



**FALL 2022  
Preliminary  
Curriculum Report**

**November 23, 2022**

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

**FALL 2022  
PRELIMINARY  
CURRICULUM REPORT  
November 23, 2022**

|                          |
|--------------------------|
| <b>TABLE OF CONTENTS</b> |
|--------------------------|

|  | Page |
|--|------|
| <b>Overview</b> .....                          | 1    |
| <b>Motion</b> .....                            | 1    |
| <b>Course Proposals</b>                        |      |
| College of Arts and Sciences .....             | 2    |
| Robert Donald Clark Honors College.....        | 3    |
| Charles H. Lundquist College of Business ..... | 3    |
| College of Design .....                        | 4    |
| College of Education.....                      | 4    |
| School of Journalism and Communication.....    | 5    |
| School of Law .....                            | 5    |
| School of Music and Dance .....                | 5    |
| Physical Education and Recreation.....         | 5    |
| Undergraduate Studies .....                    | 6    |
| Denied Proposals .....                         | 6    |
| Pending Proposal .....                         | 6    |
| Withdrawn Proposals.....                       | 16   |
| Dropped Courses.....                           | 16   |
| Other Curricular Matters.....                  | 17   |
| Academic Policies.....                         | 18   |
| <b>Reference Materials</b>                     |      |
| Appendices.....                                | 19   |

# FALL 2022 PRELIMINARY CURRICULUM REPORT

## November 23, 2022

---

### OVERVIEW

The body of this report consists of two major sections: **Course Proposals**, reviewed fall 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 2023, 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 areas of inquiry and cultural literacy core-education requirements, are provided under Other Curricular Matters.

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

---

### LOOKING AHEAD

Winter 2023

January 2, 2023—First round fall submissions due to the UOCC; courses must be entered into CourseLeaf by this date to be reviewed during winter term

March 8, 2023—Preliminary report due to the Senate

March 15, 2023—Senate votes on report

---

## MOTION

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

Respectfully submitted,

**Voting**

Christian Cherry

Roberta Mann

Matthew Norton

Arkady Vaintrob

Frances White, chair

Michal Young

**Ex officio**

Ron Bramhall

Satomi Ladd

Bil Morrill

Jered Nagel

Sarah Strickler

Carolyn Vogt

## COURSE PROPOSALS

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

## APPROVED COURSE CHANGES

### COLLEGE OF ARTS AND SCIENCES

#### ANTHROPOLOGY

##### NEW COURSES(S)

**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.*

#### CHEMISTRY

##### EXISTING COURSES(S)

CH 623: Organic-Inorganic Chemistry Journal Club (1 TO 2)  
(Repeatability, credit change)

**CH 623: Organic-Inorganic Chemistry Journal Club (1 TO 2)** Repeatability. Preparation and delivery of colloquium-style lectures in organic-inorganic chemistry based on papers from the literature. Repeatability.

#### HISTORY

##### EXISTING COURSE(S)

HIST 186: Cultures of India (4)  
(Delivery Mode, Core Ed)

**HIST 186: Cultures of India (4)** Introduces students to the historical study of culture in the Indian subcontinent. *Request to satisfy Category II-Social Science core-education group requirement. Request to satisfy Cultural Literacy requirement.*

---

## **SOCIOLOGY**

### EXISTING COURSE(S)

SOC 207: Social Inequality (4)  
(Delivery Mode)

**SOC 207: Social Inequality (4)** Overview of social inequality, cross-culturally and within the United States. Examines relationship of social inequality based on social class, race, and gender to social change, social institutions, and self-identity. *Request to satisfy Category II-Social Science core-education group requirement. Request to satisfy Cultural Literacy requirement.*

---

## **POLITICAL SCIENCE**

### EXISTING COURSE(S)

PS 367: Climate Change (4)  
(Title change, Delivery Mode, Enrollment Restrictions)

**PS 367: Climate Change: Science and Politics of a Global Crisis (4)** How politics influences our understanding of the causes and impacts of climate change and the policies we adopt to address the global climate crisis. *Request to satisfy Category II-Social Science core-education group requirement.*

---

# **ROBERT DONALD CLARK HONORS COLLEGE**

No courses submitted.

---

# **PROFESSIONAL SCHOOLS AND COLLEGES**

---

# **CHARLES H. LUNDQUIST COLLEGE OF BUSINESS**

---

## **BUSINESS AFFAIRS**

### NEW COURSES(S)

**BA 425/525: Law for Managers (4)** Critical legal concepts that managers, entrepreneurs, and professionals need to understand to succeed in their careers and contribute positively to society. The course will examine how legal and ethical considerations interact focusing on the legal system of the United States.

## COLLEGE OF DESIGN

No Courses Approved. Courses Pending

## COLLEGE OF EDUCATION

### EDUCATION LEADERSHIP

#### NEW COURSES(S)

**EDLD 642: Survey of United States Education Policy (3)** A graduate-level class designed to facilitate students' understanding of the major policy areas and debates in contemporary U.S. public K-12 education systems; designed for graduate students who seek to become education policymakers, school and system leaders, policy analysts and researchers.

### SPECIAL EDUCATION

#### NEW COURSES(S)

**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.

**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: SPED 653 Student Teaching I

#### EXISTING COURSE(S)

SPED 687: Early Intervention Methods I (3)  
(Delivery Mode, Enrollment Restrictions)

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

SPED 689: Early Intervention Methods III (3)  
(Delivery Mode, Prerequisites, Enrollment Restrictions)

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

---

## COMMUNICATION DISORDERS AND SCIENCES

### EXISTING COURSES(S)

CDS 624: Medical Externship (7-14)  
(Credit change)

**CDS 624: Medical Externship (1-15)** Designed to prepare Graduate Student Clinicians to become Speech-Language Pathologists who can work in the medical setting. There are specific skills that Speech-Language Pathologists in the medical setting perform and the GSC will be prepared to demonstrate these skills by the end of this externship.

---

## SCHOOL OF JOURNALISM AND COMMUNICATION

All Courses Pending

---

## SCHOOL OF LAW

No Courses Submitted

---

## SCHOOL OF MUSIC AND DANCE

---

### MUSIC

#### EXISTING COURSE(S)

MUS 384: Introduction to Conducting (2)  
(Delivery Mode, Prerequisites)

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

#### DROP COURSE(S)

**MUS 633: Advanced Schenkerian Analysis (3)** Advanced analytical techniques developed by Heinrich Schenker.

## PHYSICAL EDUCATION AND RECREATION

### PHYSICAL EDUCATION FITNESS

#### NEW COURSES(S)

**PEF 145: F45 Functional Fitness (1)** All levels introduction to functional fitness. Learn F45 methodology by combining functional movements, agility, diverse strength and cardiovascular training stimuli ranging from heavier, shorter weight training intervals to light weight endurance sets, allowing the body to constantly grow in functional capacity. All exercises are adaptable. Repeatable.

## UNDERGRADUATE STUDIES

No courses submitted.

## DENIED PROPOSALS

No courses denied.

## PENDING PROPOSALS

### College of Arts and Sciences

**ANTH 425: Migrant, Citizen, Refugee (4)** This course introduces students to the anthropological study of migration. Students will study both early and contemporary intellectual trends in the study of migration, including “globalization,” “transnationalism,” “diaspora,” “borderlands,” “transmigration,” and “imagined community,” through relevant ethnographic case studies from the U.S., with global comparisons. Prereq: ANTH 161 Intro to Cultural Anthropology *Request to satisfy Cultural Literacy requirement.*

**ANTH 475: Regarding Remains (4)** This course covers the policies and regulations of human and non-human remains in biological anthropology and forensic sciences contexts. It explores the considerations important for establishing, building, maintaining and working with skeletal collections. Prereq: Anth 176

BI 322: Cell Biology (4)  
(Online Delivery)

**BI 322: Cell Biology (4)** Eukaryotic cell nuclear structure and exchange, protein trafficking, endocytosis, chaperones, cytoskeletal functions, intercellular junctions, extracellular materials, signaling, cell division mechanics and controls, aging and death. Lectures, discussions. Prereq: BI 214 or BI 282H; CH 331 recommended.



**BI 460: Neural Basis of Cognition (4)** The course examines the neural mechanisms responsible for cognitive processes such as attention, memory and decision making. The course focuses on studies that use animal models to relate the activity of single neurons to cognition. Prereq: BI360 Neurobiology or BI353 Sensory Physiology

CINE 230: Remix Cultures (4)  
(Delivery Mode)

**CINE 230: Remix Cultures (4)** Study of issues surrounding media production and consumption in relation to intellectual property laws in modern society. Open to all majors.

ENG 230: Introduction to Environmental Literature (4)  
(Core Ed reapproval)

**ENG 230: Introduction to Environmental Literature (4)** Introduction to literature that examines the human place in the natural world. Consideration of how writers understand environmental crises and scientific ideas of their generation. *Request to satisfy Category I-Arts and Letters core-education group requirement.*

ENG 303: Foundations of the English Major: Text (4)  
(Title change, Enrollment Restrictions, Delivery Mode, Grading Options)

**ENG 303: Foundations of the English Major: Text (4)** Chronological study of literary and media works in English, beginnings to the present, emphasizing analytic reading and writing skills.

ENG 323: English Novel (4)  
(Delivery Mode, Coe Ed, Enrollment Restrictions)

**ENG 323: English Novel: Conrad to Present (4)** the novel in British Literature from Conrad to the present. *Request to satisfy Category I-Arts and Letters core-education group requirement.*

**GEOG 488: Mapping with Drones (4)** This course introduces students to the understanding and applying the technologies, theories, and skills needed to acquire drone photography and convert this into maps useful in many professions. Applications include such subjects as resource management, physical environments, topographic mapping, vegetation, and urban characterization. Prereq: GEOG 181: Our Digital Earth, GEOG 4/585: Remote Sensing I

**GLBL 443: Europe: Development and Social Change (4)** Through the lens of development studies, students (1) develop a fundamental knowledge and literacy regarding current European quality of life issues, (2) critically examine how these issues are viewed by various stakeholders, and (3) consider attempts to enhance human, national and regional development processes.

HIST 102: Western Civilization (4)  
(Title change, catalog description, Delivery Mode, Core Ed recert)

**HIST 102: Making Modern Europe (4)** Historical development of Europe; major changes in value systems, ideas, social structures, economic institutions, and forms of political life. From the Renaissance to Napoleon. *Request to satisfy Category II-Social Science core-education group requirement. Request to satisfy Cultural Literacy requirement.*

HIST 308: History of Women in the United States I (4)  
(Delivery Mode)

**HIST 308: History of Women in the United States I (4)** Survey of the diverse experiences of American women from 1600 to 1870. *Request to satisfy Category II-Social Science core-education group requirement. Request to satisfy Cultural Literacy requirement.*

**HIST 316: Beer in World History (4)** An introduction to the intersection of science, technology and society through the lens of one of humanity's most ancient and global technologies: brewing beer. A study of beer from its origins to the present develops our sense of shared humanity, local difference, and historical change. *Request to satisfy Category II-Social Science core-education group requirement. Request to satisfy Cultural Literacy requirement.*

HIST 440: History of the Book (4)  
(Title, repeatability, catalog description, Grading Option)

**HIST 440: History of the Book (4)** Books are the interface of materials, bodies, and ideas. Our global survey of the history of the book, from cuneiform inscription to scroll to codex to computer, will study books as agents of historical change, engage hands-on with rare materials, and introduce book-related careers. *Request to satisfy Cultural Literacy requirement.*

PS 205: Introduction to International Relations (4)  
(Delivery Mode, Enrollment Restrictions)

**PS 205: Introduction to International Relations (4)** Introduction to history and theories for the analysis of world politics. *Request to satisfy Category II-Social Science core-education group requirement.*

PS 275: Legal Process  
(Title change, Online modality, Core Ed recert)

**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.*

**PS 478: Globalization and Development (4)** What is globalization? What is development? Do forces of globalization impede or enable development? How do the changing rules and institutions of globalization affect efforts by developing countries to grow their economies? This course is designed to help students think through these questions systematically. *Request to satisfy Cultural Literacy requirement.*

FR 302: Culture et langage: Le monde francophone contemporain (4)  
(General update, Core ed)

**FR 302: Culture et langage: Le monde francophone contemporain (4)** Training in language and cultures of the French-speaking world using literary texts, websites, videos. Grammar review and vocabulary enrichment. Prereq: FR 203. *Request to satisfy Cultural Literacy requirement.*

FR 312: French Survey: Francophone Literature (4)  
(Delivery Mode, Enrollment Restrictions)

**FR 312: French Survey: Francophone Literature (4)** Introduction to major authors and texts of the French-speaking world outside of France. Prereq: FR 301 or FR 302. *Request to satisfy Cultural Literacy requirement.*

### **Ballmer Institute for Children's Behavioral Health**

**BEHT 320: Risk and Resilience in Youth Development (4)** This course focuses on behavioral and mental health problems in childhood and adolescence, and the multitude of risk and protective factors that influence child behavioral and emotional development - including associated contexts, developmental processes, and biological and environmental factors.

**BEHT 321: Digital Media and Behavioral Health (4)** This course examines how children and adolescents use digital media and internet connected technologies, the benefits and risks associated with these patterns of use,

and the potential of digital technology to allow new modes of support and service delivery for behavioral health problems.

**BEHT 350: Diversity Equity and Inclusion Theory (3)** This course is the first in a two-course series centered on diversity, equity, and inclusivity in youth behavioral health. This course is designed to provide the foundational knowledge and theories needed for a better understanding of youth and families with diverse identities.

**BEHT 351: Diversity Equity and Inclusion Application (3)** This course is the second in a two-course series centered on diversity, equity, and inclusivity in youth behavioral health. This course is designed to provide students with the foundational practices and skills needed to equitably serve youth and families with diverse and often marginalized identities. Prereq: BEHT 350 with a grade of C or better

**BEHT 411: Foundational Interviewing and Counseling Skills (4)** This course is designed to facilitate students' development of interviewing and counseling skills with children, adolescents, educators, and family members.

**BEHT 412: Ethics and Professional Practice for CBHS (4)** The focus of this course is ethical and professional issues facing mental health providers, and child behavior health specialists in particular. The course includes foundational knowledge in ethics, as well as models for ethical decision-making.

**BEHT 413: Screening and Risk Assessment (4)** This course is designed to equip students with foundational skills in screening children and adolescents for behavioral and emotional risk. Topics include screener test construction, multiple gate screen procedures, risk assessment, safety planning, selected screening, and universal behavioral and emotional risk screening.

**BEHT 450: Behavioral Health Across Indv & Contexts: Tribal Communities (3)** This course provides an introduction to the political nature of Tribal experiences, the professional knowledge necessary, and methods appropriate for working with Tribal and urban Native communities in behavioral health and educational settings. Prereq: BEHT 350 and BEHT 351 with a grade of C or better

**BEHT 451: Behavioral Health: Asian and Pacific Islander (3)** This course is designed to promote student awareness and knowledge for effectively working with Asian and Pacific Islander children and adolescents. Topics include immigration and acculturation, identity development, stereotyping and discrimination, family socialization, and culturally-responsive behavioral health promotion, prevention, and limited intervention. Prereq: BEHT 350 and BEHT 351 with a grade of C or better

**BEHT 452: Behavioral Health: US Latinx Youth and Families (3)** The purpose of this course is to examine factors that influence the well-being of the U.S. Latinx population within a cultural context with an emphasis on youth. This includes focusing on the socio-political context Latinx youth face and how that affects their behavioral health. Prereq: BEHT 350 and BEHT 351 with a grade of C or better

**BEHT 453: Beh Health across Individuals and Contexts: Black Youth (3)** This course is designed to provide knowledge and skills to behavioral health professionals working to improve the social-emotional and behavioral health of Black youth, with a focus on the K-12 school context. Prereq: BEHT 350 and BEHT 351 with a grade of C or better

**BEHT 454: CBH Indiv & Contexts: Neurodiversity & Disabilities (3)** This course is designed to provide knowledge and skills to students working to improve the behavioral health of neurodivergent youth and those

with disabilities, with a special focus on the needs of autism spectrum disorders (ASD) and attention deficit hyperactivity disorder (ADHD) youth. Prereq: BEHT 350 and BEHT 351 with a grade of C or better

**BEHT 455: Improving Behavioral Health of LGBTQ Youth (3)** This course is designed to provide knowledge and skills to students working to improve the behavioral health of LGBTQ youth. Topics include: understanding of LGBTQ identities and history; risk and protective factors; knowledge of prevention and selecting evidence-based practices; and demonstration of intervention skills. Prereq: BEHT 350 and BEHT 351 with a grade of C or better

**BEHT 471: Child and Youth Supports and Interventions I (4)** This course is the first in a two-course series designed to teach selected best practices in promotion, prevention, and intervention for common presenting behavioral health problems among children and adolescents, with major emphasis on the application of learned information. Prereq: Grade of C or better in BEHT 411

**BEHT 472: Child and Youth Supports and Interventions II (4)** This course is the second in a two-course series (Child & Youth Intervention I & II) designed to teach selected best practices in promotion, prevention, and intervention for common presenting behavioral problems among children and adolescents, with major emphasis on the application of learned information. Prereq: BEHT 471 with grade of C or better

**BEHT 473: Parent and Family Supports and Interventions (4)** This course is designed to introduce students to evidence-based approaches to parent training and behavioral support for families. Topics include a review of evidence-based parenting programs, parenting skill training, sociocultural considerations, and family-school partnerships. Prereq: BEHT 411 with a grade of C or better

**BEHT 474: Community Interventions to Support Youth and Families (4)** This course provides students with foundational knowledge of how to intervene at the community level to support the development of children, adolescents, and families. Students will learn about empirically supported models and emerging interventions that address community-level social issues. Prereq: BEHT 411 with a grade of C or better

**BEHT 481: Supervised Practicum I in Child Behavioral Health (4)** Supervised Practicum I is the first course in a two-part practicum series. The supervised practicum course series provides students the opportunity to observe and gain 90 hours of supervised experience in a behavioral health setting, providing promotion, prevention, and limited intervention services for youth. Prereq: BEHT 412 with a grade of C or better

**BEHT 482: Supervised Practicum II in Child Behavioral Health (4)** Supervised Practicum II is the second course in a two-part practicum series. The supervised practicum course series provides students the opportunity to observe and gain 90 hours of supervised experience in a behavioral health setting, providing promotion, prevention, and limited intervention services for youth. Prereq: BEHT 481 with a grade of 'Pass'

**BEHT 487: Integrated Practice I in Child Behavioral Health (8)** Integrated Practice I is the first course in a three-part integrated practice series. Integrated Practice I in Child Behavioral Health provides students the opportunity to assume the role of a child behavioral health specialist under the supervision of a licensed mental health professional. Prereq: BEHT 482 with a grade of 'Pass'

**BEHT 488: Integrated Practice II in Child Behavioral Health (8)** Integrated Practice II is the second course in a three-part integrated practice series. Integrated Practice II in Child Behavioral Health provides students the opportunity to assume the role of a child behavioral health specialist under the supervision of a licensed mental health professional. Prereq: BEHT 487 with a grade of 'Pass'

**BEHT 489: Integrated Practice III in Child Behavioral Health (8)** Integrated Practice III is the final course in a three-part integrated practice series. Integrated Practice III in Child Behavioral Health provides students the opportunity to assume the role of a child behavioral health specialist under the supervision of a licensed mental health professional. Prereq: BEHT 488 with a grade of 'Pass'

**BEHT 621: Teaching Self-Regulation in Childhood and Adolescence (4)** In this course, students will acquire foundational knowledge in self-regulation, with a focus on the behavioral, cognitive, and emotional domains. Students will also learn how to select and install evidence-based self-regulation strategies, curricula, and programs.

**BEHT 622: Trauma-Informed Supports for Children and Adolescents (4)** In this course, students will learn how to recognize and respond to trauma in children and adolescents. Students will develop skills for engaging in critical conversations with children and adolescents, caregivers, and service professionals centered on meeting children and adolescents' behavioral health needs.

**BEHT 623: Developing and Maintaining Healthy Relationships (4)** In this course, students will develop an understanding of the central role that relationships can have on the well-being of self, children, adolescents, and adults. Students will gain self-awareness into their own relationship styles, identify keys for successful relationships, and how to avoid destructive relationships.

### **College of Design**

**IARC 684: Graduate Interior Design Studio (6)** Repeatable. A series of creative and adaptive-reuse design; intensive design analysis/research; problem solving methods; individual & group criticism/reviews, group discussion and fieldtrips. Prereq: ARCH 681 Prereq: ARCH 681 Repeatable.

**LA 301: Environmental Design Careers (2)** Developing skills in strategizing career options and mapping to degree plan. Overview of professional communication, resume and cover letter writing, interviewing and networking skills. This course's credit contribution to the completion of the bachelor's degree is limited by General Limitations 3 d).

### **College of Education**

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

**PREV 643: Adaptive Designs (3)** This course provides a foundation in adaptive research designs. Course content covers elements of the gold standard randomized trial and its extensions as adaptive intervention designs and dynamic treatment regimens. Adaptive designs test how interventions can be tailored to variability in individual responsiveness to interventions. Prereq: EDUC 640

EDLD 625: Survey and Questionnaire Design (4)  
(Delivery Mode, credit change, Enrollment Restrictions)

**EDLD 625: Survey and Questionnaire Design (3)** Students gain practical experience in the collection and analysis of information through the design of interview protocols, focus groups, surveys and questionnaires. Designed for graduate students who seek to become education researchers, analysts, leaders, and/or policymakers.



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

**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 principles of research design.

**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.

**SPED 418: Disrupting the School to Prison Pipeline (3)** Grounded in critical race theory and relying on research across different aspects of schooling and human development, students in this course will engage in rich discussions around practices that empower educators to disrupt the school-to-prison pipeline and bolster protective factors for youth, families, and communities. *Request to satisfy Cultural Literacy requirement.*

### **School of Journalism and Communications**

J 212: Writing for Communicators (4)  
(Enrollment Restrictions)

**J 212: Writing for Communicators (4)** Course builds on what was learned in Grammar for Communicators course (J 101) to help students develop the ability to write for a variety of professional platforms and to achieve the appropriate strategic purpose. Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 213: Fact or Fiction (4)  
(Enrollment Restrictions)

**J 213: Fact or Fiction (4)** This course helps students grapple with information in the digital age to evaluate how media professionals develop notions of truth, ethics, and transparency. It covers information credibility, social media algorithms, and data and numerical literacy. Prereq: J 100, J 101, J 201, and either CHC enrollment or completion of the WR requirement.

J 331: Digital Video Production (4)  
(Prerequisites)

**J 331: Digital Video Production (4)** Introduction to techniques of single-camera field video production. Journalism and cinema studies majors only. Prereq: (J 211 and J 212 and J 213) or J208 with a grade of mid-C or better.

J 333: Writing for Multimedia (4)  
(Catalog description)

**J 333: Writing for Multimedia (4)** Introduction to the process and practice of writing for multimedia, including print, audio-video, computer-assisted presentation, web-based applications, and striking the balance between word and image. Multimedia minor standing only. Prereq: ARTD 250, 251, 252.

J 342: The Creative Strategist (4)  
(Prerequisites)

**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 mid-C or better.

J 361: Reporting I (4)

(Prerequisites)

**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: J 211 and J 212 with a grade mid-C or better.

J 365: Photojournalism (4)

(Prerequisites)

**J 365: Photojournalism (4)** Visual reporting techniques, with emphasis on practice, law, and ethics of photojournalism and photographic communication. Laboratory and portfolio-intensive. Majors only. Prereq: J 211 and J 212 and J 213 with a grade of mid-C or better.

J 371: Feature Writing I (4)

(Delivery Mode, Prerequisites, Enrollment Restrictions)

**J 371: Feature Writing I (4)** Introduction to feature writing for print and online media; marketing your ideas and stories. Journalism majors only. Prereq: J 213 and J 361 with a grade of mid-C or better.

J 377: Science of Science Communication (4)

(Catalog description)

**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. SCCO minors only. Prereq: We recommend two area satisfying courses in the sciences.

J 396: International Communication (4)

(Prerequisites)

**J 396: International Communication (4)** National and cultural differences in media and information systems, global news and information flows, implications of rapid technological change, and communication and information policies. Prereq: J 201 with a grade of better than C-

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

J 432: Reporting for Electronic Media (4)

(Delivery Mode, Prerequisites, Enrollment Restrictions)

**J 432: Reporting for Electronic Media (4)** Training in gathering, production, and presentation of news for the electronic media. Journalism majors only. Prereq: J 213 and J 331 and J 361 with a grade of greater than C-.

J 461: Newspaper Editing (4)

(Delivery Mode, Prerequisites, Enrollment Restrictions)

**J 461: Newspaper Editing (4)** Copyediting, headline writing, and page design for newspapers in print and online; emphasis on grammar and style. Journalism majors only. Prereq: J 213 and J 361 with a grade better than C-.

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

(Delivery Mode, Prerequisites, Enrollment Restrictions)

**J 463: Specialized Reporting: [Topic] (1-4)** Reporting special topics, including the environment, business and

economics, politics, health and medicine, science, and the arts; and digital and multiplatform journalism. Journalism majors only. Repeatable. Prereq: J 213 and J 361 with a grade of mid-C or better. Repeatable.

**J 466: Advanced Photojournalism: [Topic] (4)**  
(Delivery Mode, Prerequisites, Enrollment Restrictions, Graded Options)

**J 466: 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: J 211 and J 212 and J 213 and J 365 with a grade of better than C-. Repeatable.

**J 483: The Journalistic Interview (4)**  
(Delivery Mode, Prerequisites, Enrollment Restrictions)

**J 483: 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: J 211 and J 212 and J 213 and J 361 with a grade of mid-C or better.

**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.

**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.

### **Lundquist College of Business**

**ACTG 682: Accounting Data & Analytics III (4)** Leveraging prior coursework, accounting 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 - Accounting Data & Analytics I  
ACTG 681 - Accounting Data & Analytics II (waived for DCSI students)



**BA 741: Capstone Business Project II (2)** 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. Second in a series for 2yr OEMBA students.

**BA 742: Capstone Business Project III (4)** 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. Third in a series for 2yr OEMBA students

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

MUS 394: Chamber Ensemble: [Topic] (1-2)  
(Catalog description adding Popular music ensemble to the list)

**MUS 394: Chamber Ensemble: [Topic] (1-2)** Participation in a chamber music ensemble. Accompanying, Brass, Chamber Ensemble, Hip-Hop Ensemble, Popular Music Ensemble, Jazz Guitar Ensemble, Oregon Percussion, String Chamber Ensemble, Studio Guitar Ensemble, Trombone Ensemble, Tuba and Euphonium Ensemble, Woodwind Chamber Ensemble. Repeatable 11 times for a maximum of 24 credits.

MUS 480: Audio Production Techniques I (3)  
(Delivery Mode)

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

## **WITHDRAWN PROPOSALS**

LING 296: Language and Society in the United States (4)  
(Delivery Mode, Core Ed recert)

**LING 296: Language and Society in the United States (4)** English and non-English language diversity in the U.S., including regional varieties, African American English, Latino English. Explores language and social structure, policy, and educational issues. *Request to satisfy Category II-Social Science core-education group requirement. Request to satisfy Cultural Literacy requirement.*

**J 249: Introduction to Studying Games (4)** This course offers an introduction to the fundamentals of game studies, covering the game industry, its history and video game culture, and critical topics from industrial labor and globalization to gender and race representations. J249 is the starting point for the game studies minor.

**J 349: Fundamentals in Game Studies: [Topic] (4)** J349 classes expand upon foundational concepts introduced at the 200 level to build deeper engagement with specific areas of game studies. Potential topics include history and culture of games, the game industry, game design and critique, and more. Prereq: J249 Repeatable.

J 443: Advertising Media Planning (4)  
(Delivery Mode, Prerequisites, Enrollment Restrictions)

**J 443: 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. Prereq: J 211 and J 212 and J 213 and J 342 with a grade of mid-C or better

J 452: Strategic Public Relations Communication (4)  
(Prerequisites)

**J 452: 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: J 352 with a grade better than C-.

J 458: Writing Design Concepts (4)  
(Delivery Mode, Prerequisites, Enrollment Restrictions)

**J 458: 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. 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)  
(Delivery Mode, Prerequisites, Enrollment Restrictions)

**J 460: 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. 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.

## DROPPED COURSES

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

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

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

## OTHER CURRICULAR MATTERS

### College of Arts and Sciences

The Dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved changes minor changes **to distribution requirements for the History major**. *Effective Fall 2023 (132)*

The Dean of the College of Arts and Sciences, with approval by the graduate council and the provost, has approved removing some **extraneous text from the overview page for the PhD in Mathematics, and notes that the GRE is no longer required** for admission. *Effective Fall 2023 (7)*

The Dean of the College of Arts and Sciences, with approval by the provost has **approved removing the unused undergraduate certificate from Folklore and Public Culture** from the UO Catalog.

### School of Music and Dance

The Dean of the School of Music and Dance, with approval by the provost, has approved the Music Technology Area request for a minor change in the curriculum for the Bachelor of Science in Music, Music Technology concentration. The change **reduces the number of required terms of MUS 445 from five down to four**. This change will result in a lowering of the concentration total credits by 3. *Effective Fall 2023 (213)*

The Dean of the School of Music and Dance, with approval by the graduate council and the provost, has approved the Music Technology Area request for a minor change: **Instead of requiring MUS 530 and MUS 531, students will be able to choose two courses from MUS 530, 531, 532**. *Effective Fall 2023 (222)*

The Dean of the School of Music and Dance, with approval by the graduate council and the provost, has approved **adding curricular table of General SOMD PhD Requirements (that has been missing from the catalog)**. *Effective Fall 2023 (235)*

The Dean of the School of Music and Dance, with approval by the graduate council and the provost, has approved **making minor edits to the curriculum (made in 2021/22) but failed to update in the catalog**. Adding the SOMD "general requirement" table that has been missing from the catalog for this PhD program. *Effective Fall 2023 (236)*

The Dean of the School of Music and Dance, with approval by the graduate council and the provost, has approved a new **doctoral degree in Data-driven Music Performance and Composition**. *Effective Fall 2023 (374)*

The Dean of the School of Music and Dance, with approval by the graduate council and the provost, has **approved MUS 530 is currently required to "Choose one of the following": MUS 530, 531, or 532**. No change in credits. *Effective Fall 2023 (415)*

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

The Dean of the School of Journalism and Communication, with approval by the graduate council and the provost, the senate, Board of Trustees, HECC, and NWCCU has approved a new **master's degree in Immersive Media Communication** *Effective Fall 2023 (520)*

### **College of Education**

The College of Education has sun-setted the following certificates:

Elementary – Graduate Certificate  
Integrated Teaching – Graduate Certificate  
Middle-Secondary Education – Graduate Certificate  
Online Learning – Graduate Certificate

### **Clark Honors College**

The Core Education Council has approved:

- For students leaving the Clark Honors College, students who have passed HC 101H with a grade of C– or better or P will fulfill the Core Education requirement for Written English equivalent to WR 121.
- For students leaving the Clark Honors College, students who have passed HC 221H with a grade of C– or better or P will fulfill the Core Education requirement for Written English equivalent to WR 123.
- The council agreed to let stand 221H fulfilling an Arts and Letters requirement even if it is also fulfilling the WR 123 requirement.

## **ACADEMIC POLICIES**

**Current policies** state that Undergraduate courses at the 1xx and 2xx level must have one classroom contact hour and two hours of out-of-class work per week for each credit hour earned. Effective 2017, new courses at this level must also meet this requirement. **Only those few 1xx and 2xx 4-credit courses that were previously approved to meet for 3 hours instead of 4 may continue to do so.** These courses are:

ENG 104, 105, 106 Introduction to Literature series  
ENG 200 Public Speaking as a Liberal Art  
ENG 205 Genre (topics course, repeatable for credit)  
ENG 207, 208 Shakespeare series  
ENG 225 Age of King Arthur  
ENG 230 Introduction to Environmental Lit  
ENG 241, 242, 243, 244, 245 American Ethnic Literature series

## **Motion**

### **Section I**

1.1 WHEREAS current university policy requires second year level of proficiency in a language other than English (LOTE) for the Master of Arts (MA) degree (<https://graduatestudies.uoregon.edu/academics/completing-degree/masters...>), this mandate does not adequately give some graduate programs the flexibility needed to determine what level of language proficiency, if any, is most appropriate for their specific programs, and to determine the best ways to assess their students' language proficiency. Among the considerations include:

- Requiring two years of language work that may not be relevant to their graduate studies can be burdensome for students who may have come from undergraduate programs that did not require an LOTE, or only required one year of language.
- A Master of Arts does not universally signal that the program included a LOTE requirement. Many colleges and universities do not have a language requirement for the MA degree.

1.2 WHEREAS the Graduate Council voted unanimously in favor of revising the current MA Language Requirement Policy and replacing it with the Revised MA Language Requirement.

### **Section II**

2.1 THEREFORE BE IT MOVED that the University Senate approves repealing the current MA Language Requirement Policy and replaces it with the Revised MA Language Requirement Policy, effective Fall 2023.

## **APPENDICES**

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