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

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

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

Add or edit if necessary.
Special Curricular Status (Undergraduate Courses)

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

[ ] Yes  [ ] No  
Select "yes" if applicable.

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/

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.

[ ] 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 hypotheses.
- 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).

[ ] 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" if using the suggested backward design template. Upload those at end of form.

Choose only one if applicable.

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" if using the suggested backward design template. Upload those at end of form.

Add or edit if necessary. If the content or focus of the course is substantively changed, other than those changes necessary to meet the new requirements, 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

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

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

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?
**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](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.

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

**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.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete or edit as necessary</td>
</tr>
</tbody>
</table>

**Other**

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

Complete as necessary
**Departmental Sponsorship**

<table>
<thead>
<tr>
<th>Is this a multilisted course?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**DUPPLICATION:** 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.

**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.

**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.

**Syllabus and other supporting documents**

Uploading your syllabus:

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

Crossed-out boxes only needed if course content is substantively changed, in which case course will be sent back to school/college curriculum committee for full review.
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 backward design template here.

Uploaded Files:

Files To Be Uploaded: