlined in the current SPSY Program Handbook. Repeatable.

SPSY 692: Professional Competencies Portfolio (1) Students develop a professional competencies portfolio documenting the knowledge and skills needed for school psychologist licensure. The portfolio is the SPSY Master's Program capstone project, and reflects competencies acquired by the student across program coursework, field experiences, research teams, professional leadership and service activities.

SPSY 695: Introductory Field Studies (1) Students will gain exposure to educational practices in school systems, the roles and functions of school psychologists, and school psychological service delivery across domains of professional practice. Guest speakers will provide perspectives from educational researchers and school psychologists in the field. Repeatable.

SPSY 698: School-Based Practicum (3) Students complete a supervised practicum in which they deliver comprehensive school psychological services in PreK-12 school settings. Students develop the knowledge and skill competencies required to progress to internship. Prereq: SPED 528, SPED 540, SPSY 630, SPSY 661, SPSY 663, SPSY 671, SPSY 672, SPSY 674, SPSY 795, SPSY program practicum application approved by the SPSY Practicum Coordinator, Pass TSPC and COE background checks Repeatable.

SPSY 699: Internship (3) Students complete a supervised internship, in which they deliver comprehensive school psychological services in PreK-12 schools and/or clinical settings. Students develop the knowledge and skill competencies required for professional licensure. Prereq: SPSY 798, Pass TSPC and COE background checks, Written internship plan approved by the SPSY Internship Coordinator Repeatable.

SCHOOL OF JOURNALISM AND COMMUNICATION

JOURNALISM

NEW COURSES(S)

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

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

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

EXISTING COURSE(S)

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

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

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

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

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

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

SCHOOL OF LAW

One course submitted. See pending list.

SCHOOL OF MUSIC AND DANCE

MUSIC EDUCATION

NEW COURSES(S)

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

MUSIC: JAZZ STUDIES

NEW COURSES(S)

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

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

MUJ 440/540: Jazz Pedagogy Practicum (3) Study of jazz pedagogy through discussion, observation, reading, listening, and practice. Topics include curriculum, rhythm section fundamentals, ensemble rehearsal strategies, and improvisation methods. Prereq: For undergraduates: MUJ 182 or MUJ 270 - or - Instructor's Permission. For graduates: Admission to MM Jazz Studies Degree or to Graduate Specialization in Jazz Pedagogy - or - Instructor's Permission.

MUJ 440/540: Jazz Pedagogy Practicum (3) Study of jazz pedagogy through discussion, observation, reading, listening, and practice. Topics include curriculum, rhythm section fundamentals, ensemble rehearsal strategies, and improvisation methods. Prereq: For undergraduates: MUJ 182 or MUJ 270 - or - Instructor's Permission. For graduates: Admission to MM Jazz Studies Degree or to Graduate Specialization in Jazz Pedagogy - or - Instructor's Permission.

EXISTING COURSE(S)

MUJ 395: Small Jazz Ensemble: [Topic] (1-2)
(Repeatability Change)

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

MUJ 440/540: Jazz Pedagogy Practicum (3) Study of jazz pedagogy through discussion, observation, reading, listening, and practice. Topics include curriculum, rhythm section fundamentals, ensemble rehearsal strategies, and improvisation methods. Prereq: For undergraduates: MUJ 182 or MUJ 270 - or - Instructor's Permission. For graduates: Admission to MM Jazz Studies Degree or to Graduate Specialization in Jazz Pedagogy - or - Instructor's Permission.

MUSIC

NEW COURSES(S)

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

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

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

MUS 487/587: Music and Emotion (4) Introduction to the psychological and philosophical study of music and the emotions, with emphasis on cognitive, evolutionary, behavioral, and socio-cultural perspectives.

MUS 488/588: Analog Recording Techniques (3) Analog Recording using reel to reel tape machines provides students with a unique experience in not only sonic quality, but also artistic and technical decision-making due to the mechanical limitations presented by the analog format.

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

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

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

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

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

EXISTING COURSE(S)

MUS 430: Schenkerian Analysis (3)
(Title, Grad Level, Catalog Description Change)

MUS 430/530: Tonal Analysis: Linear Prolongational Analysis (3) Introduction to techniques of

linear/prolongational analysis; exploration of connections between contrapuntal structures and small musical forms. Prereq: MUS 327.

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

MUS 431/531: Tonal Analysis: Form in Tonal Music (3) Exploration of the analysis of form in music from the Baroque, Classical, and Romantic eras; covers Sonata Theory, form-functional theory, processual approaches to form, and the relationship between formal types and linear structures. Prereq: MUS 327.

MUS 476: Digital Audio Workstation I (3)
(Title, Grad Level, Catalog Description Change)

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

MUS 477: Digital Audio Workstation II (3)
(Title, Grad Level, Catalog Description Change)

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

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

MUS 478/578: Digital Audio Workstation Techniques III (3) Explores advanced techniques of mixing, the principles of mastering, and digital distribution using a computer. Series with MUS 476 and MUS 477. Prereq: MUS 476. Repeatable.

PHYSICAL EDUCATION AND RECREATION

PHYSICAL EDUCATION FITNESS

NEW COURSES(S)

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

EXISTING COURSE(S)

PEF 344 : Eat, Move, and Be Well (2)
(Delivery Mode Change)

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

PEMB 320: Yoga Wellness Techniques (1)
(Catalog Description, Delivery Mode Change)

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

UNDERGRADUATE STUDIES

No courses submitted.

DENIED PROPOSALS

No courses denied.

PENDING PROPOSALS

College of Arts and Sciences

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

JDST 354: Topics in Jewish Thought and History: [Topic] (4)

Focuses on Jewish philosophy, critical theory, and history. Possible topics included but are not limited to: Contemporary Jewish Philosophy, the writings of Emanuel Levinas, Spinoza, Modern Jewish History, etc. *Request to satisfy Category I-Arts and Letters core-education area requirement.*

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

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

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

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

College of Education

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

School of Law

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

School of Journalism and Communication

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

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

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

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

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

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

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

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

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

J 459: Branding and Content (4)

(Catalog Description, Prereq, Enrollment Restriction Change)

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

J 460: Brand Development: [Topic] (4)

(Grad Level, Prereq, Enrollment Restriction change)

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

WITHDRAWN PROPOSALS

Lundquist College of Business

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

(Prereq change)

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

DROPPED COURSES

The University Senate agreed in 1998 that the report of the Committee on Courses should include those permanently numbered courses that are being dropped because (1) they have not been taught for three or more years, and (2) the department can provide no reasonable explanation why they have not been taught or whether they will be in the future. The faculty requires that general-education-satisfying courses be offered each year. Other courses should be offered at least every other year to avoid misrepresentation of course offerings to prospective students, and to ensure that required courses are readily available to current students.

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

Course Information

AAD 251 Arts & Visual Literacy

Last Offered

last offered: 201702

AAD	252	Art & Gender	last offered: 201701
AAD	315	Funding the Arts	last offered: 201703
AAD	425	Ethics in Arts/Museums	last offered: 201701
AAD	430	Youth Arts Curr & Meth	last offered: 201702
AAD	434	Entrepreneurship & Art	last offered: 201701
AAD	435	Arts Business Develop	last offered: 201703
AAD	525	Ethics in Arts/Museums	last offered: 201701
AAD	530	Youth Arts Curr & Meth	last offered: 201702
AAD	631	Research Propos Devel	last offered: 201701
ARCH	617	Built Envir Des & Theo	last offered: 201502
ARH	101	Global Masterpieces	last offered: 201702
			last offered: NO BANNER
ARH	317	Romanesque Architect	RECORD FOUND!
ARH	341	Ital Renaissance Art	last offered: 201703
			last offered: NO BANNER
ARH	372	Arts Colonial Latin Am	RECORD FOUND!
			last offered: NO BANNER
ARH	373	20C Latin American Art	RECORD FOUND!
ARTM	490	Iss & Prac in Metals	last offered: 201701
ARTM	590	Iss & Prac in Metals	last offered: 201701
ARTS	590	Iss & Prac Sculpture	last offered: 201701
LA	333	Photo & Enviro Values	last offered: 201601
LA	375	Contemp Amer Landsc	last offered: 201502
LA	423	Drawing The Landscape	last offered: 201603
LA	523	Drawing The Landscape	last offered: 201603
PD	360	Object Culture	last offered: 201701
PD	440	Adv Designers' Tools	last offered: 201701
PPPM	327	Global Lead & Change	last offered: 201703
			last offered: NO BANNER
ANTH	225	Evolution of Play	RECORD FOUND!
ANTH	311	Anth of Globalization	last offered: 201602
ANTH	347	Archaeo Ancient Cities	last offered: 201704
ANTH	414	Activist Anthropology	last offered: 201702
ANTH	444	Seacoast & Prehistory	last offered: 201701
ANTH	514	Activist Anthropology	last offered: 201702
ANTH	544	Seacoast & Prehistory	last offered: 201701
BI	486	Population Genetics	last offered: 201703
BI	586	Population Genetics	last offered: 201703
CH	444	Chemical Thermodynamic	last offered: 201702
CH	544	Chemical Thermodynamic	last offered: 201702
			last offered: NO BANNER
CHN	495	Sr Capstone Cul: Topic	RECORD FOUND!
CIS	115	Multimedia Web Program	last offered: 201702
CIS	650	Software Engineering	last offered: 201701
EALL	210	China: Cultur Odyssey	last offered: 201704
EALL	440	Japanese & Korean Phon	last offered: 201501

EALL	540	Japanese & Korean Phon	last offered: 201501
ENG	245	Intro Eth Am Lt: Topic	last offered: 201702
ENG	442	Milton	last offered: 201702
ENG	448	Restoration & 18C Lit	last offered: 201702
ENG	452	19C Brit Fict: Topic	last offered: 201102
ENG	455	English Romantic Writ	last offered: 201703
ENG	461	Amer Lit to 1800	last offered: 201603
ENG	542	Milton	last offered: 201702
ENG	548	Restoration & 18C Lit	last offered: 201702
ENG	552	19C Brit Fict: Topic	last offered: 201102
ENG	561	Amer Lit to 1800	last offered: 201603
ENG	486M	New Med & Dig Cul: Top	last offered: NO BANNER RECORD FOUND!
ENG	486M	New Med & Dig Cul: Top	last offered: NO BANNER RECORD FOUND!
ENG	586M	New Med & Dig Cul: Top	last offered: NO BANNER RECORD FOUND!
ENG	586M	New Med & Dig Cul: Top	last offered: NO BANNER RECORD FOUND!
ES	356	Race & Social Movemnts	RECORD FOUND!
EURO	515	European Union Hist	last offered: 201702
FR	516	Adv Writing in French	last offered: 201602
GEOG	285	Mapping With Drones	last offered: 201703
GER	104	Intensive 1st Yr Ger	last offered: 201304
GER	340	Intro Ger Cultur & Soc	last offered: 201701
GER	341	Intro Ger Cultur & Soc	last offered: 201702
GER	350	Genres in German Lit	last offered: 201703
GER	413	Adv Language Training	last offered: 201703
GER	440	Ger Cul & Soc: Topic	last offered: 201703
GER	460	German Lit: Topic	last offered: 201701
GER	540	Ger Cul & Soc: Topic	last offered: 201703
GER	560	German Lit: Topic	last offered: 201701
HIST	205	Ancient Sports	last offered: 201502
HIST	461	American Medical Hist	last offered: 201703
HIST	467	American West	last offered: 201702
HIST	561	American Medical Hist	last offered: 201703
HIST	567	American West	last offered: 201702
HPHY	472	Science Athletic Perfm	last offered: 201703
HUM	355	The American City	last offered: 201702
ITAL	303	Societa, Econ, Politic	last offered: 201702
ITAL	441	Mediev Ital Cul: Topic	last offered: 201702
ITAL	541	Mediev Ital Cul: Topic	last offered: 201702
KRN	411	4th Year Korean	last offered: 201701
KRN	412	4th Year Korean	last offered: 201702
KRN	413	4th Year Korean	last offered: 201703

KRN	511	4th Year Korean	last offered: 201701
KRN	512	4th Year Korean	last offered: 201702
KRN	513	4th Year Korean	last offered: 201703
LING	617	Field Methods I	last offered: 201701
LING	618	Field Methods II	last offered: 201702
LING	619	Field Methods III	last offered: 201703
LING	660	Historical Syntax	last offered: 201702
MUS	345M	Music, Politics & Race	last offered: 201702
PHIL	325	Logic, Inquir, Argumen	last offered: 201703
PHIL	625	Philosophy of Language	last offered: 201703
PHYS	102	Essentials of Physics	last offered: 201703
PS	445	Meth for Pol Analy I	last offered: 201702
PS	446	Meth for Pol Analy II	last offered: 201703
PS	545	Meth for Pol Analy I	last offered: 201702
PS	546	Meth for Pol Analy II	last offered: 201703
PS	565	LGBT Rights in Courts	last offered: 201701
REL	321	Hist of Christianity	last offered: 201701
REL	323	Hist of Christianity	last offered: 201703
REL	412	Dead Sea Scroll: Topic	last offered: 201702
REL	512	Dead Sea Scroll: Topic	last offered: 201702
SOC	464	Systems of War & Peace	last offered: 201702
SPAN	460	Don Quixote	last offered: 201701
SPAN	528	Spanish in the US	last offered: 201703
SWAH	301	Advanced Swahili	last offered: 201701
BA	734	Supply-Chain Strategy	last offered: 201702
OBA	433	Info Analy Mgrl Decisn	last offered: 201702
OBA	533	Info Analy Mgrl Decisn	last offered: 201702
CFT	412	Healthy Relationships	last offered: 201703
CFT	512	Healthy Relationships	last offered: 201703
CPSY	626	Psycholog Serv Latinos	last offered: 201601
FHS	320	Instr Mth Early Chld I	last offered: 201701
FHS	321	Instr Mth Erly Chld II	last offered: 201702
FHS	322	Inst Mth Erly Chld III	last offered: 201703
FHS	327	Organiz Iss Hum Serv	last offered: 201701
FHS	430	Found Early Child Educ	last offered: 201701
FHS	431	Curric Early Chld Educ	last offered: 201702
FHS	432	Assmnt in Erly Chld	last offered: 201703
EDLD	638	Adv School Law	last offered: 201702
EDST	231	Teaching in the 21st C	last offered: 201701
EDST	633	Methods: 2nd Lng Cncpt	last offered: 201601
EDST	670	Philosophy of Research	last offered: 201701
CDS	446	Services for Deaf Stu	last offered: 201701
SPED	632	Collab Ed Planning	last offered: 201703
SPED	684	Applic Linked System I	last offered: 201701
SPED	685	Applic Linked Syst II	last offered: 201702
SPED	690	Early Interv Meth IV	last offered: 201704

DAN	256	Dance Somatics	last offered: 201703
DAN	396	Ballet Lab	last offered: 201603
DAN	496	Ballet Lab	last offered: 201603
DAN	596	Ballet Lab	last offered: 201603
DAN	692	Dance Literature	last offered: 201601
DANC	175	Jazz I	last offered: 201702
DANC	184	Ballroom I	last offered: 201703
DANC	275	Jazz II	last offered: 201703
MUJ	390	Jazz Lab Band III	last offered: 201702
MUS	345M	Music, Politics & Race	last offered: 201702
MUS	457	Native American Music	last offered: 201204
MUS	557	Native American Music	last offered: 201204
PEF	201	Pilates Matwork I	last offered: 201703
PEO	341	Intro Lead Climber	last offered: 201603
PERU	332	5K Training II	last offered: 201703
PERU	341	10K Training	last offered: 201703

OTHER CURRICULAR MATTERS

SPRING 2021 OTHER CURRICULAR MATTERS

College of Arts and Sciences

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

- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved **changes to the General Science program which include a name change to Multidisciplinary Science and a new subject code, MSCI.** *Effective Fall 2021 (329)*
- **Update from Spring 2020 Curriculum report to reflect new effective date of Fall 2022.** The Dean of the College of Arts and Sciences, The University Senate, the Provost, the Board of Trustees, the Higher Education Coordinating Commission and the Northwest Commission on Colleges and Universities have approved a **Bachelor of Science in Bioengineering.** *Effective Fall 2022 (369)*
- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved an **accelerated Master of Science and Master of Arts in economics.** *Effective Fall 2021 (437)*
- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved a **Minor in Commerce and Society offered under General Social Science** *Effective Fall 2021 (404)*

- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved **changes to Master of Arts in Philosophy** by reducing the number of courses required for the “traditions” from eight to four, and the 600 level proseminars in each tradition to 4/500 level advanced introductions. *Effective Fall 2021 (237)*
- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved program revisions to the **Master of Arts in Language Teaching Studies**. *Effective Fall 2019 (385)*
- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved **changes to PhD in Philosophy** by reducing the number of courses required for the “traditions” from eight to four, and the 600 level proseminars in each tradition to 4/500 level advanced introductions. *Effective Fall 2021 (8)*
- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved **new concentrations in sociology**. This proposal is part of a package of four elective concentrations for the Sociology Major that match the format and expectations of the current Sociology Major. *Effective Fall 2021 (428, 429, 430, 431)*
- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved an **Accelerated Master's Program in Mathematics**, which will allow students to complete a master's degree in mathematics in five years, with a bachelor's degree at the end of the fourth year. *Effective Fall 2021 (474)*
- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved new **data science domains**. This undergraduate degree in data science is quantitatively focused, requiring courses in computer science, mathematics, probability and statistics, and machine learning. *Effective Fall 2021 (370)*
- The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved changes to the **PhD in Romance Languages**. The program will now accept applicants with a BA, and not just applicants who hold an MA. In addition, students completing a PhD in RL will have the opportunity to develop expertise in primary and secondary fields based on cohesive themes, disciplinary approaches, and linguistic geographies:
 - 1) Language in Contact: Sociolinguistics, and Second Language Studies,
 - 2) Translation Studies
 - 3) Poetics, Genre and Form
 - 4) Critical Race and Postcolonial Studies
 - 5) Gender and Queer Studies
 - 6) Media Studies (Visual, Material and Digital Cultures)
 - 7) Environment, Food, and Green Humanities
 - 8) Geographies: Mediterranean Studies, Transatlantic Studies, European Studies, Latin American Studies. *Effective Fall 2021 (12)*
- The Dean of the College of Arts and Sciences and provost has approved changes to the **Course of Study in General Social Sciences (Applied Economics, Business, and Society)** *Effective Fall 2021 (399)*
- The Dean of the College of Arts and Sciences and provost has approved changes to the **Course of Study in General Social Sciences (Crime, Law, and Society Concentration)** *Effective Fall 2021 (471)*

- The Dean of the College of Arts and Sciences and provost has approved changes to the **Course of Study in General Social Sciences (Globalization, Environment, and Policy Concentration)** *Effective Fall 2021 (472)*
- The Dean of the College of Arts and Sciences and provost has approved changes to the **Course of Study in General Social Sciences (Social Studies Teaching Concentration)** *Effective Fall 2021 (473)*
- The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved changes to **The Bachelor of Arts in Folklore and Public Culture** that eliminate their "Expressive Forms and Practices" and "Diverse Communities" requirement subdivisions and instead allow students to choose from a single broad elective list. *Effective Fall 2021 (327)*

Clark Honors College

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

College of Education

- The Dean of the College of Education, with approval from the graduate council and the provost, has approved **changes to the Master of Arts and Master of Science in Education Policy and Leadership**. The first is to add EDUC 642 Survey of U.S. Education Policy as a required course. Also approved is a **name change** from Educational Leadership to Education Policy and Leadership. *Effective Fall 2021 (373)*
- The Dean of the College of Education, with approval from the undergraduate council and the provost has approved changes to the Family and Human Services Bachelor of Arts and Bachelor of Science by eliminating the senior capstone requirement and the corresponding class for which students are required to register for senior capstone support, FHS 497. This was previously approved by the senate. However, they forgot to submit changes that would swap a required course for another recently approved course: FHS 491 to FHS 471. *Effective Fall 2021 (181, 308)*
- The Dean of the College of Education, with approval from the undergraduate council and the provost has approved changes to **Educational Foundations changes for the Bachelor of Arts**. The Department of Education Studies is removing MUS 322 Music Fundamentals as a requirement. The course is no longer being offered by the School of Music and Dance. *Effective Fall 2021 (291)*
- The Dean of the College of Education, with approval from the undergraduate council and the provost has approved changes to **Educational Foundations changes for the Bachelor of Science**. The Department of Education Studies is removing MUS 322 Music Fundamentals as a requirement. The course is no longer being offered by the School of Music and Dance. *Effective Fall 2021 (292)*

College of Design

- The Dean of the College of Design, with approval from the graduate council and the provost, has approved a **change to the Master of Landscape Architecture**. The proposed changes include: Move 4 credits of content-area electives to general degree Area of Concentration electives. Move 4 credits of content-area electives to mentored research courses. Combine required landscape technology courses (4 credits) and required plant courses (8 credits) into new required hybrid Landscape Materials + Construction course sequence (12 credits). Restructure landscape media (visual communication) sequence. *Effective Fall 2021 (37)*
- The Dean of the College of Design, with approval by the undergraduate council and the provost, has approved changes to the **Bachelor of Landscape Architecture** that include combining landscape technology and plants courses (300 level) into a Landscape Materials + Construction series (400 level) and revising their landscape media sequence. *Effective Fall 2021 (36)*

School of Journalism and Communication

- The Dean of the School of Journalism, with approval from the graduate council and the provost, has approved adding Media Entrepreneurship as a required class to the **Journalism Master's program**. *Effective Fall 2021 (201, 202)*
- The Dean of the School of Journalism and Communication, with approval by the undergraduate council and the provost, has approved changes to the **Bachelor of Arts in Journalism: Media Studies Degree** that includes adding two courses to their foundations sequence (J250, J415) and restructuring their upper division requirements to include four 16-credit specializations (from which students will choose one). *Effective Fall 2021 (297)*
- The Dean of the School of Journalism and Communication, with approval by the undergraduate council and the provost, has approved a **Minor in Science Communication**. *Effective Fall 2021 (464)*

School of Music and Dance

- The Dean of the School of Music and Dance, with approval from the undergraduate council and the provost has approved changes to the **Popular Music Studies concentration for the Bachelor of Arts and Bachelor of Science in Music**. The changes are: MUS 463—Popular Music Studies will be made electable, not required, in the History & Culture menu of the concentration, and four elective credits will be removed from this menu. MUS 263—US Popular Music 1800-1930 and MUS 358—Music in World Cultures will be required in the History & Culture menu. If a student elects to use MUS 131—Music Theory I to satisfy the submenu requirement in the Musicianship menu, where one of three specific theory/musicianship courses must be completed, that student must also complete MUS 134—Aural Skills I. *Effective Fall 2021 (211)*
- The Dean of the School of Music and Dance, with approval from the undergraduate council and the provost has approved changes to the **Bachelor of Music: Jazz studies**, which will alleviate student overload, reduce the number of required credits and create space for electives outside of the jazz area, address skill set deficiencies in composition, address “hidden” degree requirements, and better prepare our students to be educators. *Effective Fall 2021 (215)*

- The Dean of the School of Music and Dance, with approval from the undergraduate council and the provost has approved changes to the **Bachelor of Music: music education by** eliminating MUE 392 Saxophone Tech from the MUED Core Requirements and adding MUE 126 to MUED Core Requirements. *Effective Fall 2021 (218)*
- The Dean of the School of Music and Dance, with approval from the graduate council and the provost, has approved the **Music Theory Pedagogy Specialization**. *Effective Fall 2021 (415)*
- The Dean of the School of Music and Dance, The University Senate, the Provost, the Board of Trustees, the Higher Education Coordinating Commission and the Northwest Commission on Colleges and Universities have approved a **Bachelor of Fine Arts in Dance**. *Effective Fall 2021 (419)*
- The Dean of the School of Music and Dance, with approval from the graduate council and the provost, has approved the **Collaborative Piano Specialization**. *Effective Fall 2021 (461)*
- The Dean of the School of Music and Dance, with approval from the graduate council and the provost, has approved changes to the **Bachelor of Science in Music Technology**: Removal of MUS 227 Elements of Electronic Music, and one term (3 credits) of MUS 445 Electronic Composition (to a total of five terms) from the major's requirements; add MUS 479 Data Sonification (4 credits) to the major's requirements. (213) *Effective Fall 2021*
- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the **Doctoral Degree in Music Performance**: Change the number of credits in seminar/courses from 6 to 6-8, due to regularization of music seminars; Deactivate the DMA option in Piano Performance and Pedagogy, including the course list in "additional requirements;" Eliminate the text "primary area" (220) *Effective Fall 2021*
- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to MUS 607 Seminar to MUS 670 (this course was regularized) for the **Master of Arts in Musicology, and the Master of Arts in Music Theory**, (221, 222) *Effective Fall 2021*
- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the **Master of Music in Jazz Studies- Composition, Arranging Emphasis**. MUE 639 Pedagogy and Practicum is being replaced with MUJ 540. Since doctoral supporting areas have been eliminated, MUE 639 will no longer need to be offered. MUJ 440/540 is a pedagogy course that will serve more students and offer similar pedagogical material. (226) *Effective Fall 2021*
- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the **Master of Music in Jazz Studies- Instrumental Performance Emphasis**. MUE 639 Pedagogy and Practicum is replacing with MUJ 540. Since doctoral supporting areas are no longer required, MUE is no longer necessary. MUJ 440/540 will be more relevant and will allow for more students to enroll in the class. (227) *Effective Fall 2021*
- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the **Master of Music in Conducting—Choral Emphasis by** adding two long-standing courses (MUS 555 and MUS 556) to a menu of courses from which students can select. (228) *Effective Fall 2021*
- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the **Master of Music in Piano Pedagogy**. Change applied piano requirement: Replace MUP 635 with MUP

650. Students may choose to enroll for MUP 650 (2 credits) or MUP 665 (4 credits) for six terms for a total of 12-24 credits (231) *Effective Fall 2021*

- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the **Master of Music in Music Performance** by changing the available options: Delete guitar; add harp. (232) *Effective Fall 2021*
- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the **Doctoral Degree in Music Education**. MUE 611 will be replaced with "graduate course in qualitative research". Due to faculty workload issues, this course may be taken in another department. The SOMD class, MUE 611, will not be offered regularly. The requirement for 6 credits of MUS 607 is being reduced to 3 credits. (234) *Effective Fall 2021*
- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the **Doctoral Degree in Music Theory**, replacing MUS 607 with MUS 670 (regularized course number). (236) *Effective Fall 2021*
- The Dean of the School of Music and Dance and The Office of the Provost has approved minor changes to the **Graduate Specialization in Violin/Viola Pedagogy** by eliminating the 2 credits of MUE 609:Practicum, and providing a "menu" of course choices" since MUE 528 Music in Early Childhood will not be offered on a regular basis. The practicum experience for the students will be part of the pedagogy coursework in the program. (393) *Effective Fall 2021*
- The Dean of the School of Music and Dance, with approval from the undergraduate council and the provost has approved renaming Music History and Literature Concentration to **Music History and Culture Concentration for the Bachelor of Arts in Music** to reflect the current state of the discipline and faculty interests and creating a more robust structure for undergraduate musicological studies. (209) *Effective Fall 2021*

Academic Policies

- **Policy Change:**

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

New language:

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

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

DIA

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

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

and undertake one or more of the following:

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

GP

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

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

and undertake one or more of the following:

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

- I. **Old English** (replaces language currently found on the Registrar's website (<https://registrar.uoregon.edu/current-students/ba-language-satisfying-courses>)):

Students may fulfill the UO second-language requirement by taking the all three courses in the year-long sequence in Old English (ENG 428, ENG 429, ENG 430) and by achieving a B- or higher in ENG 430. The sequence must be taken in order, since ENG 428 is a prerequisite for ENG 429, which is a prerequisite for ENG 430. Any questions about this should be directed to the Old English instructor or to the [CAS Divisional Dean for Humanities](#).

The following academic policies were proposed to bring more uniformity to fundamental expectations related to courses and course delivery and approved by the senate on May 11, 2021

- **CANVAS USE**

Rationale:

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

Proposed Policy:

For all undergraduate classes (including 400/500 level courses) with more than 5 students, instructors shall publish at least one Canvas site by the first day of each term's classes that is used at a minimum for the communication of course information including:

- Course syllabus
- For classes where progress is not communicated individually to students through other means, provide available information on student progress to date. This information is meant to help students make decisions about the course, such as continuing in the course or changing the grade option. As such, this shall be done by at least two student decision points of the term:
 1. By the end of Week 6 (prior to deadline to withdraw from a class or change grading option which is end of Week 7)
 2. Prior to the final exam
- Other essential course information

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

- **SYLLABI**

Rationale:

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

Proposed Policy:

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

1. **INSTRUCTOR INFORMATION:** instructor's name, office/room number, uoregon e-mail address and any other means of contact desired

2. **OFFICE HOURS:** office hours and a statement indicating how to contact the faculty member for an appointment outside office hours
3. **COURSE OBJECTIVES:** overall course objectives and expected learning outcomes as approved by the UOCC and documented in CourseLeaf
 - a. if course meets any Core Education requirements, a statement describing which of the following requirements it meets and why
 1. Area of Inquiry (Social Science, Natural Science, or Arts and Letters)
 - a) Also include which Methods of Inquiry are covered
 2. Difference, Inequality and Agency OR Global Perspectives
 - a) At a minimum, include Core Education Council approved statement and learning outcomes
4. **GRADE POLICIES:**
 - a. grade policies – describes the standards for each level of work (including A+ - see <https://registrar.uoregon.edu/current-students/grading-system>)
 - b. grading criteria and expectations, for example grading rubrics
5. **ABSENCES:** clear absence policy that is pedagogically appropriate for the specific course. Policy should make clear how absences affect grades and the conditions under which assigned work and/or tests can be made up. Remember that University Health Services, which includes Counseling Services, does not provide excuses for students who miss class due to illness or injury so consider this in determining course policy (see <https://health.uoregon.edu/faqs#sick-note-policy>). Instructors also need to understand university policies for absences related to religious observance, student participation in university-sponsored events, mandatory first class attendance, AEC accommodations, and the Dean of Students “Emergency Academic Notification” process (see Appendix)
6. **MATERIALS AND ACTIVITIES:** lists of any required readings, assignments, examinations, special materials and extracurricular activities
7. **CLASSROOM BEHAVIOR:** statement on expected classroom behavior (e.g., use of cellphones, recording devices, etc.)
8. **UNIVERSITY POLICIES:** statement on or link to policies on (see [Office of the Provost approved language](#)):
 - a. academic misconduct
 - b. accessible education and accommodations
 - c. to mandatory reporting obligations
 - d. Emergency policies – weather, fire, active shooter

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

- **INSTRUCTOR AVAILABILITY**

Proposed Guidance Unit-level policies are already required by the collective bargaining agreement between United Academics and the university to address communication and contact with students. As such, the

following is offered as guidance, not policy, to inform unit policies.

Office Hours:

Instructors of in-person, online, or remote undergraduate and graduate courses should provide live, synchronous options for students to meet with them (e.g. office hours) for a minimum total of 2 hours per week during their teaching terms. This should be a mix with both scheduled times and by-appointment times. Flexibility can be offered when an instructor's course(s) that term already include high contact and engagement with all students, or in terms where an instructor's teaching load is lower than normal.

Other Availability Guidance:

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

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

APPENDIX: University-level policy related to class absences

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

Religious Accommodations

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

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

Absences Related to University-Sponsored Athletic Events

Instructors are not required to "excuse" all student-athlete absences and/or provide special accommodations for them.

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

In addition, under "Student-athlete travel and class attendance/participation" it states that "faculty are strongly encouraged to make pedagogically sound and justifiable accommodations that will enable student-athletes to be

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

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

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

“Mandatory” Attendance

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

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

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

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

Dean of Students “Emergency Academic Notification”

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

Accessible Education Center (AEC) Accommodations

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

“Students with disabilities are approved for flexibility in attendance and/or assignment deadlines when strong medical documentation warrants the accommodation(s). These accommodations provide students opportunities

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to demonstrate mastery of course knowledge, even when disability limits their ability to attend class and/or meet deadlines. Accommodations are not intended to sacrifice essential course goals or to place an undue burden on instructors. Rather, these accommodations ask instructors to:

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

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

APPENDICES

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