

Section Proposal Rubric Checklist ~ GC2Y

Checklist for Proposals	NOTES	Does Not Meet	Meets	Exceeds
Mission Focus: The response clearly communicates the ways in which the course section will contribute to a distinctive liberal arts core and is in clear alignment with GCSU's approved mission statement (https://www.gcsu.edu/about/vision-mission).				
GCSU Institutional Priority Student Learning Outcome: Course outcomes align with and support achievement of the stated outcome: "Students will be able to explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues."				
Problems, topics, themes and/or issues: The problems, topics, themes and/or issues that will be addressed in this section of the course are clearly communicated.				
Global Perspectives Outcome: Course outcomes align with and support achievement of the stated 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.				
Assessable Outcomes: Outcomes are stated using verbs that are clearly observable, measurable, actionable, and quantifiable.				
Supporting the Global Perspectives Outcome: Clear descriptions are provided that explain 1) what peoples, cultures, societies, and/or groups will be included (at least 2 other cultures or parts of the world); 2) what historic and/or contemporary global issues, themes or topics will be addressed; and 3) the ways in which the course will integrate global perspectives as a priority within the course using a comparative cross-cultural approach.				
Writing Intensive Component: The response clearly communicates how the course section meets the expectation of "writing-intensive" and how analytical writing skills will be emphasized. The length and nature of the assignments is included (a minimum of 3000 words across the semester). There is clear evidence that scaffolding is provided to support the development of analytical skills. "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 and typically involve longer papers. "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.				

Learning Beyond the Classroom (LBTC): The explanation includes descriptions of well-structured LBTC components offering students opportunity to participate in significant and well-integrated activities & experiences that support active, engaging learning.				
Fourth Hour: A clear explanation is provided which describes how the expectations of the “4 th hour” will be used to support students in achieving the expectations of course outcomes. The “4 th hour” requires that a reasonable configuration of 750 additional contact minutes be planned in advance and scheduled in PAWS.				
Core IMPACTS: Career-Ready Competencies (CRCs): A clear description of how the CRCs of <i>Critical Thinking</i> is incorporated in this course section is provided.				
Core IMPACTS: Career-Ready Competencies (CRCs): A clear description of how the CRCs of <i>Teamwork</i> is incorporated in this course section is provided.				
Core IMPACTS: Career-Ready Competencies (CRCs): A clear description of how the CRCs of <i>Time Management</i> is incorporated in this course section is provided.				
Syllabus: The syllabus for the course section which is included in the proposal packet contains essential elements (readings, tentative weekly schedule, descriptions written work and scaffolding strategies, grading criteria, specific learning outcomes that support the development of critical thinking and global perspectives, USG learning outcome, CRCs, etc.)				
Assessable Outcomes: Outcomes are stated using verbs that are clearly observable, measurable, actionable, and quantifiable.				
Assessment Methodologies for Student Learning Outcomes: Clear descriptions of the types of assessments that may be used in the course section to evaluate students’ progress in achieving the learning outcomes are provided.				
Faculty Qualifications: A description of the minimum SACSCOC requirements for faculty to teach the course section are provided. If applicable, the name(s) of additional qualified faculty who may teach this course section are provided.				