New Course Proposal

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.

Banner Status
   • Active
   • Inactive

Section 1

General Course Characteristics

a. Whom should the curriculum committees contact with any questions about the course or course syllabus?
   Name: ___________________________  E-mail: ___________________________

b. Subject code  ___________________________  Course number  200

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

d. Course title ___________________________  60 characters remaining

Number of credits ___________________________

f. Can the course be repeated for credit?
   ☐ Yes  ☐ No

g. Catalog Description

45 words remaining

h. 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 instructor 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.

   **For online courses, the UOCC requires two lecture samples for approval. Please upload your samples to your OneDrive account and copy/paste the link here.

i. 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

j. Does this course have prerequisites
   ☐ Yes  ☐ No

k. 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

l. 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

m. 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; Senior only

n. 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, the options are:
- Optional (Graded or P/N)
- Graded Only
- Pass/No Pass Only

**Effective Term**
- Fall 2019

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.

### Section 2

**Special Curricular Status (Undergraduate Courses)**

a. Are you requesting that the course count toward a general education group requirement?
   - Yes
   - No

b. Are you requesting that the course count toward the US: Difference, Inequality and Agency OR the Global Perspectives requirement (formerly "Multicultural Requirement")?
   - Yes
   - No

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

   [Blank field for expanded course description]

   - Format
   - Styles
   - Source

   [Blank field for format and styles]

   Source:

   [Blank field for source]

d. 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/](https://blogs.uoregon.edu/uocc/resources-for-course-proposals/)
   - Yes
   - No

e. Are you requesting that the course count toward the Foreign Language requirement for the BA degree?
   - Yes
   - No

f. Are you requesting that the course count toward the Math/Computer Science requirement for the BS degree?
   - Yes
   - No

### Section 3

**Rationale for Course**

a. Has this course been offered before? (e.g., as an experimental course)
   - Yes
   - No

b. What is the rationale for creating this course?
   - [Blank field for rationale]

c. How does it fit into the curriculum of its sponsoring department and/or other programs to which it belongs?
   - [Blank field for curriculum fit]

d. Is this course connected to any other curricular changes in process?
   - Yes
   - No

### Section 4

**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>UG Hours</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>
</tr>
<tr>
<td>Discussion sections</td>
<td>10</td>
<td>1 hr/week in discussion section</td>
</tr>
<tr>
<td>Assigned readings</td>
<td>50</td>
<td>~100 pages (approx. 5 hrs) per week</td>
</tr>
<tr>
<td>Writing assignments</td>
<td>30</td>
<td>3 hrs/week on homework</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td><strong>120</strong></td>
<td></td>
</tr>
</tbody>
</table>

**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

**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.

**Other**

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

**Departmental Sponsorship**

a. **Is this a multilisted course?**  
   (For multi-listed criteria, visit Curriculum Resources [https://blogs.uoregon.edu/uocc](https://blogs.uoregon.edu/uocc))
   
   ☐ Yes  ☐ No

b. **Duplication:** Document your due diligence in consulting with other department heads, or faculty curriculum coordinators if duplication with another course 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

https://nextcatalog.uoregon.edu/courseleaf/courseleaf.cgi?page=/courseadmin/index.html&step=editrecord&cmd=new&_=1566840486871
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)?

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### 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.

 Uploaded Files: 

 Files To Be Uploaded: 

| Department | Select Dep ▼ |
| College    | Select Col ▼ |