Tips for a Successful Global Citizenship-International Proposal

Here are some common issues that arise in Global Citizenship-International Proposals, and suggestions for how to address them.

- **Learning Outcome #2**:
  o "Appropriate thematic and course-related vocabulary" does **not** refer to words from a foreign language, but rather to the terms, concepts, and discipline-specific vocabulary that students will be expected to master.
- **Learning Outcome #3**:
  o This outcome is the most frequent cause for revision requests, and the key is to show how students will "critically compare and reflect on different social and cultural perspectives."
  o For GC-I purposes, "critically" refers to the act of creating distance (i.e., critical distance) between oneself and one's object of study. Critical comparison and reflection involve both a) identifying similarities and differences between different social and cultural perspectives, which may explicitly or implicitly include one's own social and cultural perspectives; and b) analyzing the implications of those similarities and differences.
- **Assessment Plan**:
  o For each learning outcome, should specify **one** piece of student work that will likely be used. In some instances, two might be appropriate, but no more than that. Submitters should avoid listing all of the course's assignments in the assessment section.
  o A single piece of student work, such as an exam or a research paper, can be used to assess more than one outcome if appropriate.
- **Syllabus**:
  o Should reflect that a majority of the course is non-US focused. GC-I learning outcomes should be included on the syllabus.
- **Sample Assignment**:
  o The sample assignment should be one of the pieces of student work that will be used for assessing at least one learning outcome.
  o It is not necessary to submit more than one sample assignment, even if the sample provided does not cover all learning outcomes.

The subcommittee strongly recommends that submitters review the attached "Course Proposal Evaluation Rubric" while putting together their proposal. This rubric is what the committee uses to evaluate the proposals that it receives.

Finally, faculty members are encouraged to contact the chair of the GC-I subcommittee, Drew Paul (wpaul2@utk.edu), if they have any questions or want initial advice/feedback before submitting the full proposal.