

Section Proposal Rubric Checklist ~ GC2Y

Checklist for Proposals	NOTES	Does not meet requirements	Meets requirements	Exceeds requirements
Course outcomes align to area outcome: <i>"Students will be able to explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues"</i>				
Outcomes are assessable: <i>Stated as clearly observable, measurable, actionable, and quantifiable</i>				
Learning Beyond the Classroom: <i>Includes descriptions of well-structured LBTC components offering students opportunity to participate in significant and well-integrated activities & experiences</i>				
Syllabus: <i>Syllabus included in proposal packet containing essential elements (readings, rough weekly schedule, written work, grading criteria, outcomes)</i>				
Writing Intensive <i>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; scaffolded assignments across the semester).</i> <i>"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.</i>				
Global Perspectives: <i>Significant portion of course covers at least 2 other cultures (parts of world) included (with comparative cross-cultural approach)</i>				
The 4th hour: <i>15 additional hours scheduled and planned in advance (to be listed on PAWS) in any reasonable configuration</i>				
Contributes to a distinctive liberal arts core: <i>clear alignment with GC Mission & Value Statements</i>				

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