# 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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**Global Citizenship – United States**

Courses in the U.S. Focus of the Global Citizenship category develop students’ appreciation of the variety and realities of the “American experience,” taking into consideration categories of difference, such as social class, disability, ethnicity, gender, human geography, language, race, religion, and sexual orientation. Courses will help students develop an understanding of the transnational, historical, and contemporary forces that affect American society in order to foster students’ awareness of their own identities and responsibilities in a deeply pluralistic nation and globally intertwined world.

Courses in this area are expected to produce the following **learning outcomes** for students:

1. Students will critically reflect on and exhibit knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on categories of difference.
2. Students will demonstrate an understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own.
3. Students will identify historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures.

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

***Questions:***

* + - 1. Answer both a and b for each learning outcome:

1. How does the course **meet each of the learning outcomes** for the appropriate category of the Volunteer Core requirement? **Note**: All Learning Outcomes must be met by every course.
2. 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 detailing how successful the students were in mastering each learning outcome. With that in mind, please be as specific as possible in your plan to measure each of the learning outcomes below.\* (You can refer to the Volunteer Core assessment document and rubrics on the [Volunteer Core website](https://ugcouncil.utk.edu/volunteer-core/).)

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| **Outcome 1:** Students will critically reflect on and exhibit knowledge of the histories, experiences, and/or contributions of different social and cultural groups in the United States, including those based on categories of difference. |
| 1. How does the course meet this learning outcome? |
| 1. What is the assessment plan\* for this Volunteer Core outcome? 2. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective. 3. Provide a description of how you will **obtain the sample of student work.** |

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| **Outcome 2:** Students will demonstrate an understanding of the ways that categories of difference have been socially constructed and affect the socioeconomic and cultural status of and opportunities for individuals and groups in the United States, including their own. |
| * 1. How does the course meet this learning outcome? |
| 1. What is the assessment plan\* for this Volunteer Core outcome? 2. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective. 3. Provide a description of how you will **obtain the sample of student work.** |

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| **Outcome 3:** Students will identify historical and/or contemporary relationships between the United States, including the indigenous peoples of North America, and other global societies and cultures. |
| 1. How does the course meet this learning outcome? |
| 1. What is the assessment plan for this Volunteer Core outcome? \* 2. Provide a **description of the (most likely one example of) student work** that will be used to assess this learning objective. 3. 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.

II. 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?

**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.