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 **GC2: Global Citizenship/Developing Global Citizens**

**Catamount Core Approval Supplemental Information Form**

Purpose and Intent: To provide supplemental information relevant to the review of proposed courses for designation as GC2 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):

**GC2: Developing Global Citizens**

GC2 courses develop skills necessary to participate effectively as a citizen in local communities and the world at large. To be effective and responsible members of a diverse and interconnected global community, students need to be able to communicate across cultural boundaries, to think deeply and creatively about shared responsibilities and injustices, and to collaboratively effect change. The courses in this pathway are therefore designed to impart at least one of the following core skills: language proficiency, ethical reasoning, and civic engagement.

**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 GC2 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 GC2 category provided above, as well as listing the specific GC2 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:
2. Clearly identify the specific GC2 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.
3. 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.

**GC2: Developing Global Citizens Course Approval Criteria:**

To be considered for meeting the GC2 pathway, a course must be at least three credits and emphasize material (lectures, videos, readings, activities) and significant student work (papers, exams, portfolios, etc.) that help students develop skills necessary to participate effectively as a citizen in local communities and the world at large. These skill sets can be in any of the following areas:

1. Civic engagement
2. Cross-cultural communication
3. Ethical reasoning and decision-making
4. Language proficiency

**Student Learning Outcomes:**

Courses in the GC2 pathway must be at least three credits and address and assess student achievement of **at least** **two** of the following learning outcomes:

* Students will be able to analyze community contexts and community assets and identify and evaluate options for civic and social engagement.
* Students will demonstrate the ability to engage within community contexts and structures to further civic and social action.
* Students will be able to connect and extend disciplinary knowledge to active community engagement.
* Students can understand different philosophical approaches to moral reasoning and apply abstract moral concepts or theories to concrete ethical problems, be they problems in personal ethics, vocational ethics, or social and political morality.
* Students can appreciate the moral complexity of difficult cases, understand how different approaches to moral reasoning yield different conclusions, and anticipate objections to their own perspectives drawn from other moral points of view.
* Students can demonstrate knowledge of a second language and an awareness of how language shapes culture.
* Students can demonstrate a complex understanding of cultural differences through verbal and nonverbal communication and can use this to broaden their perspectives on diverse ways of knowing and being.
* Students can recognize the influence of cultural norms, customs, and traditions on ways of knowing and/or being in the world and can use this understanding to inform their cross-cultural interactions.

In the chart below, provide information on which GC2 learning outcomes (at least 2) students will achieve, at what level, and outline related activities and course topics as well as how/where student learning will be assessed for the given outcome.

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| **GC2 Student Learning Outcomes (must meet at least 2)** | **Activities/Topics** | **Assessment** |
| Students will be able to analyze community contexts and community assets and identify and evaluate options for civic and social engagement. |  |  |
| Students will demonstrate the ability to build relationships within community contexts and structures to further civic and social action. |  |  |
| Students will be able to connect and extend disciplinary knowledge to active community engagement. |  |  |
| Students can understand different philosophical approaches to moral reasoning and apply abstract moral concepts or theories to concrete ethical problems, be they problems in personal ethics, vocational ethics, or social and political morality. |  |  |
| Students can appreciate the moral complexity of difficult cases, understand how different approaches to moral reasoning yield different conclusions, and anticipate objections to their own perspectives drawn from other moral points of view. |  |  |
| Students can demonstrate knowledge of a second language and an awareness of how language shapes culture.  |  |  |
| Students can demonstrate a complex understanding of cultural differences through verbal and nonverbal communication and can use this to broaden their perspectives on diverse ways of knowing and being. |  |  |
| Students can recognize the influence of cultural norms, customs, and traditions on ways of knowing and/or being in the world and can use this understanding to inform their cross-cultural interactions. |  |  |