

7 May 2021

TO: Faculty Senate

FROM: Susan Ginley, Chair, Undergraduate Curriculum Committee

RE: June 2021 Consent Agenda

The following proposals have been approved by the Undergraduate Curriculum Committee 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](#).

College of the Arts

Change to Existing Program

E.1.b.1

- Minor in Architecture – add required courses and remove electives; reduce minimum credits from 44 credits to 40 credits

New Course

E.1.b.2

- Des 343 Creative Coding, 4 credits
Studio course exploring code-based approaches for creative projects including generative design and interactivity. Students will work primarily with the open source programming language Processing but will also be exposed to other programming languages and tools. No previous coding experience is required. Prerequisite: (Des 200, Des 210, Des 225 and Des 254); OR formal acceptance into the third year by Sophomore Portfolio Review

School of Business

Changes to Existing Courses

E.1.b.3

- BTA 350 Solving Business Problems using Quantitative Analysis, 4 credits – change title to Business Problem Solving with Analytics and Visualization and change description

E.1.b.4

- BTA 415 Database Management, 4 credits – change description

E.1.b.5

- BTA 419 Application Development, 4 credits – change title to Business Analytics with Programming and change description

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

E.1.b.6

- BTA 420 Systems Analysis and Design, 4 credits – change description

E.1.b.7

- BTA 428 Privacy, Security and Ethics, 4 credits – change description

College of Education**New Courses**

E.1.b.8

- *ECED 424 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.

E.1.b.9

- *ECED 425 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.b.10

- *ECED 426 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. Prerequisite: Undergraduate early

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childhood education coursework or mathematics coursework or teaching experience with young children or instructor's approval.

E.1.b.11

- *ECED 427 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. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.12

- *ECED 428 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.b.13

- *ECED 429 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. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.14

- *ECED 430 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.b.15

- *ECED 471 Play: Curriculum in Early Childhood Education, 3 credits
Inquiry into theory and research on play, including cultural contexts and meaning of play in early childhood. Develop a theoretical and working understanding of adult roles in the facilitation of play, including the role of development, culture, gender, and ability. Practice observation of children's play as a context for assessment and documentation. Review, develop, and implement curriculum with a focus on play in child-centered inclusive approaches that draw on children's diverse strengths and contexts. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children or instructor's approval.

E.1.b.16

- *ELP 418 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. Prerequisite: Upper-division standing.

Maseeh College of Engineering and Computer Science

Changes to Existing Courses

E.1.b.17

- CE 484 Civil & Environmental Engineering Project Management and Design I, 3 credits

E.1.b.18

- EAS 211 Statics, 4 credits – change prerequisites

E.1.b.19

- EAS 212 Strength of Materials, 4 credits – change prerequisites

College of Liberal Arts and Sciences

Change to Existing Programs

E.1.b.20

- B.A./B.S. in Philosophy – revising core requirement

New Courses

E.1.b.21

- Anth 340 Design, Politics and Society, 4 credits
Anthropological approaches to design aesthetics, politics, expertise and innovation. Focuses on how design is located in forms of power, inequality and exclusion. Addresses how “anthropological ways of knowing” and ethnographic research methods can benefit design practice. Critically explores the fields of design thinking and humanitarian design as well as efforts to use design for social justice.

E.1.b.22

- *Anth 440 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. Prerequisite: Upper division standing.

E.1.b.23

- Hst 311 Introduction to the New Testament, 4 credits
We will study the diverse writings of the New Testament as products of their original historical, social, and religious contexts. We will ask how these ancient writings came to be written, collected and preserved and how they served to interpret and respond to the life situations of the

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earliest Christians. This course may be repeated once for credit. This is the same course as JSt 311.

E.1.b.24

- JSt 311 Introduction to the New Testament, 4 credits
We will study the diverse writings of the New Testament as products of their original historical, social, and religious contexts. We will ask how these ancient writings came to be written, collected and preserved and how they served to interpret and respond to the life situations of the earliest Christians. This course may be repeated once for credit. This is the same course as Hst 311.

Changes to Existing Courses

E.1.b.25

- Anth 305 Cultural Theory, 4 credits – change title to Culture and Power and change description

E.1.b.26

- Anth 320 Native Americans of the Northwest Coast, 4 credits – change title to Indigenous Peoples of the Pacific Northwest Coast and change descriptions

E.1.b.27

- *Anth 431 Advanced Topics in Latin American Anthropology, 4 credits – change title to Topics in Latin American in Ethnography and change description

E.1.b.28

- *Hst 465 Twentieth Century Latin America, 4 credits – change description and prerequisites

E.1.b.29

- *Hst 468 History of Mexico, 4 credits – change title to History of Mexico I: 4000 BCE-1821, change description and prerequisites

E.1.b.30

- *Hst 469 History of Mexico, 4 credits – change title to History of Mexico II: 1810-1876, change description and prerequisites

E.1.b.31

- *Hst 470 History of Mexico, 4 credits – change title to History of Mexico III: 1876-Present, change description and prerequisites

E.1.b.32

- *Ph 413 Introduction to Solid State Physics, 4 credits – change description and prerequisites

School of Social Work

New Courses

E.1.b.33

- CFS 360 Critical Disability: Impacts on Children, Youth, & Families, 4 credits
Focuses on the social, historical, and cultural constructions and contexts of disability in the US. Through the lens of critical disability studies, examines how power relationships and discourse function in the lives of people with and without disabilities, and the structures and policies that empower these discourses. Emphasizes intersections of disability with other identities and positionalities (gender, sexuality, race, class, etc.). Impacts of disability discourses and structures on children, youth, and families will be examined. Prerequisite: Upper-division standing.

College of Urban and Public Affairs

Change to Existing Programs

E.1.b.34

- B.A./B.S. in Political Science – revise requirements for the Public Service option

New Courses

E.1.b.35

- CCJ 305 Juvenile Justice Reform, 4 credits
Modern approaches, evolving issues, and best practices for juvenile delinquency prevention and juvenile justice reform are the foci of the course. Students explore identifiers of "at-risk" youths, and the role disproportionate minority contact, poverty, trauma, mental health disorders, and physical or intellectual disabilities play in affecting the behavior of juveniles. Examination of past practices like the "school to prison pipeline" phenomenon that have disproportionately impacted youth from communities of color are critiqued and contrasted with more efficacious and equitable approaches.

E.1.b.36

- *PS 476 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. Prerequisite: Upper-division standing.

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