

Section Proposal Rubric Checklist ~ GC2Y

Checklist for Proposals	NOTES	Does not meet requirements	Meets requirements	Exceeds requirements
<b>Course outcomes align to area outcome:</b> <i>"Students will be able to explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues"</i>				
<b>Outcomes are assessable:</b> <i>Stated as clearly observable, measurable, actionable, and quantifiable</i>				
<b>Learning Beyond the Classroom:</b> <i>Includes descriptions of well-structured LBTC components offering students opportunity to participate in significant and well-integrated activities &amp; experiences</i>				
<b>Syllabus:</b> <i>Syllabus included in proposal packet contains essential elements (readings, rough weekly schedule, written work, grading criteria, outcomes)</i>				
<p><b>Writing Intensive</b>  <i>Writing-Intensive means using writing as an important—if not most important—type of course assessment. Expectations of writing-intensive assignments go beyond weekly short essays (although they could be a part of the overall writing requirement) and typically involve longer papers (minimum of 3000-words) and evidence of scaffolding.</i></p> <p><i>"Scaffolding" refers to developmental opportunities for students to revise papers based on feedback from the instructor and/or peers &amp; a framework for analyzing ideas in written form as course progresses.</i></p>				
<b>Global Perspectives:</b> <i>Significant portion of course covers at least 2 other cultures (parts of world) included (with comparative cross-cultural approach)</i>				
<b>The 4<sup>th</sup> hour:</b> <i>15 additional hours scheduled and planned in advance (to be listed on PAWS) in any reasonable configuration</i>				
<b>Contributes to a distinctive liberal arts core:</b> <i>clear alignment with GC Mission &amp; Value Statements</i>				