USF Course Change Proposal – Global Citizens Project

This printable form is provided as a resource only for use when collaborating with colleagues or to view the fields required to submit a course proposal. To create a course proposal, login to the system is required.

Department and Contact Information

Institution

Department	College	Chartfield String

Proposer Name	Phone	Email

Current Course Information

Prefix	Number	Type
		Lab or Combined

Full Title

Abbreviated Title (30 characters maximum) (if full title is more than 30 characters, the abbreviated title will be used in Banner and Schedule Search)

Is the course title variable?	Yes or No
Are the credit hours variable?	Yes or No
Credit Hours (list min-max if variable)	

CIP Code (use CIP for the appropriate discipline, ex. Electrical Engineering CIP is 14.1001)

Course Description (255 characters maximum including spaces)

USF Course Change Proposal – Global Citizens Project

Section Type – Select One	Class Lecture, Directed Individual Study, Discussion, Graduate Dissertation, Graduate Thesis, Individual Performance, Internship, Laboratory, Medical Clinical Professional, Other, Supervised Research, Supervised Teaching

Grading Option	Continuing, Regular, S/U Only

How will the course be offered? On Campus or Online	If an online or partially online course, what percentage of instruction (interaction between student and instructors and among students) is delivered via the internet (when students and instructors are not in the same place)? 100% – Full Distance Learning, Less than 50% – Primarily Classroom, 50%-79% – Hybrid, 80%-99% – Primarily Distance Learning

Repeatability: Not Repeatable, Maximum Hours Repeatable, Number of Times Repeatable	Number:

Prerequisites:			
Prefix	Number	Level	Minimum Grade
		UG, GR, ND, PR	
		UG, GR, ND, PR	
		UG, GR, ND, PR	

Corequisites:	
Prefix	Number

Co-Prerequisites:			
Prefix	Number	Level	Minimum Grade
		UG, GR, ND, PR	

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		UG, GR, ND, PR	
		UG, GR, ND, PR	

New Course Information (leave unchanged fields **blank**)

New Prefix	New Number	New Type
		Lab or Combined

New Full Title

New Abbreviated Title (30 characters maximum) (if full title is more than 30 characters, the abbreviated title will be used in Banner and Schedule Search)

Is the course title variable?	Yes or No
Are the credit hours variable?	Yes or No
New Credit Hours (list min-max if variable)	

New CIP Code (use CIP for the appropriate discipline, ex. Electrical Engineering CIP is 14.1001)

New Course Description (255 characters maximum including spaces)

New Section Type – Select One	Class Lecture, Directed Individual Study, Discussion, Graduate Dissertation, Graduate Thesis, Individual Performance, Internship, Laboratory, Medical Clinical Professional, Other, Supervised Research, Supervised Teaching

New Grading Option	Continuing, Regular, S/U Only

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How will the course be offered? On Campus or Online	If an online or partially online course, what percentage of instruction (interaction between student and instructors and among students) is delivered via the internet (when students and instructors are not in the same place)? 100% – Full Distance Learning, Less than 50% – Primarily Classroom, 50%-79% – Hybrid, 80%-99% – Primarily Distance Learning

New Repeatability: Not Repeatable, Maximum Hours Repeatable, Number of Times Repeatable	Number:

New Prerequisites:			
Prefix	Number	Level	Minimum Grade
		UG, GR, ND, PR	
		UG, GR, ND, PR	
		UG, GR, ND, PR	

New Corequisites:	
Prefix	Number

New Co-Prerequisites:			
Prefix	Number	Level	Minimum Grade
		UG, GR, ND, PR	
		UG, GR, ND, PR	
		UG, GR, ND, PR	

Course Restrictions

Department	
Include, Exclude, No Restriction	

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Field of Study: Major/Program	
Include, Exclude, No Restriction	

Field of Study: Concentration	
Include, Exclude, No Restriction	

Field of Study: Minor	
Include, Exclude, No Restriction	

Class	
Include, Exclude, No Restriction	

Level	
Include, Exclude, No Restriction	

Degree	
Include, Exclude, No Restriction	

Campus	
Include, Exclude, No Restriction	

College	
Include, Exclude, No Restriction	

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Online Justification

In accordance with USF System Policy 10-065, this section is required for credit-bearing courses where **greater than 50% of the instruction (interaction between students and instructors and among students) is delivered via the internet**, and students and instructors are not in the same place.

You may skip this section if the proposed course is offered Primarily Classroom or if the percentage of instruction delivered via the internet is 50% or less.

1. How do the student learning outcomes of the proposed online course compare to the traditional delivery of the course, or an identified, comparable course?

2. How does the academically engaged time of students in the proposed online course compare to the traditional delivery of the course, or an identified, comparable course?

3. Indicate a methodology for assessing and reporting on the comparability of the student learning outcomes for the proposed online course and the traditional course, or a comparable traditional course.

4. Indicate a plan for use of assessment results as the basis for ongoing design of the proposed online course to ensure comparability with the traditional delivery of the course.

Justification

This section is critical since the Council members will make their decision based on the information provided here.

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A. Summary of change(s): Be specific. (Summarize all of the changes, i.e., change of objectives, course level, etc.)

B. State the reasons why the change is necessary and how it will improve the course or program.

C. Indicate where this course is in relation to other courses in the Program.

D. How will the change impact the enrollment for this course?

E. Does this change affect accreditation or certification?

F. Indicate how this course will strengthen the Program.

G. What specific area of knowledge is covered by this change that is not covered by courses currently listed?

H. What is the need or demand for this course?

I. What other academic majors, concentrations, minors, and/or certificates would this course serve?

J. What will be the effect of this change on the program and on the students?

K. If prerequisites are being added to this course, how will this impact time to degree?

L. Do you plan to drop a course if this change is made?

M. List minimum qualifications for the instructor, using the following SACS language: "Doctorate or master's degree in [fill in the teaching discipline] or master's degree with a concentration in [fill in the teaching discipline] (a minimum of 18 graduate semester hours in the teaching discipline)." For graduate courses, a minimum of a doctorate (terminal degree) is required.

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Other Course Information - Required for submission to the Statewide Course Numbering System. *Note: This should be the same information listed in the course syllabus.*

Course Objectives
Learning Outcomes
Major Topics
Textbooks and Other Resources (If the course does not use a textbook, please indicate why.)

Global Citizens Course Certification Criteria

The Global Citizens Project invites academic departments to certify non-FKL undergraduate courses as meeting the goals of the Global Citizens Project. Certified courses will receive the Global Citizens course attribute in Banner and can be used by students to fulfill partial requirements for the Global Citizen Awards.

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The Global Citizens certification criteria are designed to infuse the learning objectives of the Global Citizens Project (GCP) into the undergraduate curriculum, thereby providing students with opportunities to practice and apply global competencies.

For all courses certified as Global Citizens courses, it is expected that:
- the global components are significantly integrated into the course,
- the global course objectives and student learning outcomes are consistent across all sections of the course, regardless of instructor or mode of delivery,
- the academic department offering the proposed course will assess student learning in the context of the course using GCP assessment methods, upon request by the Global Citizens Project,
- all versions of the course syllabus identify the course as a Global Citizens course using the following statement, *"[insert course prefix and number] is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher)."*

Do you wish to certify this course for the Global Citizens Project? Yes or No

Certification Criteria

The Global Citizens Project (GCP) addresses six learning objectives: SELF-AWARENESS, WILLINGNESS, PRACTICE, KNOWLEDGE, ANALYSIS, and SYNTHESIS. For each GCP Objective, a list of specific behavioral indicators has been defined. (see the Global Citizens Project (GCP) Learning Flowchart under the Resources tab)

For a course to be certified as a Global Citizens course, the course objectives and content must incorporate at least two of the six GCP Objectives. The selected GCP Objectives should be represented in the syllabus as course objectives.

Course assignments and other activities must incorporate at least one behavioral indicator from each of the two (or more) GCP Objectives (that is, assignments should require students to perform the behavioral indicators). The selected behavioral indicators should be converted into student learning outcomes for the course by adding course-specific language explaining the context in which the behavioral indicator will be addressed. The course-specific segment can be a rewording of an existing course learning outcome or something new. The complete statement should then be included as a student learning outcome in the course syllabus.

For example, a course on environmental anthropology might incorporate the GCP Objective ANALYSIS (ability to analyze global and cultural interrelationships and interdependencies across place and time) into course objectives and content. Course assignments and other activities might then require students to compare and contrast the impact of historical and geopolitical processes on cultural systems (a GCP behavioral indicator). This behavioral indicator is converted into a student learning outcome that 1) copies the language of the behavioral indicator, and 2) adds course-specific language explaining the context in which the behavioral indicator will be addressed. In this case, the course-specific segment (underlined below) is a rewording of an existing learning outcome for the course.

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Upon successful completion of this course, students will be able to compare and contrast the impact of historical and geopolitical processes on cultural systems <u>by considering the social, political, and economic impact of environmental problems on select cultural systems</u>.

This complete statement is then included as a student learning outcome in the course syllabus.

<p align="center">**GCP OBJECTIVES** (blue on GCP Learning Flowchart)</p>

Please indicate which <u>GCP Objectives</u> are incorporated into the proposed course. (Select at least two.) The selected GCP Objectives should be included in the syllabus as course objectives.

☐ **Self-Awareness**: Self-awareness with regard to values, beliefs, attitudes, and behaviors

☐ **Willingness**: Willingness to make individual choices that reflect concern for others

☐ **Practice**: Ability to put into action professed values, beliefs, and attitudes that express concern for others

☐ **Knowledge**: Knowledge of global and cultural systems and issues

☐ **Analysis**: Ability to analyze global and cultural interrelationships and interdependencies across place and time

☐ **Synthesis**: Ability to develop and/or apply context-appropriate actions to address global and cultural issues or situations

<p align="center">**GCP BEHAVIORAL INDICATORS** (green on GCP Learning Flowchart)</p>

For each GCP Objective selected above, please indicate, by checking the box(es) in the list below, which <u>GCP behavioral indicator(s)</u> is incorporated into course assignments and other activities. (Select at least one behavioral indicator per GCP Objective.) Then convert the GCP behavioral indicator into a student learning outcome for the course by adding course-specific language explaining the context in which the behavioral indicator will be addressed. The complete statement should be included as a student learning outcome in the course syllabus.

Self-Awareness: *Self-awareness with regard to values, beliefs, attitudes, and behaviors*

Upon successful completion of this course, students will be able to:

    ☐ define personal values and beliefs
    _____
    _____.

    ☐ explore how one's worldview is shaped by personal values, identity, cultural rules, and biases
    _____
    _____.

    ☐ evaluate congruency between values and actions
    _____

_____.

☐ recognize differences in people's values, beliefs, attitudes, and behaviors

_____
_____.

☐ recognize common human experiences

_____
_____.

Give specific examples of course or classroom activities (e.g., readings, discussions, experiences, assignments, etc.) that will provide students with opportunities to practice and/or apply the desired knowledge and skills. (700 character limit)

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Willingness: *Willingness to make individual choices that reflect concern for others*

Upon successful completion of this course, students will be able to:

☐ participate in community service that strengthens communities and improves lives

_____
_____.

☐ participate in research that strengthens communities and improves lives

_____
_____.

☐ participate in a study abroad program that strengthens communities and improves lives

_____
_____.

Give specific examples of course or classroom activities (e.g., readings, discussions, experiences, assignments, etc.) that will provide students with opportunities to practice and/or apply the desired knowledge and skills. (700 character limit)

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Practice: *Ability to put into action professed values, beliefs, and attitudes that express concern for others*

Upon successful completion of this course, students will be able to:

☐ evaluate the impact of individual choices on local and global communities

_____

_____.

☐ actively communicate to prevent or resolve conflict

_____

_____.

☐ use appropriate language and communication methods that consider others' points of view
   and respect differences

_____

_____.

☐ develop relationships with others from different cultural backgrounds

_____

_____.

Give <u>specific</u> examples of course or classroom activities (e.g., readings, discussions, experiences, assignments, etc.) that will provide students with opportunities to practice and/or apply the desired knowledge and skills. (700 character limit)

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Knowledge: *Knowledge of global and cultural systems and issues*

Upon successful completion of this course, students will be able to:

☐ identify and describe major global issues

_____

_____.

☐ describe multiple dimensions of global/cultural systems

_____

_____.

☐ recognize that cultural systems experience historical and geopolitical processes differently

_____

_____.

☐ recognize that global issues and systems are experienced differently at local scales

_____

_____.

Give <u>specific</u> examples of course or classroom activities (e.g., readings, discussions, experiences, assignments, etc.) that will provide students with opportunities to practice and/or apply the desired knowledge and skills. (700 character limit)

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Analysis: *Ability to analyze global and cultural interrelationships and interdependencies across place and time*

Upon successful completion of this course, students will be able to:

☐ analyze cultures as complex systems shaped by relations of power and interdependence
_____
_____.

☐ analyze global issues and challenges, their histories, and impacts
_____
_____.

☐ compare and contrast the impact of historical and geopolitical processes on cultural systems
_____
_____.

☐ compare and contrast how global issues and systems are experienced at different scales
_____
_____.

Give <u>specific</u> examples of course or classroom activities (e.g., readings, discussions, experiences, assignments, etc.) that will provide students with opportunities to practice and/or apply the desired knowledge and skills. (700 character limit)

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Synthesis: *Ability to develop and/or apply context-appropriate actions to address global and cultural issues or situations*

Upon successful completion of this course, students will be able to:

☐ synthesize different types and sources of information to assess global/cultural issues or situations
_____
_____.

☐ incorporate multiple perspectives into decision making when addressing global/cultural issues or situations
_____
_____.

☐ assess local and/or global impacts of planned actions when addressing global/cultural issues or situations

_____

_____.

☐ weigh options/planned actions and/or formulate possible solutions when addressing global/cultural issues or situations

_____

_____.

☐ communicate ideas and information to diverse audiences

_____

_____.

Give <u>specific</u> examples of course or classroom activities (e.g., readings, discussions, experiences, assignments, etc.) that will provide students with opportunities to practice and/or apply the desired knowledge and skills. (700 character limit)

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What is the expected Level of Instruction in relation to the global learning outcomes?

☐ **Introduced**: *Students are not expected to be familiar with the global knowledge, skills, and/or competencies addressed in the course.*

☐ **Reinforced**: *Students are expected to possess a foundation in the global knowledge, skills, and/or competencies addressed in the course, i.e., course activities build on previous knowledge, skills, and/or competencies.*

☐ **Advanced**: *Students are expected to possess a strong foundation in the global knowledge, skills, and/or competencies addressed in the course, i.e., course activities build on global knowledge, skills, and/or competencies in multiple contexts and levels of complexity.*

GLOBAL CITIZENS ASSIGNMENT

Every section of every course certified as a Global Citizens course must have a graded, problem-based assignment(s) that requires students to perform the student learning outcomes defined above. The assignment(s) must be labeled Global Citizens Assignment in the syllabus. Please describe a representative problem-based assignment and explain how it requires students to perform the student learning outcomes defined above for this course. (2000 character limit)

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Please upload assignment instructions and requirements that will be provided to students in the Additional Supporting Documents section of this form.

The Global Citizens Project is using the United Nations Sustainable Development Goals as one way to identify the global nature of the various experiences USF offers students. Does the course address any of the following issues identified as priorities by the UN? (Refer to UN Sustainable Development Goals under the Resources tab for detailed information on each goal.)

☐ Yes. Please indicate which issue(s) by checking the appropriate box(es) below.
☐ No

☐ No Poverty
☐ Zero Hunger
☐ Good Health and Well-being
☐ Quality Education
☐ Gender Equality
☐ Clean Water and Sanitation
☐ Affordable and Clean Energy
☐ Decent Work and Economic Growth
☐ Industry, Innovation, and Infrastructure
☐ Reduce Inequalities
☐ Sustainable Cities and Communities
☐ Responsible Consumption and Production
☐ Climate Action
☐ Life Below Water
☐ Life on Land
☐ Peace, Justice, and Strong Institutions
☐ Partnerships for the Goals

If not, what global issue(s) does the course address?

<div style="border:1px solid black; height:150px;"></div>

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The Global Citizens Project is also using UN-defined regions of the world (see link under Resources tab) as a way to identify the global nature of the various experiences USF offers students. Does the course focus on any of the following regions?

☐ Yes. Please indicate which region(s) by checking the appropriate box(es) below.
☐ No. Please explain.

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☐ **Africa**

       ☐ Eastern Africa
       ☐ Middle Africa
       ☐ Northern Africa
       ☐ Southern Africa
       ☐ Western Africa

☐ **Latin America and the Caribbean**
       ☐ Caribbean
       ☐ Central America
       ☐ South America

☐ **Northern America**

☐ **Asia**
       ☐ Central Asia
       ☐ Eastern Asia
       ☐ Southern Asia
       ☐ South-Eastern Asia
       ☐ Western Asia

☐ **Europe**
       ☐ Eastern Europe
       ☐ Northern Europe
       ☐ Southern Europe
       ☐ Western Europe

☐ **Oceania**
       ☐ Australia and New Zealand

☐ Melanesia
☐ Micronesia
☐ Polynesia

Narrative: Please provide a brief justification, with examples, that global components are significantly integrated into the course. (1400 character limit)

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CONSISTENCY COMMITMENT

Please confer with your department chair and then check the box below.

☐ The department chair or director certifies that the course objectives and student learning outcomes of the course will be consistent across all sections taught, regardless of instructor or mode of delivery. Upon certification of the course, a PDF version of this proposal will be sent to the department chair or director with the expectation that it will be shared with current and future instructors of the course.

Please explain the departmental plan for ensuring consistency across all sections. (800 character limit)

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ASSESSMENT COMMITMENT

Please confer with your department chair and then check the box below.

☐ The department chair or director certifies that the academic unit offering this course commits to assessing student learning in the context of the proposed course, upon request by the General Education Council and/or the Global Citizens Project.

USF Course Change Proposal – Global Citizens Project

<u>Syllabus Guidelines</u>

All syllabi should follow the USF System syllabus guidelines found under the Resources tab.

Syllabi for courses that have been certified as a Global Citizens course should also include the following statement:

"[insert course prefix and number] is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher)."