

## Proposal Cover Sheet – Global Miami Plan “G” Courses

**Directions:** a) Complete this Proposal Cover Sheet and submit one hard copy of the cover sheet only to the Office of Liberal Education, 229 Culler Hall. b) Please submit the proposal (without cover sheet) electronically to [tassonjp@muohio.edu](mailto:tassonjp@muohio.edu).

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Faculty member submitting proposal \_\_\_\_\_

Department \_\_\_\_\_ e-mail \_\_\_\_\_

Title of Course \_\_\_\_\_

Course Number \_\_\_\_\_ Number of Credits \_\_\_\_\_

Expected Class Section Size \_\_\_\_\_ Expected Number of Sections \_\_\_\_\_

The Global Miami Plan Foundation categories follow. In addition to G-course status, which Foundation area(s) would you like this course to apply to?

GMP Foundation Area (please check all that apply)

\_\_\_\_ **I. English Composition**

\_\_\_\_ **II.A Fine Arts**

\_\_\_\_ **II.B Humanities**

\_\_\_\_ **II.C Social Science**

\_\_\_\_ **III.B G-Course**

\_\_\_\_ **III.C G-Cluster (3 courses; not applicable for single course)**

\_\_\_\_ **IV.A Biological Science**

\_\_\_\_ **IV.B Physical Science**

\_\_\_\_ **Laboratory**

\_\_\_\_ **Laboratory**

\_\_\_\_ **Non-laboratory**

\_\_\_\_ **Non-laboratory**

\_\_\_\_ **V. Mathematics**

\_\_\_\_ **V. Formal Reasoning**

\_\_\_\_ **V. Technology**

\_\_\_\_ **Historical Perspective** (Students must complete one course which provides historical perspective.)

\_\_\_\_ **Culture Requirement** (Students must complete one course which provides either a U.S. or World Cultures perspective)

The current Miami Plan will co-exist with the Global Miami Plan for some time. If you are requesting that this course apply for either U.S. or World Cultures status in the current Miami Plan, please indicate which in the current Miami Plan:

\_\_\_\_ **III.A US Cultures**

\_\_\_\_ **III.B World Cultures**

Signatures indicate endorsement of assurances regarding regularity of offerings and patterns of expected staffing:

\_\_\_\_\_  
Person completing this proposal Date

\_\_\_\_\_  
Chairs of each department Date

\_\_\_\_\_  
Appropriate Divisional Dean(s) Date

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**Liberal Education Office Only** Date received \_\_\_\_\_ LEC approval \_\_\_\_\_

Reviewers assigned: \_\_\_\_\_

Date sent to reviewers: \_\_\_\_\_ Date for LEC agenda: \_\_\_\_\_

Date proposer notified of final disposition: \_\_\_\_\_ Date CDA distribution notified: \_\_\_\_\_

## Guidelines for Submitting Proposals for “G” courses for the Global Miami Plan

The University Director of Liberal Education is pleased to consult with faculty members prior to submitting a proposal. In advance, thank you for your commitment to our students and to Liberal Education at Miami.

**In the text of your proposal, please address each of the following:**

1. **Title/number/credit hours** of course.
2. **Course description** as it will appear in the *General Bulletin*.
3. “G” courses are expected to facilitate student accomplishment of goal “a” and *at least two of the other goals* listed below. It is not necessary that one course address all of them. Please describe how the pedagogy and content of the proposed course does this.

Student should be able to:

- a. Develop and exercise the ability to communicate and act respectfully across linguistic and cultural differences. (Your description here might include references to how students will have meaningful opportunities to engage transnationally with persons, practices, cultures, and/or experiences in such a way that informs their global perspectives. Learning opportunities might include an extended activity or multiple activities that allow for a sustained focus on this goal and could include: engagements via skype video conferences; work on joint research/class projects with classes in other universities (e.g., in a political theory course, engaging in a joint project to write a hypothetical constitution); a joint review and critique of work; sustained, meaningful e-mail exchanges that focus on an outcome of the course; collaborative wikis or multimedia content; virtual interaction in a VR cave; or sustained interaction in Second Life; etc.)
- b. Explore and understand their place and influence in the changing world. (Your description here might include references to how students will have opportunities to understand course content in a way that enables them to think critically about global issues, trends, and problems.)
- c. Determine and assess relationships among societies, institutions, and systems in terms of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs (Your description here might include references to how students will learn to compare/contrast issues raised by the content between multiple regions of the world and especially between these regions and their individual perspectives on the issues.)
- d. Describe the development and construction of differences and similarities among contemporary groups and regions. (Your description here might include references to how students will learn to, on the basis of their understanding and comparisons, apply this new knowledge to act to develop cross-cultural skills and/or act in new ways as citizens of the world.)
- e. Identify and analyze the origins and influences of global forces. (Your description here might include references to how students will learn to, on the basis of their understanding and comparisons, apply this new knowledge to act to develop cross-cultural skills and/or act in new ways as citizens of the world.)

4. Discuss what methods will be employed to insure **depth, rigor and systematic coverage** in the course.

5. **Assessment Plan:** During your department's Program Review cycle, the department will be asked to submit an assessment of your Miami Plan courses. Describe the procedures that will be used to assess the effectiveness of this course in meeting stated liberal education objectives. Specifically, address:

- a) Methods used for faculty analysis of course structure, coherence, functionality and extent to which it meets the Principles of Liberal Education;
- b) Methods used to gather student perceptions of the course and how well it meets the Principles of Liberal Education (attach questionnaires if used, or descriptions of other methods);
- c) Strategies for assessing student learning outcomes related to each of the four Principles of Liberal Education.

6. Include any **additional information** that you feel would be helpful to Council in evaluating the proposal.

7. Attach a course **syllabus**, which includes

- a. the specific student learning outcomes related to the goals selected in item 3;
- b. a discussion of how the course will implement these goals;
- c. references to ways specific student learning outcomes relate to the four Miami Plan Principles