

**Title of Section:**

**Name(s) & Department(s)** of proposing faculty member(s):

**Proposed Effective Date:**

Semester                      Year

*If more than one department, list proposing department and faculty first.*

If the content of this section is based on an existing course, please list the course prefix, number and title:

*NOTE: If this section is approved, the existing course will need to be removed from the catalog.*

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Please complete the following and attach the syllabus (see below) concerning the new section of GC1Y that you are proposing.

**Area B Learning Outcome (SLO 3):** *Students will be able to explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues.*

1) What intellectual approaches will your section of this course include?

2) What problems, topics, themes, and/or issues will your section of this course address?

**Additional Required Components:** In addition to meeting the Area B learning outcome, these courses must also (I) address Critical Thinking Outcome, (II) emphasize Writing Skills, (III) include a "Learning Beyond the Classroom (LBTC)" component.

**I. Critical Thinking Outcome:** *(1) Students will be able to use appropriate tools to (a) Implement effective search strategies, (b) Evaluate sources for relevance, authority, format (primary vs. secondary sources, scholarly vs. popular, print vs. online). (2) Students will be able to effectively explain and analyze evidence in support of an argument, and (3) Students will be able to form logical conclusions from information presented.*

1) Please explain how your section will require students to achieve critical thinking in terms of effective research strategies (including evaluating sources).

2) How will your students be required to effectively explain and analyze evidence in support of an argument (name specific assignments, how long they will be, in what format, etc.)?

3) What assignments/class work will enable your students to form logical conclusions from information presented?

4) Discuss how your section will integrate critical thinking fundamentally as a priority in the course plan

**II. Writing Skills Component:** Please discuss how your course will emphasize analytical writing skills.

What written assignments will your section include (please be specific)? Indicate the length & nature of required writing (including how these assignments will be analytical in nature). *Analytical papers should be a minimum 2500 words across the semester) + contain evidence of "scaffolding." "Scaffolding" refers to developmental opportunities for students to revise papers based on feedback from the instructor and/or peers & a framework for analyzing ideas in written form as course progresses.*

**III. Learning Beyond the Classroom Component (LBTC)** ~ How will you incorporate learning beyond the classroom in such a way that it is significant and integral to the course? Be specific; including how this will be tied back into the class?

*LBTC, a pillar of distinction at GCSU, supports the notion that active learning and creative engaging pedagogies are central to the course experience for our students. LBTC endeavors may include but are not limited to undergraduate research, creative course activities, service learning, lab activities, field trips, study abroad, problem-based learning, fieldwork, and out of class (course related) learning activities.*

**Mission Focus** ~ How will your section align with GC's liberal arts mission and values as a distinctive core experience? *Area B courses should particularly reflect the mission of Georgia College and contribute to a distinctive liberal arts core. (Mission and Vision statements are available on our guidelines page on D2L and on the rubric for this proposal)*

**Section Description** Please provide a brief paragraph to serve as a section description (*Note: students will see a list of these descriptions when choosing a GC1Y section*)

**List any other Relevant Information:**

Main Subject Area(s) to be covered: e.g. history, literature, religion, or philosophy, etc.):

Minimum SACS requirement to teach this section (e.g. 18 hours of graduate coursework in history):

**Submit a syllabus** (at least a partial ~ 2 page syllabus) **Note:** this may be a **tentative**, shorter, planning syllabus or it may be longer. It should be in line with how the course will actually be taught. This syllabus should include at least: required readings & written work, grading criteria, course outcomes, tentative weekly calendar (e.g. Week 1, Read & Discuss Thoreau's *Walden*)

Section to be taught by: (*may list additional names of qualified faculty*)

Signature of Submitting Faculty Member:

*Are there secondary proposing faculty members, chairs/school directors, and/or deans? If yes, see page 4.*

Yes

No

**Recommendations**

Recommend

Not Recommend

Department Chair/School Director

By signing/recommending, the Department Chair/School Director certifies that all faculty members listed have SACS qualifications to teach this section.

Recommend

Not Recommend

College Dean

\* A "Not Recommend" recommendation should include a brief explanation of the reviewer's reason(s) for the decision.

† **NOTE:** GEC will review your proposal according to the RUBRIC posted on our website: (<http://www.gcsu.edu/provost/general-education-committee>). The webpage includes a PROPOSAL CHECKLIST, this proposal/approval form, a list of previously approved sections, and people to contact with questions. We recommend that you review these materials BEFORE submitting a proposal and contact us for more information or with any questions.

## Additional Signatures, if applicable

*As a secondary proposing faculty member, my signature attests that I have discussed the above proposal with the primary submitter, agree to work with all faculty involved, and have SACSCOC qualifications to teach this section.*

Department

Department

*As a secondary department chair/school director, I have reviewed this proposal and support this course and that the faculty member associated with the proposal has appropriate SACSCOC qualifications.*

Department

Department

*As a secondary dean, I have reviewed this proposal and support this course.*

College

### Tips for using PDFs:

- Do not print to sign. Use the signature blocks. Printing to sign and then scanning and sending to the next approver for signature does not work.
- Download and save blank form to your work desktop computer. Save again before sending to the next approver. On-campus computers should have the latest version of Adobe; laptops may not. Older versions of Adobe rarely work properly.
- Write concisely. The form will shrink the font, but only so much will fit.
- Syllabi can be emailed separately. The Dean's Office will upload this form and the syllabus to the GC Online Curriculum Management System.