Crossed-out boxes should be left blank (or type "NA" if text is required).

Editing: **EALL 286:**

Please note that any information put into this form will not be saved until one of the save options is chosen at the bottom of the form.

****Important****
"If you are submitting a course proposal for summer review to meet a new core requirement (Area of Inquiry and/or US:DIA/Global Perspectives), please check the box below so that the proposal can go through the correct workflow"

☑ Check here for core education review.

Check this box for summer Core Ed course reapproval. This will bypass school/college workflow.

Banner Status	● Active ○ Inactive
Admin Update	☐ Yes ☐ No

General Course Characteristics

Whom should the curriculum committees contact with any questions about the course or course syllabus?

Name: [   ]   **E-mail:** [   ]

Subject code [EALL ▼]   **Course number** [286]

Is this a 400-/500-level course? ☐ Yes ☑ No

Course title [   ]   60 characters remaining

Leave course title as is.

(Course titles are limited to 60 characters by the University Registrar)

Number of credits ⓘ [0]

Can the course be repeated for credit?
☐ Yes ☑ No

Catalog Description
(Briefly describe course content or emphasis, focusing on common and durable aspects of the course.)

[Add or edit if necessary to meet the new requirements or update language. If the content or focus of the course is substantively changed the course will be sent back for school/college curriculum review.]

45 words remaining

Delivery Mode Details

Please describe the primary mode of delivery in the text box below. For instance, is the class primarily face-to-face in a classroom, a laboratory, hybrid where some face-to-face is replaced by online instruction, online only, small seminar, activity such as Physical Education or dance, etc. This information is primarily used in assigning and scheduling classrooms, labs or other physical spaces used for courses.

[☒]

Is this a "topics" course? *(A topics course is a repeatable course whose specific topic changes under one overarching subject. A subtitle identifies the focus of the course for a given term..)*
☐ Yes ☑ No

Does this course have prerequisites
☐ Yes ☑ No

Is this course part of a SEQUENCE? *(Two or three closely related courses that must be taken in specified order. Do not flag if all are NEW course proposals.)*
☐ Yes ☑ No

Is this course part of a SERIES? *(Two or more closely related courses that may be taken in any order. Do not flag if all are NEW course proposals.)*
☐ Yes ☑ No

Leave these as is or submit through school/college curriculum approval process.

Please indicate any enrollment restrictions

Will your course be restricted by major/minor, class level, or college? Please describe the restrictions in the text box below.

Examples: Business majors only; at least Sophomore standing; No Freshmen; Seniors only

[☒]

What grading options do you want available for this course?

For non-majors

☐ Optional (Graded or P/N)   ☐ Graded Only   ☐ Pass/No Pass Only

For majors   ☐ Optional (Graded or P/N)   ☐ Graded Only   ☐ Pass/No Pass Only

Effective Term   [Fall 2017   ▾]   *Course proposals approved by the University of Oregon Committee on Courses (UOCC) and the University Senate are effective the following fall term , unless an earlier term is preapproved by the Office of the Provost.*

Special Curricular Status (Undergraduate Courses)

Are you requesting that the course count toward a general education group requirement?

☑ Yes   ☐ No   ←——— **Leave as is.**

Core Education Areas of Inquiry

Area of Inquiry courses at the lower division must be offered annually; upper division courses at least every other year. For criteria, visit Curriculum Resources here https://blogs.uoregon.edu/uocc/.

NOTE: AS OF FALL 2018, THERE ARE NEW CRITERIA FOR THE AREAS OF INQUIRY. PLEASE REVIEW TO ENSURE COURSE PROPOSAL ADDRESSES NEW CRITERIA.

☐ Arts & Letters   ☐ Social Science   ☐ Science   ←——— **Leave as is**

NEW AS OF FALL 2018: CORE EDUCATION LEARNING OUTCOMES (METHODS OF INQUIRY). Each course seeking approval to meet a group requirement must address at least 2 core education Methods of Inquiry, and at least half the criteria of each Method of Inquiry. The UOCC will review courses to determine how the course addresses the learning outcomes.

Select at least 2 learning outcomes below, and at least half the criteria to be addressed:

☐ 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.*

☐ Context of and Purpose for Writing: considerations of audience, purpose, and the circumstances surrounding the writing task(s).
☐ Content Development.
☐ Genre and Disciplinary Conventions: Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.
☐ Sources and Evidence.
☐ Control of Syntax and Mechanics.

Choose at least half of each Method of Inquiry chosen.

☐ 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.*

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

Choose at least two applicable Methods of Inquiry.

☐ 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.*

☐ Acquiring Competencies: acquiring strategies and skills within a particular domain.
☐ Taking Risks: going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.
☐ Solving Problems.
☐ Innovative Thinking: connecting, synthesizing or transforming ideas in discipline-specific ways.

☐ Ethical Reasoning   *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 impacts on self and others.*

☐ Awareness of one's own values and capacities for self-questioning.

☐ Language and tools to examine ethical issues, including discipline-specific frameworks.

☐ Recognition of the presence of ethical issues, especially where typically neglected.

☐ Awareness of impacts of our decisions and actions (both personally and as members of groups).

☐ Application of ethical inquiry to subject-specific issues.

Please describe HOW this course has been designed to fulfill the criteria of the core education requirement(s) selected. Please provide specific references to readings and assignments from the syllabus that address the criteria and outcomes for the Area of Inquiry chosen, and the Core Education Methods of Inquiry chosen.

Type "see attached" and use templates. Upload those at end of form.

Are you requesting that the course count toward the US: Difference, Inequality and Agency OR the Global Perspectives requirement (formerly "Multicultural Requirement")?

☑ Yes   ☐ No   ← Leave as is.

Leave as is.

For the US or Global criteria, visit Curriculum Resources linked to https://blogs.uoregon.edu/uocc*.*

☐ US: Difference, Inequality and Agency   ☐ Global Perspectives

Please describe HOW this course has been designed to fulfill the criteria of the selected category. Please provide specific references to readings and assignments from the syllabus that address the criteria and outcomes for the selected category.

Type "see attached" and use templates. Upload those at end of form.

Expanded course description
(This description appears in the class schedule. Use it as a way to interest students in the course.)

| Format ▼ | Styles ▼ | | | | Source |

Add or edit if necessary to meet the new requirements. If the content or focus of the course is substantively changed the course will be sent back for school/college curriculum review.

Are you requesting that the course bear an Honors ("H") designation on the transcript?
For Honors criteria, visit Resources for Course Proposals https://blogs.uoregon.edu/uocc/resources-for-course-proposals*/.*

☐ Yes   ☐ No

Leave these as is.

Are you requesting that the course count toward the Foreign Language requirement for the BA degree?

☐ Yes   ☐ No

Are you requesting that the course count toward the Math/Computer Science requirement for the BS degree?

☐ Yes   ☐ No

Rationale for Course

What is the rationale for changing this course?

Not needed

How does it fit into the curriculum of its sponsoring department and/or other programs to which it belongs?

Not needed

Is this course connected to any other curricular changes in process?

☐ Yes   ☐ No   ← Select and complete if necessary

Student Engagement

University policy defines one undergraduate credit hour as approximately 30 real hours of student work (both in class meetings and outside of class) per term. One graduate credit hour denotes 40 hours of work per term. Graduate students in 400-/500-level courses are therefore expected to perform roughly a third more work than their undergraduate counterparts; grading them more stringently is not sufficient. Law courses require 56 hours per credit per 14-week semester.

Student Engagement Inventory

The Student Engagement Inventory (SEI) below is checked against the syllabus to ensure that the number of credit hours requested corresponds to the student workload described in the syllabus. To complete the SEI, instructors should estimate the number of hours a typical student is expected to spend per term on various activities, including attending class. For each applicable activity, indicate the total expected hours and briefly justify your time estimate in the space provided. For reading and writing assignments, include the number of required pages in your justification. Be specific about the additional work required of graduate students in 500-level courses. Also be aware that under the GTFF Collective Bargaining Agreement, requiring graduate students in 500-level courses to lead discussion sessions, lecture for the instructor, lead group projects, or take responsibility for undergraduate students' learning experiences is not acceptable unless the course itself is a pedagogy course. For credit hour and student workload policies, visit Curriculum Resources https://blogs.uoregon.edu/uocc. (For in-class sessions, 50-min. sessions = 1 hour, 80-min. sessions = 1.5 hours)

EXAMPLE for a 4-credit upper division undergraduate course that meets 3 hours per week.

Educational Format or Activity	UG Hours	Explanation/Justification
Lecture(Note: 50-minute session=1 hour,80-minute session=1.5 hours)	30	20 lectures @ 1.5 hrs
Discussion sections	10	1 hr/week in discussion section
Assigned readings	50	~100 pages (approx. 5 hrs) per week
Writing assignments	30	3 hrs/ week on homework
TOTAL HOURS	120	

Complete SEI and make sure it matches syllabus

Educational Format or Activity	Traditional Hours Engaged Per Term (UG)	Traditional Hours Engaged Per Term (Grad)	Explanation/Justification	Online/Hybrid Hours Engaged Per Term (UG)	Online/Hybrid Hours Engaged Per Term (Grad)	
Select... ▾	UG	GRAD		UG	GRAD	❌
Total:	0	0		0	0	

Student Learning Outcomes

Learning Outcomes: What are the skills, abilities, or major concepts a student is expected to acquire in this course (these are in addition to University-level core outcomes for the Areas of Inquiry and Method of Inquiry, or US: Difference, Inequality and Agency and Global Perspectives outcomes)? If multiple instructors will teach the course, consider which objectives are likely to be common to each instance.

Learning Outcome	
Complete or edit as necessary	❌

Other

Is there anything else you would like the reviewers to know?

Complete as necessary

Departmental Sponsorship

Is this a multilisted course? *(For multi-listed criteria, visit Curriculum Resources https://blogs.uoregon.edu/uocc)*

☐ Yes ☑ No ⟵ Leave as is.

DUPLICATION: **Document your due diligence in consulting with other department heads, or faculty curriculum coordinators if duplication with another course is potentially an issue. Supporting documents or e-mails may be attached below.**

If a proposed course has the potential to overlap with an existing course in another unit, or with any future course that might traditionally belong in another unit, the proposing unit will need to provide formal confirmation that the other unit has been consulted and asked for feedback. This communication is intended to foster cooperation and collegiality among units.

Format ▾	Styles ▾			Source

IMPACT ON OTHER PROGRAMS: **Document your due diligence in consulting with other department heads, or faculty curriculum coordinators if a new course or changes to an existing course potentially impact another department or program. For instance, if the course is a requirement or elective for another major, and your changes will impact enrollments for the other unit. Supporting documents or e-mails may be attached below.**

If a proposed course has potential impacts on another unit, the proposing unit will need to provide formal confirmation that the other unit has been consulted and asked for feedback. This communication is intended to foster cooperation and collegiality among units, and ensure that departments, faculty or students can effectively prepare for any changes.

Format ▾	Styles ▾			Source

Uploaded Files:

Files To Be Uploaded:

What is the expected enrollment of the course when offered?

What faculty are available to teach this course? (list by name.)

What other resources (e.g., GTFs, technology support) are needed to sustain it at the expected enrollment(s) and in the expected format(s)?

The department agrees to offer lower division group-satisfying courses annually and upper division group-satisfying courses at least every other year.

☐ Yes ☐ No ⟵ Check appropriate box.

Syllabus and other supporting documents

Uploading your syllabus:

Please upload your syllabus in PDF form here.

You are free to construct a syllabus that is appropriate for your field and that suits your pedagogical style, but you should adhere to the checklist provided. Remember that your syllabus will be evaluated by reviewers who are non-specialists.

Other required documents (e.g. letters of support) may also be uploaded here.

Upload syllabus and templates here.

Uploaded Files:

Files To Be Uploaded: