

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.

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 course plan.

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) ~ 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.

- 1) 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

FOURTH HOUR Please be aware that you must schedule a 4th hour to 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 ~ 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)

1. 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 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:

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](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.