# COVER SHEET

# FOR VOLUNTEER CORE COURSE APPROVAL

**To Submit:** To submit a proposal, please complete the following application and save it as a single PDF file that also contains your syllabus and a sample of at least one **significant assignment** for the course. Save your PDF file by the course name and category (e.g. engl101WC).

The PDF should be uploaded using this link - <http://tiny.utk.edu/VolCoreProposalDrop> AND emailed to [gened@utk.edu](mailto:gened@utk.edu).

If you are submitting a revision, please also include a brief written “Response to Reviewers” detailing how the requested revisions have been addressed. This “Response to Reviewers” should be included in your single PDF file and the file should be save by course name, category, and the revision and date (e.g. engl101WCrevision050120).

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Is this a revised proposal? \_\_\_\_\_ Yes \_\_\_\_\_ No**

**Submitter’s Contact Information:**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Department Vol Core Representative or Department Head Email:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**College Vol Core Representative or Contact Email:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course information:**

**Provide full catalog entry for the course** including course subject, number, suffix (if any), course title, credit hours, course description, prerequisites/corequisites, credit restrictions, etc.

**Course subject, number, suffix (**S [service], R [research], N [internship]**) and title.** Include an indication of any Honors version of this course or other equivalent courses (e.g., cross listed courses, S, N, or R designated courses) to be included with this proposal.

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*NOTE*: Courses with an S (service), R (research), or N (internship) designation will be equivalent to their base course for the Effective Communication and Expanded Perspectives Volunteer Core categories. The base course and suffix courses will be considered as different courses for Engaged Inquiries.

NOTES:

* *Courses in WC category* ***must*** *have the following prerequisite:*(RE) Prerequisite(s): ENGL 102, ENGL 132, ENGL 290, or ENGL 298 *(plus any others for this course)*
* *Courses in AOC category:* We **strongly encourage** the oral communication general education requirement used in your program serve as a prerequisite for this course (e.g., CMST 210, CMST 240; CE 205; Phil 244)
* Courses may apply for either OC or AOC but not both categories.

Catalog entry for course: Include an indication of any Honors version of this course or other equivalent courses (e.g., cross listed courses, S, N, or R designated courses) to be included with this proposal.

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**Is this proposal for a Lab course?** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Please check all that apply:**

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|  | **Volunteer Core area for which this proposal is currently applying for (only check one)** | **Volunteer Core areas in which this course is already approved (Check all that apply)** | **Any other Volunteer Core area(s) this course is currently under review or plans to be submitted for review in (Check all that apply)** |
| Written Communication (WC) |  |  |  |
| Verbal Communication (OC) |  |  |  |
| Applied Oral Communication (AOC) |  |  |  |
| Arts & Humanities (AH) |  |  |  |
| Applied Arts and Humanities (AAH) |  |  |  |
| Natural Sciences (NS) – Lab |  |  |  |
| Natural Sciences (NS) – Non-lab |  |  |  |
| Quantitative Reasoning (QR) |  |  |  |
| Social Sciences (SS) |  |  |  |
| Global Citizenship-International (GCI) |  |  |  |
| Global Citizenship-US (GCUS) |  |  |  |
| Engaged Inquiries (EI) |  |  |  |

**Frequency of Course Offering (e.g., fall only, spring only):**

**Course Capacity per Semester *per course:***

**Number of sections planned per Semester:**

**Proposed Date for Course Review:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Each approved Vol Core course must be reviewed at least one time every ten years. Pick a semester and a year that will occur sometime within 10 years of the proposal submission date.)

**Course subject, number, suffix (**S [service], R [research], N [internship]**) and title.** Include an indication of any Honors version of this course or other equivalent courses (e.g., cross listed courses, S, N, or R designated courses) to be included with this proposal.

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**Engaged Inquiries**

Truly well-educated citizens should be ready to lead and solve problems, building on their chosen fields of study and personal interests and strengths. Students will benefit from experiences that broaden, extend, apply, and integrate prior learning and promote effective collaboration and self-awareness.

In all Engaged Inquiries courses, students will produce significant **investigative, creative, or practical work(s) relevant to the course topic.**

**Learning Areas and Learning Outcomes**

In addition, El courses must demonstrate that they produce learning outcomes from **at least two** of the following Learning Areas:

1. **Applied Learning**

In applied learning courses, students will engage in a process of proposing, implementing, and assessing the success of strategies, plans, or approaches to addressing questions in applied contexts. Courses in this domain are expected to achieve the following outcome for students:

Students will apply skills and knowledge from the classroom in hands-on situations, real-world settings, or in independent/directed research or creative projects.

1. **Collaborative Learning**

During the semester, students will engage in a process of sharing ideas, making useful contributions, communicating effectively, understanding their roles, planning and implementing the plan to completion. Courses in this domain are expected to achieve the following outcome for students:

Students will demonstrate the ability to engage effectively in a group to complete an investigative, creative, or practical work.

1. **Reflective Learning**

Students will engage in reflective activities such as journal entries, reflective response papers or creative exercises on a regular basis in this course. Students should grapple not only with the major ideas and content of the course, but with the question of what these ideas mean to them within a larger context. Courses in this domain are expected to produce the following outcome for students:

Students will reflect on their own thinking, learning, understanding, and competencies, to draw connections between the subject matter of the course and the students’ own experiences within a larger social or global context.

1. **Integrative or Multidisciplinary Learning**

Courses that address this domain may include team-taught interdisciplinary courses; exploration into adjacent fields; courses on pre-defined interdisciplinary subjects. Courses in this domain are expected to achieve the following outcome for students:

Students will demonstrate the ability to draw on theories, knowledge, tools, and/or methods from at least two fields of study to investigate relevant issues.

**Answer all questions below with respect to the description and learning outcomes given above.**

***Questions:***

1. Relevant Work: What is the “investigative, creative, or practical work(s) relevant to the course topic” that students will produce? How will students typically complete this relevant work? Demonstrate how this will account for a minimum of 35% of the course grade.
2. El courses must demonstrate that they produce learning outcomes from **at least two** of the following areas, as described above. **Select TWO of the FOUR** Engaged Inquiries Learning Areas:

\_\_\_\_\_ Applied learning

\_\_\_\_\_ Collaborative Learning

\_\_\_\_\_ Reflective Learning

\_\_\_\_\_ Integrative or Multidisciplinary Learning

For each of the TWO LEARNING AREAS indicated above, answer the following questions:

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| **APPLIED LEARNING:** Students will apply skills and knowledge from the classroom in hands-on situations, real-world settings, or in independent/directed research or creative projects. |
| 1. How does the course meet this learning outcome? |
| 1. For the course itself, how are students evaluated regarding this learning outcome? (Provide information on course grading and examples of evaluation criteria, grading rubrics, scorecards, feedback given to students, or other relevant information.) |

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| **COLLABORATIVE LEARNING:** Students will demonstrate the ability to engage effectively in a group to complete an investigative, creative, or practical work |
| * 1. How does the course meet this learning outcome? |
| 1. For the course itself, how are students evaluated regarding this learning outcome? (Provide information on course grading and examples of evaluation criteria, grading rubrics, scorecards, feedback given to students, **peer-assessment,** **and/or** other relevant information.) **Note that this kind of feedback (not necessarily grading) on collaborative learning is different than simply grading the collaborative project or assignment.** |

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| **REFLECTIVE LEARNING:** Students will reflect on their own thinking, learning, understanding, and competencies, to draw connections between the subject matter of the course and the students’ own experiences within a larger social or global context. |
| 1. How does the course meet this learning outcome? |
| 1. For the course itself, how are students evaluated regarding this learning outcome? (Provide information on course grading and examples of evaluation criteria, grading rubrics, scorecards, feedback given to students, or other relevant information.) |

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| **INTEGRATIVE OR MULTIDISCIPLINARY LEARNING:** Students will demonstrate the ability to draw on theories, knowledge, tools, and/or methods from at least two fields of study to investigate relevant issues. |
| 1. How does the course meet this learning outcome? |
| 1. For the course itself, how are students evaluated regarding this learning outcome? (Provide information on course grading and examples of evaluation criteria, grading rubrics, scorecards, feedback given to students, or other relevant information.) |

1. What process is used to monitor/oversee that each section of this course is meeting the learning outcomes if multiple sections are taught to ensure consistency semester to semester?
2. Course Assessment

Provide a short description of how this course will be assessed for the Volunteer Core outcomes. According to the revised General Education guidelines, all approved Volunteer Core courses must be assessed according to the guidelines and timeline set by the General Education Committee. For the review, this course will need to provide quantifiable data and results regarding how successful the students were in mastering the learning outcomes chosen above. With that in mind, please be as specific as possible in your plan to measure both of the chosen learning outcomes\*. (You can refer to the Volunteer Core assessment document and rubrics on the [Volunteer Core website](https://ugcouncil.utk.edu/volunteer-core/).)

Assessment plans for EI courses should feature direct assessment of student learning using the [IE Course Rubric](https://ugcouncil.utk.edu/wp-content/uploads/sites/64/2019/08/EI-rubric-final-for-proposals.pdf) to answer the following:

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| **First Learning Area:** (please check one)  \_\_\_\_\_ Applied learning  \_\_\_\_\_ Collaborative Learning  \_\_\_\_\_ Reflective Learning  \_\_\_\_\_ Integrative or Multidisciplinary Learning |
| 1. Provide a description of the (most likely one example of) student work that will be used to assess the learning outcome required by the EI designation in this course. |
| 1. Provide a description of how you will obtain the sample of student work. |

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| **Second Learning Area:** (please check one)  \_\_\_\_\_ Applied learning  \_\_\_\_\_ Collaborative Learning  \_\_\_\_\_ Reflective Learning  \_\_\_\_\_ Integrative or Multidisciplinary Learning |
| 1. Provide a description of the (most likely one example of) student work that will be used to assess the learning outcome required by the EI designation in this course. |
| 1. Provide a description of how you will obtain the sample of student work. |

**\***The answer to the assessment question should include:

1. A **description of the student work** that will be used to assess each learning objective. The student work may be an exam, an essay, a lab report, a reaction paper, a set of homework problems, a short-answer response provided on a mid-term exam, selected multiple-choice questions from a quiz, etc. More than one learning outcome can be assessed by the same student work. The assignment/ exam/paper/etc. does not have to be made specifically for the purpose of this assessment. In fact, it is *preferable* that the student work be an assignment or test that is a normal part of the course.
2. **The sampling method to be used for the assessment**. If it is expected that there will be multiple sections of the course, you may choose to sample 20% of the sections of the course or 20% of the students in each section. This 20% should be at least 50 students. If the course is expected to have one section or a total of 50 students or less, you should collect work from all students.

**ADDITIONAL MATERIALS**

Please include:

* a representative **course syllabus** (including a clear indication that the course is a Volunteer Core course and course objectives that include the Volunteer Core student learning outcomes) and
* a sample of at least one **significant assignment** for the course.