

**University of Oregon Committee on Courses (UOCC)  
Annual Report  
2018-2019**

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**Committee membership:**

Bramhall, Ron, Convener  
Brand, Colin\*  
Bryant-Berg, Kristy\*  
Cherry, Christian\*  
Greenbowe, Tom\*

Mann, Roberta\*  
Morrill, Bil  
Pomerenk, Julia  
Prikryl, Jana\*  
Skelton, Scott

Strickler, Sarah  
Urbancic, Mike\*  
White, Frances\*, Chair  
\* Voting members

**Course Summary:**

**Fall term:** 113 total courses were submitted for review. 87 were approved. 8 courses were rolled back, 8 courses were withdrawn, and 9 courses were pushed forward to winter term.

**Winter term:** 94 total courses were submitted for review. 61 were approved. 16 courses were rolled back, and 13 courses were rolled forward to spring term.

**Spring term:** 77 total courses were submitted for review. 74 were approved. 1 course was rolled back. 1 course was pushed forward to winter term. 1 course was withdrawn.

**Summer term:** 211 total courses were submitted for review. 208 courses were submitted for compliance with the new Core Education criteria, and 3 courses were submitted as a full review. 161 courses were approved. 31 courses were rolled back, 1 course was pushed forward to fall term, and 18 courses are pending.

**Final Curriculum Reports:**

<https://registrar.uoregon.edu/faculty-staff/curriculum-reports>

## Other Curriculum Matters:

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### College of Arts and Science

#### Fall Term:

- The dean of the College of Arts and Sciences, with endorsement by the undergraduate council chair and the associate vice provost for academic excellence, has approved minor changes to the **degree requirements for both concentrations in the bachelor of arts in Spanish**. Course options are added for several categories of the requirements. *Effective fall 2018*.
- The dean of the College of Arts and Sciences, with endorsement by the associate vice provost for academic excellence, has approved the **bachelor of science as a degree option for the German major**. *Effective fall 2019*.
- The dean of the College of Arts and Sciences, with endorsement by the undergraduate council chair and the associate vice provost for academic excellence, has approved minor changes to the **degree requirements for the bachelor of arts and bachelor of science in computer and information science (CIS) and mathematics and computer science (MACS)**. Changes are as follows (*effective fall 2019*):
  - A maximum of 4 upper-division elective credits for any CIS 400-level course will count toward CIS major upper-division elective requirements
  - CIS 399, 407, and 410 courses must have different topic subtitles to count for CIS upper-division elective requirements
- The dean of the College of Arts and Sciences, with endorsement by the undergraduate council chair and the associate vice provost for academic excellence, has approved minor changes to the **degree requirements for the bachelor of arts and bachelor of science in computer and information science (CIS)**. Students will be required to take PSY 201 and any two courses from PSY 301, 304, 305, and 348. *Effective fall 2019*.
- The dean of the College of Arts and Sciences, with endorsement by the Graduate School, the Graduate Council, and the associate vice provost for academic excellence, has approved minor changes to the **graduate certificate in women's and gender studies**: WGS 615 Contemporary Feminist Theories is added as a required course. Elective credits are reduced as a result and the total credits of 24 is unchanged. *Effective fall 2019*.

### Winter Term:

- The dean of the College of Arts and Sciences, with approval by the Undergraduate Council and the associate vice provost for academic excellence, has approved changes to the **degree requirements for the bachelor of arts and bachelor of science in earth sciences in the environmental geoscience track, the geology track, the paleontology track and the geophysics track.** *Effective fall 2019.*
- The dean of the College of Arts and Sciences, with approval by the Graduate School, the Graduate Council, and the associate vice provost for academic excellence, has approved a **new track in the master’s industrial internship program, titled “molecular probes and sensors.”** *Effective summer 2019.*
- The dean of the College of Arts and Sciences, with approval by the Graduate Council and the associate vice provost for academic excellence, has approved **changes to the master of arts and master of science in economics.** The requirement of 600-level elective courses for master’s students is eliminated and replaced by 500-level elective courses. In addition, the department-specific grade point average requirement is also eliminated. *Effective fall 2019.*

### Spring Term:

The dean of the College of Arts and Sciences, with approval by the undergraduate council and the provost, has approved changes to the **degree requirements for the bachelor of arts and bachelor of science in ethnic studies.** Changes summarized below (*effective fall 2019*):

- Replace requirement of ES 498 and ES 499 with “two courses from a list of approved 400-level courses.”

The dean of the College of Arts and Sciences, with approval by the Undergraduate Council and the provost, has approved changes to the **degree requirements for the bachelor of arts and bachelor of science in German and Scandinavian.**

The dean of the College of Arts and Sciences, with approval by the Undergraduate Council and the provost, has approved changes to the **degree requirements for the bachelor of arts and bachelor of science in philosophy.** Changes summarized below (*effective fall 2019*):

- Expand the History of Philosophy sequence (PHIL 310, 311, 312) from 12 to 16 credits (and reduce elective credits to compensate). Students must now take four of the following courses: PHIL 310, 311, 312, 342, 415, 420; two of the courses taken must be taken from PHIL 310, 311, 312.
- Require a new PHIL 225 course to fulfill their logic requirement (listed in this report).

The dean of the College of Arts and Sciences, with approval by the Undergraduate Council and the provost, has approved changes to the **degree requirements for the bachelor of arts and bachelor of science in physics**. Changes summarized below (*effective fall 2019*):

- Eliminate the three tracks of “pure, applied, and teaching” for physics majors
- Replace the tracks with the following upper-division requirement (while the first two years of the curriculum remain unchanged):
  - Third and fourth years: majors will then take 30 upper-division credits of which at least 6 credits must be either laboratory courses or principle investigator–sponsored research credits. Majors may take more than 6, but only 6 will count toward the required 30 credits. All other upper-division PHYS courses (i.e., 3XX and 4XX) can fill this requirement.

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## Charles H. Lundquist College of Business

### Fall term:

- The dean of the Lundquist College of Business, with approval by the Graduate School, the Graduate Council, and the University Senate, has approved **an online delivery option for the master of science in sports product management**. *Effective winter 2019*.

### Winter term:

- The dean of the Lundquist College of Business, with approval by the Undergraduate Council and the associate vice provost for academic excellence, has approved **eliminating MATH 242 as a requirement for the bachelor of arts and bachelor of science in business administration and in accounting**. *Effective fall 2019*.
- The dean of the Lundquist College of Business, with approval by the Undergraduate Council and the associate vice provost for academic excellence, has approved **a minor in sustainable business**. *Effective fall 2019*.
- The Office of the Registrar has confirmed and the UOCC approved the availability of a new subject code, SPM. This subject code will be used for courses teaching sports product management.

## College of Design

### Fall term:

- The dean of the College of Design, with approval by the graduate council, has approved a **new graduate certificate in arts management**. *Effective fall 2019.*
- The dean of the College of Design, with approval by the graduate council, has approved **changes to the requirements for the museum studies graduate certificate**. Changes are summarized below (*effective fall 2019*):
  - Reduction of total credits from 28 to 24
  - Revision of core requirements
  - Reduction of total internship hours from 200 to 120, and the addition of DSGN 604 Internship as a requirement
  - Increase in the number of elective credits, and the addition of topics and practice and methods courses
- The dean of the College of Design, with approval by the graduate school, has approved **discontinuing the Oregon leadership in sustainability graduate certificate**. *Effective fall 2019.*

### Winter term:

- The dean of the College of Design, with approval by the Office of the Provost and the registrar, has approved changing the effective date of **the graduate certificate in arts management**. *Effective spring 2019.*
- The dean of the College of Design, with approval by the Undergraduate Council and the associate vice provost for academic excellence, has approved a **premajor for the bachelor of landscape architecture**. *Effective fall 2019.*
- The dean of the College of Design, with approval by the Undergraduate Council and the associate vice provost for academic excellence, has approved **changes to the bachelor of fine arts in art and bachelor of fine arts in art and technology to include a mathematics or second-language requirement**. *Effective fall 2018.*

### Spring term:

The dean of the College of Design, with approval by the Undergraduate Council, the Graduate Council, and the provost, has approved **changes to the degree requirements for the bachelor of landscape architecture and the master of landscape architecture degrees**. The changes are

to divide a current requirement category, “landscape and media technology,” into two categories, “advanced landscape media” and “advanced landscape technology.” *Effective fall 2019.*

The dean of the College of Design, with approval by the Graduate Council and the provost, has approved **changes to the degree requirements for the master of community and regional planning**. Changes summarized below (effective fall 2019):

- Eliminate terminal project requirement and associated methods classes
- Add professional development course
- Add engagement requirement

The dean of the College of Arts and Sciences, with approval by the Undergraduate Council and the provost, has approved changes to the **degree requirements for the bachelor of arts and bachelor of science in German**. Changes summarized below (*effective fall 2019*):

- Allow two English language courses instead of one to count for the “German Language, Literature, and Culture Focus” and drop GER 470 and GER 471 from the list of ineligible courses.
- Add third-year competency in Swedish or other Scandinavian language as a requirement for the “Scandinavian Focus”
- Change the “German Studies Focus” to “German and Scandinavian Studies Focus” and replace the current requirements
- Change the “German studies” minor to “German and Scandinavian studies” and replace the current requirements

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## College of Education

### Spring Term:

The dean of the College of Education, with approval by the Undergraduate Council and the provost, has approved **changes to the bachelor of arts and bachelor of science in family and human services**. Changes are summarized below (*effective fall 2019*):

- Add default pathways to completion within the major
- Restructure the field study experience requirement
- Revise some course content and major requirements to increase the focus on research
- Revise admissions requirements and process
- Establish course prerequisites

The dean of the College of Education, with approval by the Undergraduate Council and the provost, has approved **changes to the bachelor of arts and bachelor of science in education studies**. Changes summarized below (*effective fall 2019*):

- Eliminate the art education requirement and incorporate that content into existing courses
  - Reduce the required number of science courses from six to four to stay aligned with the core education requirement
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## School of Journalism and Communication

### Fall Term:

- The dean of the School of Journalism and Communication, with endorsement by the Graduate School, the Graduate Council, and the associate vice provost for academic excellence, has approved minor **changes to the requirements of the master of arts and master of science in strategic communication**: J 626 Introduction to Marketing will be replaced by J 610 (a permanent number will be proposed in academic year 2018–19), a communications ethics course. *Effective fall 2019*.
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## School of Law

### Fall Term:

- The dean of the School of Law, with endorsement by the Graduate School, the Graduate Council, and the associate vice provost for academic excellence, has approved **changes to the requirements for the doctor of jurisprudence**. Students will be required to complete at least one elective course that includes content relating to legal history, structural inequality, discrimination, cultural context, or cultural competency, and a professional planning requirement—a non-credit-bearing mandatory program consisting of 10 scheduled courses and several assignments in the first year of law. *Effective fall 2018*.

### Winter Term:

- The dean of the School of Law, with endorsement by the Graduate School, the Graduate Council, and the associate vice provost for academic excellence, has approved **eliminating CRES 620 as a requirement for the master of arts and master of science in conflict and dispute resolution**. *Effective fall 2019*.

### Spring Term:

- The dean of the School of Law, with approval by the Graduate Council and the provost, has approved three **graduate specializations in environmental conflicts: water, environmental conflicts: climate change, and environmental conflicts: land use**. *Effective fall 2019.*
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## School of Music and Dance

### Fall Term:

- The dean of the School of Music and Dance has approved the following program overlap restrictions:
  - *Effective fall 2018, it will not be possible for students to pursue the following music programs concurrently:*
    - *Music minor with any other major or minor program in music*
    - *Music technology major with music technology minor*
    - *Music technology major with audio production minor*
    - *Music major (general music concentration) with any bachelor of music (BMus) or bachelor of music in music education (BMME) degree*
- The dean of the School of Music and Dance, with endorsement by the undergraduate council chair, the associate vice provost for academic excellence, and the vice provost and dean for undergraduate studies, has approved minor **changes to the bachelor of science in music (music technology concentration)**: CIS 115 is no longer required. *Effective fall 2019.*

### Winter Term:

- The dean of the School of Music and Dance, with endorsement by the Undergraduate Council chair and the associate vice provost for academic excellence, has approved **eliminating MUS 447 as a requirement for the bachelor of music in music education, all tracks**. *Effective fall 2019.*
- The dean of the School of Music and Dance, with approval by the Graduate Council and the associate vice provost for academic excellence, has approved **a graduate certificate in music performance**. *Effective fall 2019.*
- The dean of the School of Music and Dance, with endorsement by the Undergraduate Council chair and the associate vice provost for academic excellence, has approved **adding**



**guitar as a primary instrument for the bachelor of music in music education, elementary track. (Effective fall 2019).**

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## University Academic Policies or Procedures

### Fall Term:

#### 1. Core Education Learning Goals

On May 9, 2018, the University Senate approved, in Motion US17/18-17 (<http://senate.uoregon.edu/entry/?Motions=US17/18-17>), the following learning outcomes and criteria, titled “Methods of Inquiry,” for core education (previously “general education”):

##### **Critical Thinking**

Students will develop the skills and habits of mind necessary for the comprehensive exploration of issues, ideas, artifacts, and events in the evaluation and formulation of opinions and conclusions. Critical thinking requires students to question critically, think logically, and reason effectively in the context of discipline-specific methodologies.

1. Explanation of issues, assumptions, or hypotheses.
2. Using relevant and credible evidence, information, or hypotheses to describe, investigate or analyze a situation, or draw a conclusion.
3. Facility with methods of reasoning appropriate to the discipline (such as inductive, deductive, scientific, or esthetic reasoning, or statistical inference).
4. Modeling: capturing the essentials of a situation in language or symbolism suitable for deriving conclusions about it.
5. Influence of context and assumptions.
6. Logical conclusions and related outcomes (implications and consequences).

##### **Creative Thinking**

Students will develop the capacity to combine or synthesize existing ideas, images, or expertise in original ways, and work in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

1. Acquiring competencies: acquiring strategies and skills within a particular domain.
2. Taking risks: going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.
3. Solving problems.
4. Innovative thinking: connecting, synthesizing or transforming ideas in discipline-specific ways.

### **Written Communication**

Through iterative experiences across the curriculum, students will develop the capacity to develop and express ideas in writing, to work in different genres and styles, work with different writing technologies, and mix texts, data, and images to effectively communicate to different audiences.

1. Context of and purpose for writing: considerations of audience, purpose, and the circumstances surrounding the writing task(s).
2. Content development.
3. Genre and disciplinary conventions: formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.
4. Sources and evidence.
5. Control of syntax and mechanics.

### **Ethical Reflection**

Students will develop the capacity to identify, examine, and critically revise ethical positions, map them onto larger ethical ideas (theoretical traditions, moral frameworks, prevailing social frameworks), and reflect on how decisions and actions (including, sometimes, inaction) shape our relations to others and self. Students will develop the capacity to articulate the ends sought in a range of endeavors in personal, social, and professional contexts. Students will also develop concepts, practices, and other tools appropriate to valuing those ends in relation to their means of attainment and their impact on self and others.

1. Awareness of one's own values and capacities for self-questioning.
2. Language and tools to examine ethical issues, including discipline-specific frameworks.
3. Recognition of the presence of ethical issues, especially where typically neglected.
4. Awareness of the impact of our decisions and actions (both personally and as members of groups).
5. Application of ethical inquiry to subject-specific issues.

## **2. Replacement for Multicultural Requirement**

On May 9, 2018, the University Senate approved, in Motion US17/18-18 (<http://senate.uoregon.edu/entry/?Motions=US17/18-18>), a new requirement that undergraduate students will take one course in each of two new categories: *United States: Difference, Inequality, Agency* and *Global Perspectives*. These two courses will replace the UO's current multicultural requirement.

The University Senate also approved criteria for approving courses in each of the new categories.

Courses in the *United States: Difference, Inequality, Agency* category will develop students' analytical and reflective capacities to help them understand and ethically respond to the

ongoing cultural, economic, political, and social power imbalances that have shaped and continue to shape the United States. In addition, this study may also include the relationship of the United States to other regions of the world. Each course will include scholarship, cultural production, perspectives, and voices from members of communities historically marginalized by these legacies of inequality.

Each course will undertake one or more of the following:

1. Teach respectful listening and tools for ethical dialogue to expand students' abilities to practice civil conversation and engage in discussions of deeply felt or controversial issues.
2. Facilitate student reflection on their own multiple social identifications and how those identifications are formed and located in relation to power.

Each course will address the following:

1. Intersecting aspects of identity, such as race, gender, sexuality, socioeconomic status, indigenous group status, national origin, religion, or ability.
2. The uses of power to classify, rank, and marginalize on the basis of these aspects of identity, as well as considerations of agency on the part of marginalized groups.
3. Historical structures, contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.

Courses in the *Global Perspectives* category will foster student encounters with and critical reflection on cultures, identities, and ways of being in global contexts. Each course will include substantial scholarship, cultural production, a variety of perspectives, and proximity to voices from members of communities under study, as sources permit.

Each course will undertake one or more of the following:

1. Teach respectful listening and civil conversation as critical tools for involving students in topics that are controversial today.
2. Provide critical vocabulary and concepts allowing students to engage in and discuss topics with which students may be unfamiliar.

Each course will include one or more of the following:

1. Texts, literature, artworks, testimonies, practices, or other cultural products that reflect systems of meaning or beliefs beyond a US context.
2. Power relations involving different nations, peoples, and identity groups or world regions.
3. Consideration of hierarchy, marginality, or discrimination based on race, ethnicity, gender, religion, sexual orientation, nationality, or ability (or combinations of these).

Note: Approved study-abroad programs also fulfill the *Global Perspectives* requirement.

### Spring Term:

The University Senate, upon recommendation of the Core Education Council, approved the following changes to the university bachelor's degree requirements on May 22, 2019 (*effective fall 2020 for all students*):

- The existing general limitations for bachelor's degrees under the heading "General Limitations" (found at <http://uocatalog.uoregon.edu/admissiontograduation/bachelorrequirements/>) are to be replaced with the following text:
  1. A total maximum of 124 credits may be transferred from domestic, regionally accredited junior or community colleges and from international junior or technical colleges. Of the total maximum of 124 credits, only 90 credits may be transferred from an international junior or technical college.
  2. A maximum of 48 credits in law, medicine, pharmacy, chiropractic medicine, dentistry, technology, or any combination may be used toward fulfilling total credit hours for the BA or BS degree.
  3. A maximum of 24 credits may be used toward fulfilling total credits in the following areas with not more than 12 credits in any one area:
    - Lower-division professional-technical courses
    - Physical education activity, military science activity (e.g., MIL 131 and 331), and dance activity (DANC) courses, except for dance activity courses for majors in dance
    - Performance in music (courses with the subject code MUP), except for majors in music
    - Applied and/or experiential courses, academic support skills courses, field experience courses, or career and professional development courses
  4. For music majors, a maximum of 24 credits in music performance (in any subject code including MUP and MUS) may count toward requirements for the BA or BS degree.
  5. For dance majors, a maximum of 36 credits of courses with the subject code DANC may count toward requirements for the BA or BS degree.



6. University of Oregon academic records are sealed 30 days after the official conferral date of a degree. After this date, changes to majors and minors, addition of departmental honors, removal of incompletes, grade changes, or other changes to an academic record cannot be made.
  7. When the university awards credits for the Advanced Placement Program (AP), International Baccalaureate Program (IB), Cambridge Examination Program, College-Level Examination Program (CLEP), and credit by examination (course challenge), these credits are counted toward the satisfaction of bachelor's degree requirements, with the exception of residency restrictions and the 45 UO credits graded A, B, C, and D. The university grants a pass (P) credit for successful completion of AP, IB, Cambridge, and CLEP examinations.
  8. For limitations related to repeated courses, please refer to the UO Policy on Repeating Courses (<https://registrar.uoregon.edu/current-students/repeating-courses>).
  9. Students may not receive credit for any course assessed as having substantially similar content as a course for which they have already received credit.
  10. Students may not receive credit for courses beneath their assessed competency level.
  11. Students may not receive credit for courses that are designated by the department and approved by the Senate as regressive prerequisites for courses in which they are currently enrolled or have already received credit.
  12. Students must be enrolled with degree-seeking status in order to earn an undergraduate major, minor, or certificate; undergraduate majors, minors, and certificates must be completed at the time the degree is awarded.
- The text for the “one course” restriction under the existing heading “Group Requirements” is replaced with the following:

“Students may use a maximum of 3 courses that have the same subject codes as their primary major (e.g., MUS or MUJ for music majors) to simultaneously count for both a student’s major requirements and core education requirements.”
  - Under “Group Requirements for Specific Degrees,” number one, the following language—“Each group must include (a) at least two courses with the same subject code and (b) at least one course with a different subject code. No more than three courses with the same subject code may be used to fulfill the 45-credit

- requirement.”—is to be replaced with this: “Students may use a maximum of 3 courses in any one subject code toward the total credits across all areas of inquiry.”
- Under “Group Requirements for Specific Degrees,” number two, the following language—“Each group must include at least two courses with different subject codes. Two groups must each include at least two courses with the same subject code. No more than three courses with the same subject code may be used to fulfill the total 36-credit requirement.”—is to be replaced with this: “Students may use a maximum of 3 courses in any one subject code toward the total credits across all areas of inquiry.”

Upon approval by the Senate under a separate motion, the last day to add a course is to be moved from the Sunday preceding the second week at 11:59 p.m. to the Monday of the second week at 11:59 p.m.