

Title of Section:

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

Proposed Effective Date: _____ Semester _____ Year _____ *If more than one department, list the 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.

Please complete the following and attach the syllabus (see below) concerning the new section of GC2Y 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 B2 learning outcome (above), these courses must also (I) Address the Global Perspectives Outcome, (II) Include a Writing Intensive Component, and (III) Include a "Learning Beyond the Classroom" (LBTC) component.

I. Global Perspectives Outcome: *Students will be able to evaluate diverse responses of peoples, cultures, societies, and groups to historic and/or contemporary global issues, themes, or topics.*

1) What peoples, cultures, societies, and/or groups will your section of this course include?

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

- 3) Discuss how your section of this course will integrate global perspectives fundamentally as a priority in the courseplan.

II. Writing Intensive Component: Please discuss how your course will be writing intensive and how the writing will be analytical in nature. **Please NOTE:** *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 including some scaffolded assignments across the semester). “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.*

- 1) What written assignments will your section include (please be specific)? Indicate the length & nature of required writing.

- 2) How will your written assignments elicit critical thinking and demonstrate analytical writing skills? Explain.

- 3) Will there be required research, formal revisions, applied concepts or theories, textual or data analysis, etc.? Explain.

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 is different from a typical class, and how it will be tied back into the class.

LBTC 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 creative course activities, service learning, lab activities, field trips, study abroad, problem-based learning, fieldwork, significant undergraduate research, and out of class (course related) learning activities.

FOURTH HOUR GC2Y classes require a 4th hour that must be listed in PAWS before students register (*meaning 750 contact minutes total*). How do you plan to do so? (*e.g., 5 meetings of 150 minutes ea; 7 meetings of 110 minutes ea; weekly meetings of 50 minutes ea, etc.; combined or solo classes, etc.*)

Mission Focus ~ 1. 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 GC2Y section*)

List any other Relevant Information (that you wish the committee to know about your course):

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, and/or deans? If yes, see page 4 Yes No

Recommendations

Recommend Not Recommend
Department Chair

*By signing/recommending, the proposing Department Chair/School Director certifies that all primary department faculty members listed have SACSCOC 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.