

7 May 2021

TO: Faculty Senate

FROM: Paul Loikith, Chair, Graduate Council

RE: June 2021 Consent Agenda

The following proposals have been approved by the Graduate Council and are recommended for approval by the Faculty Senate.

You may read the full text for any course or program proposal, as well as Faculty Budget Committee comments on new and change-to-existing program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

School of Business

Change to Existing Programs

E.1.a.1

- M.S. in Applied Data Science for Business – add a 24-credit OHSU certificate to the list of graduate certificates that can count towards this stackable degree program

E.1.a.2

- M.S. in Global Supply Chain Management – Designation of core credits and elective credits

College of Education

Change to Existing Program

E.1.a.3

- M.A./M.S. in Early Childhood: Inclusive Education and Curriculum and Instruction – change program name to Early Childhood: Inclusive Education

New Courses

E.1.a.4

- *ECED 524 Creating Communities: Guiding Young Children, 2 credits
Students focus on fostering children's sense of belonging through the course by examining four central themes: framing community, supporting emerging identities, establishing a classroom culture, and developing problem-solving strategies. Students will draw on social constructivist and critical perspectives in designing equitable classroom communities and in developing practical approaches as they guide children in their own learning. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

E.1.a.5

- *ECED 525 Culture and Language in Early Childhood Families, 3 credits

Students construct a complex understanding of children and families in early childhood settings grounded in diverse cultural and political contexts. Students explore the role of theory in providing frameworks for understanding and interpreting child and family development in the early childhood classroom, including the identity development of immigrants and refugees. Explore the role of language acquisition from a strength-based perspective, including understanding the relationship between language and culture and bilingual development. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.a.6

- *ECED 526 Mathematical Thinking in Early Childhood, 3 credits

Examine ideas and practices that help young children learn mathematics in diverse contexts. Students consider how mathematical ideas emerge from children's real-life experiences in cultural settings and how to support math acquisition through play. Reflect on and create activities that are grounded in research about children's development in numeracy and other math concepts. Explore how to nurture mathematical understanding through reflection, environmental design, the use of literature and games, and responsiveness to cultural diversity.

E.1.a.7

- *ECED 527 Inspirations in Early Childhood Education: The Reggio Emilia Approach, 1 credit

Explore educational inspirations central to the infant, toddler and preprimary schools of Reggio Emilia, Italy, and unpacks the implications of this cultural and political context. Through readings, video, and dialogue, examine core concepts including image of the child, the hundred languages of children, the atelier, the environment as third teacher, project work, pedagogical documentation, and the role of family and civic participation. Engage in in-depth exploration of an issue or topic of particular relevance.

E.1.a.8

- *ECED 528 Educational Rights and Inclusive Environments in Early Childhood, 3 credits

Explores the collaborative bridge between the work of the early childhood classroom teacher and the intervention services needed to establish a truly inclusive classroom. Students will draw on social constructivist perspectives in developing classroom environments, pedagogy and curricula that ensure full access for all children and that

recognize children's strengths and educational "rights" (not needs) in order to ensure equity. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.a.9

- *ECED 529 Art as Languages of Early Childhood, 3 credits
Consider children's engagement in artistic and representational processes as a means of co-constructing knowledge. Challenge the assumption that children's art is product-based and reframe the way we understand how the creative process contributes to learning and identity. Develop ways to facilitate creative expression and incorporate the arts into early childhood curriculum. Learn techniques for introducing children to drawing, painting, clay, wire, three-dimensional and digital media as tools for exploring ideas and creating theories.

E.1.a.10

- *ECED 530 The Emotional Life of Toddlers, 3 credits
Explore diverse caregiving practices designed to support learning during the toddler years, a critical period of social and emotional development. Links are made between theories and brain development research to the activities that educators implement every day with toddlers. Topics include observing, establishing nurturing relationships, planning secure environments, designing learning experiences to engage and reflect very young children from diverse cultural contexts, and implementing positive guidance strategies to support emotional well-being and identity development. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.a.11

- *ELP 518 Permaculture & Whole Systems Design: Principles and Practices for Sustainable Systems, 4 credits
Permaculture is the study and observation of ecosystems, integrated with insights and practices of diverse indigenous peoples, combined to create an ethical whole system design process. This course explores permaculture and whole systems design principles in order to apply these concepts to the designing of sustainable systems. Learners will gain a firm understanding of permaculture principles and an ecological design process, and will apply this understanding to create holistic, just, and regenerative, educational designs.

E.1.a.12

- SpEd 558 Concepts and Principles of Applied Behavior Analysis, 5 credits

Introduces students to the philosophical underpinnings of applied behavior analysis (ABA). It provides students with knowledge of ABA concepts and principles. Students will learn how to apply positive behavior support and technological methods specific to the needs of the community in such settings as schools, clinics, and homes.

E.1.a.13

- SpEd 559 Assessing Behavior, 5 credits

Students will learn the fundamental elements of behavior assessment, how to identify behaviors appropriate for behavioral assessment, selecting behavior goals and strategies, conducting indirect and direct assessments to identify behavior function, and addressing professional issues that may arise during the process of behavioral assessment.

E.1.a.14

- SpEd 561 PBS: Behavior-Change Strategies, 5 credits

Focuses on the design of comprehensive, multi-component, functional assessment-based behavior support plans for individuals with a variety of disabilities who engage in challenging behavior. Students learn how to apply the positive behavior support method and to choose appropriate and effective behavior-change strategies to address behavior goals. These include the use of technology and responses to ethical and professional issues in implementing behavior support plans.

E.1.a.15

- SpEd 562 Ethical Issues in Applied Behavior Analysis, 5 credits

Students learn how to apply ethical standards that are salient to the interactions in their work, with the people they serve, and with others involved in the process (e.g., other professionals, families, systems of care, society). Although the class focuses on the BACB's Professional and Ethical Compliance Code for Behavior Analysts, other ethical standards will be reviewed as well.

E.1.a.16

- SpEd 565 Single-Subject Research Design in Applied Behavior Analysis, 5 credits

Introduces students to the foundations of single-subject research designs and the application of single-case research methodology. The course content aligns with items on the BCBA Task List (5th Edition). It provides students with the most effective experimental research methods to measure cutting-edge treatments, such as innovative technological interventions and positive behavior support.

E.1.a.17

- SpEd 566 Advanced Research Methods in ABA, 4 credits
Students will demonstrate their knowledge and application of single-case research methodology. Specifically, the implementation of research proposals designed to answer applied research questions specific to the needs of the local community in schools, clinics, homes, and other settings. In addition to their management of overall intervention implementation, students will assess the quality of implementation and intervention impact.

E.1.a.18

- SpEd 567 ABA Leadership Capstone, 3 credits
As a culminating experience for students in the ABA Program, this course focuses on current issues in ABA, supports students' preparation for the BCBA® exam, and supports students in formulating their own plan for supervision and management of supervisees. The topics selected for this seminar were guided by BACB® Task List (5th ed.) on what behavior analysts should know about the science of behavior analysis, as well as providing ABA services and supervision.

Changes to Existing Course

E.1.a.19

- *ECED 571 Play: Curriculum in Early Childhood Education, 3 credits – change description and add 400-level cross-listing

Maseeh College of Engineering and Computer Science**Changes to Existing Course**

E.1.a.20

- EE 560 Foundations of Cyber-Physical Systems, 4 credits – change prefix and course number to ECE 584

Graduate School**New Courses**

E.1.a.21

- ISt 520 Introduction to Foresight and Futures Practice, 4 credits
Introduces futures thinking and the related social science anchored practice of foresight. Includes a history and evolution of futures practice in the private and public sector. As an emerging social science and growing presence in emerging government and private sector practice, futures thinking and work acknowledges deep acceleration in change, disruption and related volatility, power relations, uncertainty, complexity and ambiguity and a need for navigation skills to succeed in “post-normal” times.

* This course is part of a dual-level (400/500) course. For any revisions associated with the 400-level section please refer to the Undergraduate Curriculum Committee consent agenda memo.

E.1.a.22

- ISt 521 Applying Foresight Frameworks and Building Futures Practice, 4 credits
Advanced class to deepen student understanding and knowledge futures thinking and the related skills of applied and ethical foresight to real world interdisciplinary challenges. Includes an overview of settings and methods where foresight is currently being practiced in both the public and private sectors, and profiles of futurists who lead these processes. Focuses on methods which democratize and diversify the future. Prerequisite: ISt 520.

E.1.a.23

- ISt 522 Integrative Futures Practice, 2 credits
Advanced class to integrate the coursework student has taken for his/her/their Foresight Practice Certificate. After taking the two required and elective courses related to student area of interest, this class provides students the opportunity to integrate his/her/their learning regarding futures knowledge and foresight practice. Acquisition and presentation of strategies to democratize co-creation of shared futures, acknowledge/address bias and patterns of inequity will be prioritized, culminating in a practice portfolio. Prerequisite: ISt 520, ISt 521, and required electives.

Drop Existing Course

E.1.a.24

- ISt 650 Diversity/Equity Science and Math Ed I, 4 credits

College of Liberal Arts and Sciences**New Course**

E.1.a.25

- *Anth 540 Design Anthropology, 4 credits
Explores the relationship between anthropology and design. Addresses how anthropologists collaborate with designers in industry to develop new products. Students apply ethnographic methods to do rapid design research and develop prototypes of products and services. The course is useful for students interested in human centered approaches to problem solving and for students pursuing a career in designing innovative products or doing user experience research.

Changes to Existing Courses

E.1.a.26

- *Anth 531 Advanced Topics in Latin American Anthropology, 4 credits
– change title to Topics in Latin American in Ethnography and change description

E.1.a.27

- *Hst 565 Twentieth Century Latin America, 4 credits – change description

E.1.a.28

- *Hst 568 History of Mexico, 4 credits – change title to History of Mexico I: 4000 BCE-1821 and change description

E.1.a.29

- *Hst 569 History of Mexico, 4 credits – change title to History of Mexico II: 1810-1876 and change description

E.1.a.30

- *Hst 570 History of Mexico, 4 credits – change title to History of Mexico III: 1876-Present and change description

E.1.a.31

- *Ph 513 Introduction to Solid State Physics, 4 credits – change description

School of Public Health

Change to Existing Program

E.1.a.32

- M.S. in Biostatistics – revising core requirement

New Course

E.1.a.33

- PHE 513 Introduction to Public Health, 3 credits
This survey course intended to provide graduate students with foundational knowledge of public health and will take a population science approach to public health practice.

Changes to Existing Courses

E.1.a.34

- PHE 512 Principles of Health Behavior I, 3 credits – change title to Principles of Health Behavior, change description, and add PHE 612 as dual-level cross-listing

E.1.a.35

- PHE 612 Advanced Principles of Health Behavior, 3 credits – change title to Principles of Health Behavior, change description, and add PHE 512 as dual-level cross-listing

School of Social Work

Change to Existing Program

E.1.a.36

- M.S.W. in Social Work – revision to core courses

New Course

E.1.a.37

- SW 531 SW Practice with Individuals and Families II Theory, Assessment and Intervention, 3 credits
The second in a two-course sequence focuses on social work practice with individuals and families and integration of theory into practice. Students will develop assessment and intervention skills for working with individuals and families. They will critically evaluate and apply commonly used human development theories during the assessment and intervention phase of generalist practice. A framework for critical evaluation will be used to compare, apply, and evaluate various human development theories covered in the course. Prerequisite: SW 530. Corequisite: SW 511.

Changes to Existing Courses

E.1.a.38

- SW 530 Skills for the Helping Process – Individuals and Families, 3 credits – change title to Social Work Practice with Individuals and Families I Theory and Engagement, change description and prerequisites

E.1.a.39

- SW 545 Advanced Human Behavior in the Social Environment, 3 credits – change prerequisite

E.1.a.40

- SW 556 Advanced Clinical Practice in Integrated Health Care, 3 credits – change prerequisite

E.1.a. 41

- SW 567 Evidence Based Interventions for Community Mental Health Practice, 3 credits – change prerequisite

E.1.a.42

- SW 591 Child & Adolescent Behavior & Development in the Social Environment: Advanced Theory & Research, 3 credits – change prerequisite

E.1.a.43

- SW 645 Advanced Human Behavior in the Social Environment, 3 credits – change prerequisite

Drop Existing Course

E.1.a.44

- SW 540 Human Development Through the Lifespan, 3 credits

College of Urban and Public Affairs

New Courses

E.1.a.45

- *PS 529 American Immigration Politics & Policy, 4 credits
Exploration of American immigration politics over time and into the current era.

E.1.a.46

- *PS 576 Politics of Inequality in the United States, 4 credits
Examines three themes: 1) How and why did economic inequality explode in the U.S. in recent decades? This level of inequality is not inevitable. We look to American politics for answers. 2) How does economic inequality intersect with other forms of inequality (e.g., gender, race, and place)? and 3) What is to be done? Students will draw from their personal experiences with inequality via exercises and assignments.