

11 March 2022

TO: Faculty Senate

FROM: Sarah Read, Chair, Graduate Council

RE: April 2022 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 Budget Committee comments on program proposals, at the [Online Curriculum Management System \(OCMS\) Curriculum Dashboard](#).

### **School of Business**

#### **Change to Existing Program**

##### E.1.a.1

- Graduate Certificate in Global Supply Chain Management – revise core and elective requirements

### **College of Education**

#### **Change to Existing Program**

##### E.1.a.2

- M.Ed. in Education – Split program into seven different majors (all currently existing) and revise BTP Elementary major

### **New Courses**

##### E.1.a.3

- \*BBE 522 Human Development and Learning in Multicultural/Multilingual Communities, 4 credits  
Utilizes an interdisciplinary approach to view human development and learning processes across identity and culture. Drawing from fields such as education, psychology, anthropology, and sociology, students will critically explore the socialization process children undergo within their multilingual/multicultural families and communities. The interaction between the institutions of families, communities, and schools is the focus for future bilingual educators. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

##### E.1.a.4

- \*BBE 542 Elementary Mathematics Methods for Dual Language Learners, 3 credits  
Emphasizes meaningful understanding of elementary-level mathematics content with a particular focus on issues of social justice and equity in mathematics teaching and learning. Situates teaching, learning, and assessment within the context of state and national standards as well as research proven practices for working with all

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students and in particular, English language learners. Focuses on strategies for developing competence with teaching through problem solving and teaching students in a developmentally appropriate, culturally responsive manner. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.5

- \*BBE 544 Culturally Responsive Learning Environment, 3 credits  
Grounded in the principle that “cultural relevance” is a vital component in environments to engage students’ cognitive processing for learning. Students will explore designing the social, physical, and instructional environment to incorporate cultural information and processes to scaffold learning. Course participants will engage in problem solving, establishing expectations, agreements, routines, and organizational procedures with attention to communal awareness, authentic relationships, and collaboration with staff, administrators, and families. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.6

- \*BBE 548 Biliteracy Development for Dual Language Learners, 3 credits  
Designed for bilingual preservice teacher candidates to help them understand and guide the literacy development of emerging bilingual and dual language elementary students in acquiring skills needed for reading and writing in two languages. Candidates will examine and compare literacy development across two languages and explore instructional practices that make connections to students’ cultural and linguistic assets, as well as the cultural wealth of their families and communities. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.7

- \*BBE 552 Integrating Arts in Elementary Methods, 3 credits  
Students will consider how integrating the arts into various content areas strengthen learning across the curriculum and nurture students’ culture and identity. Emphasizes inquiry processes in the content areas and project-based approaches to teaching and learning in grades PreK-8. Specific attention paid to engagement strategies as well as non-verbal supports for second language comprehension. Developing and articulating a cogent rationale for alternative key strategies is a key component in this course of study. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.8

- \*BBE 554 Technology and Education, 3 credits  
Use of digital tools to enhance teacher productivity and support the teaching and learning cycle of planning, instruction, and assessment.

Candidates will engage in hands-on professional development to explore and apply technology to foster elementary emerging bilingual and dual language learner's inquiry, communication, collaboration, creation, visual design and production of media. Topics will include media literacy and digital citizenship within linguistically and culturally diverse settings. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.9

- \*BBE 562 Science Methods for Elementary Dual-Language Learners, 3 credits

Emphasis on effective methods and practices for developing integrated, interdisciplinary units of instruction. Explore approaches to teaching science at the elementary grades and integrating science content and processes with content and processes from other content areas (e.g., literacy, mathematics, the arts). Learn how to connect effective science lessons to relevant standards and objectives while advancing language and literacy for English Learners. Employ the natural curiosity of all children to teach the scientific method and the design cycle through culturally relevant activities. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.10

- \*BBE 572 Literacy Development in the Content Area, 3 credits  
Course designed for bilingual and bicultural preservice teacher candidates to help them guide elementary students in developing literacy in the content areas. Emphasis on acquiring the specific knowledge and literacy skills in reading, writing, thinking, and speaking for content area achievement. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

#### E.1.a.11

- \*BBE 574 Biliteracy Assessment for Dual Language Learners, 1-3 credits  
Designed for bilingual preservice teacher candidates to help them understand and guide the assessment of literacy development of emerging bilingual and dual language elementary students. Candidates will examine and compare various language and literacy assessment instruments that will enable them to monitor the development across two languages and related literacy skills. Topics of dyslexia and other common literacy phenomena in bilingual communities will be explored. The course may be repeated for up to 3 credits. Prerequisite: Admission into the Bilingual Teacher Pathway Program; passing grade in BBE 548.

## E.1.a.12

- \*BBE 580 Inquiry and Reflective Practitioner, 2-8 credits  
This three-term course occurs as teacher candidates prepare for and complete their student teaching field experience. The course is designed to help candidates implement the cycle of planning, teaching, and assessment. As future bilingual teachers, they will engage in reflective practice as well as explore and inquire into educational practices within multilingual and multicultural settings. The inquiry process and skills of a reflective practitioner are critical in working with learners, families, and communities. The course may be repeated for up to 8 credits. Prerequisite: Admission into the Bilingual Teacher Pathway Program.

**Changes to Existing Courses**

## E.1.a.13

- ECED 551 Child Development in Early Childhood and Inclusive Education, 4 credits – change title to Child Development and Critical Perspectives in Inclusive Early Childhood Education and change description

## E.1.a.14

- ECED 553 Issues in Early Childhood and Inclusive Education, 4 credits – change title to Contemporary Issues in Early Childhood and Inclusive Education

**Maseeh College of Engineering and Computer Science****Change to Existing Program**

## E.1.a.15

- Ph.D. in Electrical and Computer Engineering – Add two required courses and increase minimum credits from 81 credits to 82 credits

**New Courses**

## E.1.a.16

- \*CE 521 Theoretical and Computational Soil Mechanics, 4 credits  
Presents a theoretical framework for soil properties and soil behavior. Topics include Cauchy stress tensors, Hooke's elastic theory, plasticity theory, Mohr-Coulomb soil model, and modified Cam clay elasto-plastic soil model. Part of the course uses computer simulations of geotechnical laboratory tests with FLAC software to apply geomechanical theory. Prerequisite: Graduate standing.

## E.1.a.17

- \*CS 540 Deep Learning: Computational Structures and Programming, 3 credits  
Deep learning is a powerful tool for machine learning systems. This class provides an introduction to this topic and will focus on classic as

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well as emerging deep learning techniques. Topics studied include multi-layer perceptrons, convolution neural networks, long-short term memory, attention mechanisms, autoencoders, generative adversarial networks, and natural language models. The class will focus on learning concepts and applying them via several programming assignments.

## **School of Public Health**

### **New Courses**

#### E.1.a.18

- Epi 521 Injury and Violence Prevention, 3 credits  
This course introduces students to the causes and consequences of traumatic injury and violence and the public health approach to injury and violence prevention. Conceptual frameworks that consider behavioral and environmental approaches to injury prevention will be discussed as well as the upstream socio-economic underpinnings of injury and violence causation. EPI521 is primarily designed for students in a Master's in Public Health (MPH) program, in EPI or related field, in the OHSU-PSU School of Public Health. EPI621 is designed for PhD students from EPI or other related PhD program. Also offered for doctoral students as Epi 621 and may be taken only once for credit.

#### E.1.a.19

- Epi 621 Injury and Violence Prevention, 3 credits  
This course introduces students to the causes and consequences of traumatic injury and violence and the public health approach to injury and violence prevention. Conceptual frameworks that consider behavioral and environmental approaches to injury prevention will be discussed as well as the upstream socio-economic underpinnings of injury and violence causation. EPI 521 is primarily designed for students in a Master's in Public Health (MPH) program, in EPI or related field, in the OHSU-PSU School of Public Health. EPI 621 is designed for PhD students from EPI or other related PhD program. Also offered for graduate-level credit as Epi 521 and may be taken only once for credit.

#### E.1.a.20

- HSMP 585 Implementation Science in Health Systems, 3 credits  
Students are introduced to the practice of implementation science as a strategic means to improve implementation efforts and as a foundation for designing research to further that end. Common implementation science frameworks, models and strategies are introduced and assessed for their implications for action or measurement at the policy,

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system, organization and community level. This course is an elective for the Health Management and Policy (HMP) program.

#### E.1.a.21

- HSMP 685 Implementation Science in Health Systems, 3 credits  
Students are introduced to the practice of implementation science as a strategic means to improve implementation efforts and as a foundation for designing research to further that end. Common implementation science frameworks, models and strategies are introduced and assessed for their implications for action or measurement at the policy, system, organization and community level. This course is an elective for the Health Systems and Policy doctoral program.

### **School of Social Work**

#### **Changes to Existing Courses**

#### E.1.a.22

- SW 533 Clinical Social Work Practice I, 3 credits – change title to Advanced Clinical Practice I and change description

#### E.1.a.23

- SW 534 Clinical Social Work Practice II, 3 credits – change title to Advanced Clinical Practice II and change description

#### E.1.a.24

- SW 535 Clinical Social Work Practice III, 3 credits – change title to Advanced Clinical Practice III and change description

#### E.1.a.25

- SW 548 Advanced Social Work Practice with Latinx, 3 credits – change title to Latinx Informed Mental Health Practice

#### E.1.a.26

- SW 550 Research and Evaluation I, 3 credits – change title to Introduction to Social Work Research and change description

#### E.1.a.27

- SW 553 Research for Racial Justice, 3 credits – change prerequisite

#### E.1.a.28

- SW 559 Community and Organization Research, 3 credits – change prerequisite

#### E.1.a.29

- SW 590 Advanced Topics in Applied Research Methods for Social Work, 3 credits – change prerequisite

## E.1.a.30

- SW 593 Practice and Leadership with Communities and Organizations I, 3 credits – change title to Advanced Macro Practice I and change description

## E.1.a.31

- SW 594 Practice and Leadership with Communities and Organizations II, 3 credits – change title to Advanced Macro Practice II and change description

## E.1.a.32

- SW 595 Practice and Leadership with Communities and Organizations III, 3 credits – change title to Advanced Macro Practice III and change description

## **College of Urban and Public Affairs**

### **Change to Existing Program**

## E.1.a.33

- M.S. in Political Science – remove core course and add new core course

### **New Courses**

## E.1.a.34

- \*PS 565 Politics of Russia, 4 credits  
An in-depth exploration of Russian politics, history, and culture. Begins with a focus on history, and thus considers the beginnings of the Russian Empire across the centuries. Then examines the rise and fall of communism, with a particular focus on Lenin and Stalin. The final segment of the course focuses on modern Russian politics, with a particular emphasis on the strategies and success of Vladimir Putin.

## E.1.a.35

- PS 585 Political Theory and Governance, 4 credits  
A survey of the intersection between political theory and governance that explores how political legitimacy might be understood. This class is a graduate-level introduction to these concepts that engages with a broad range of political theorists and approaches to offer the means of evaluating contemporary governance from a normative perspective.

## E.1.a.36

- USP 561 Affordable Housing Development Workshop, 5 credits  
Students form teams to create a full proposal for an affordable housing development project, including funding, design, and resident services; when available students will enter project competitions. Two-term sequence, credit for first term dependent upon successful completion of the second term.

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