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 **GC1: Global Citizenship/Global Systems and Problems**

**Catamount Core Approval Supplemental Information Form**

Purpose and Intent: To provide supplemental information relevant to the review of proposed courses for designation as GC1 and inclusion in UVM’s Catamount Core curriculum.

The Submission Process and Approval Criteria, as well as the Rubric that the Catamount Core Curriculum Committee will use to review this proposal, can be found on the following pages of this document.

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| With a well-developed syllabus, this form should take approximately 15-20 minutes to complete. |

To assist students in understanding how courses in each Catamount Core category contribute to UVM’s general education program, please include the following language in a prominent location in your syllabus (e.g. after the course description):

**GC1: Global Systems and Problems**

GC1 courses address systems and problems that are global in scope. These courses will help students understand the nature and complexity of global phenomena. They may address cultural, political, economic, ecological, artistic, technological, human health, or other aspects of our increasingly interdependent world. They explore both the unique problems and the opportunities created by such interdependence and interconnectedness.

**Course Information**

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| --- | --- |
| **Course Number:** |  |
| **Course Title:** |  |
| **Name of Faculty Member:** |  |
| **Email Address:** |  |

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| **Please indicate if this course presently meets any of the current General Education requirements listed here (check all that apply):** | \_\_\_\_D1 \_\_\_\_D2 \_\_\_\_FWIL \_\_\_\_QR \_\_\_\_SU |

[v. 2.0, 01/2023]

**Submission Process:**

The overall purpose of the submission process for all Catamount Core requirements is to maintain the integrity of the general education curriculum at UVM and to ensure that approved courses maintain alignment with the learning outcomes for the corresponding Catamount Core category. A copy of the evaluation rubric used by the review committee is provided at the very end of this form. The review process can result in one of three outcomes:

1. Approval (the course will be assigned the requested Catamount Core designation for a 5 year-period)
2. Revisions requested (the review committee may ask for changes to be made to the course or for additional information prior to approval)
3. Rejection (the course as currently constructed and/or presented in the submission materials does not meet the approval criteria designation)

The committee needs both a syllabus, and detailed information about how a course addresses the GC1 outcomes in order to complete its review. Information about how the outcomes are addressed can be provided via either a brief narrative *or* detailed information in the outcomes chart below. You may choose to include both a narrative and the outcomes chart if that is helpful in providing the committee with necessary information:

1. A sample course syllabus *that includes a list of key readings and assignments* as well as the required description of the GC1 category provided above, as well as listing the specific GC1 outcomes your course meets;

PLUS, either a brief narrative or the completed outcomes chart, or both. Please provide specific examples of course activities and readings in your narrative or learning outcomes rubric, so that it is clear to the review committee how your course meets the course approval criteria:

1. Clearly identify the specific GC1 outcomes your course meets, and provide a brief narrative (approximately one single-spaced page) that addresses the following:
	1. Briefly describe how the course meets the approval criteria below.
	2. If not including the outcomes chart below, briefly summarize relevant topics/and learning activities and how and where students’ achievement of the specific outcomes you identified above will be assessed (e.g. research paper; creative work; exam question; presentation);
	3. Any other contextual information that can assist the committee in its review.
2. The student learning outcomes chart provided below, indicating for each chosen student learning outcome: activities and topics that will support their learning in this area; and the means by which student achievement of each outcome will be assessed (e.g. research paper; creative work; exam question; presentation). Information can be provided in bullet form, but should include substantive information on both topics/activities and assessment.

**GC1: Global Systems and Problems Course Approval Criteria**

**Courses must be at least three credits and meet all three of these criteria:**

To be considered for meeting the GC1 pathway, a course must emphasize material (lectures, videos, readings, activities) and require significant student work (papers, exams, portfolios, etc.) that:

1. Address phenomena that are global in nature; and
2. Address these phenomena through at least one of the following lenses: artistic, cultural, ecological, economic, human health, political, or technological; and
3. Explore the opportunities and challenges created by the interconnectedness and interdependence of global phenomena outlined in #1.

In addition, the course must address and assess student learning outcomes listed below.

**Student Learning Outcomes:**

Courses approved for the GC1 must address and assess student achievement of *at least two* of the following learning outcomes:

* Students will understand major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions.
* Students will be able to plan, discern, and evaluate appropriate complex solutions to global challenges using multiple disciplinary perspectives (e.g., cultural, historical, or scientific).
* Students will be able to draw connections between worldviews, power structures, and experiences of multiple cultures in historical or contemporary contexts, as they apply to global challenges.

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| **GC1 Student Learning Outcomes (must meet at least 2)** | **Activities/Topics** | **Assessment** |
| Students will understand major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions. |  |  |
| Students will be able to plan, discern, and evaluate appropriate complex solutions to global challenges using multiple disciplinary perspectives (e.g., cultural, historical, or scientific). |  |  |
| Students will be able to draw connections between worldviews, power structures, and experiences of multiple cultures in historical or contemporary contexts, as they apply to global challenges.  |  |  |