

**Title of Section:**

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

**Proposed Effective Date:**

Semester                      Year

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 (min 2500 words across the semester) + Some “scaffolding” (revising papers w/ feedback from instructor and/or peers & framework for analyzing ideas in written form as course progresses).

**III. Learning Beyond the Classroom Component (LBTC)** ~ *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.*

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?

**Mission Focus** ~ 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)  
How will your section align with GC's liberal arts mission and values as a distinctive core experience?

**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:

Faculty Member

Date

**Recommendations** (First 2 Signatures Required Before Submitting to GEC)

Recommend

Not Recommend

Department Chair \*\*

Date

Recommend

Not Recommend

College Dean

Date

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

\*\* By signing/recommending, the Department Chair certifies that this faculty member has SACS qualifications to teach this section.

† **NOTE:** GEC will review your proposal according to the RUBRIC posted on our website: (<http://www.gcsu.edu/provost/general-education-committee>). We post on our site as well 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.