

## Proposal Cover Sheet – Global Miami Plan “G-Cluster” 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).

=====

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

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

Title of G-Cluster \_\_\_\_\_

Course Numbers, titles and credit hours:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In addition to applying for G-Cluster status, indicate the other Foundation categories that you are requesting for **each** G-Cluster course. List each course in the appropriate space below:

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

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

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

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

\_\_\_ **IIIB. G-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. List each course in the space provided.

\_\_\_ **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

=====

**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-Cluster Proposals 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** for each course.
2. **“G-Cluster” description** as it will appear in the *General Bulletin*.
3. “G-Cluster” courses are expected to facilitate student accomplishment of *all* of the following **goals**, although each course by itself need not address all 5. However, across the courses, all goals must be addressed.

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.)

3-1. Provide a list of the courses in the Cluster by categorizing them according to which goals they address. For example, list Course 1 as addressing goals a, b, and c; Course 2 as addressing goals b and c; and Course 3 as addressing goals c, d and e.

3-2. Please describe how the pedagogy and content of the proposed courses does this.

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

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 cluster 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 courses and how well they meet 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.

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

8. For each course attach a **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 items 4a-4d; and
- c. specific student learning outcomes related to the four Miami Plan Principles related to item 4.