This form is updated periodically. Please be sure you are using the **latest** version of this form, which may be downloaded from:

<https://www.usg.edu/strategic_academic_initiatives/assets/strategic_academic_initiatives/committee_docs/documents/InstitutionalCourseProposalForm.docx> This form was last updated on 12/28/2023.

**Core Curriculum Course Proposal Form – Core IMPACTS**

**Proposing institutions and reviewing bodies should review the following before completing their sections of this form.**

Requests for courses to be added to Core IMPACTS:

* Is the course at the collegiate level?
* Is the course broadly focused?
* Is the discipline of the course appropriately specified?
* Does the numbering of the course reflect the appropriate level (freshman, sophomore . . .)?
* Do the course prefix, numbering, title, and description conform with the USG list of Common Course Prefixes, Numbers, Titles, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 (<https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions>)

Rules for inclusion in Core IMPACTS:

* See the Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F (<https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af>)
* See the Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F (<https://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af>)

**Note:**  The Board of Regents approved the Core IMPACTS Core Curriculum on October 4, 2023. Revisions to the Academic and Student Affairs Handbook have been widely shared, but not yet published. References to sections of the Academic and Student Affairs Handbook will be updated when the updates are published in the Handbook.

There are 3 parts to this form:

* [Part 1](#part1) is to be filled out by the **Institution** proposing the course.
* [Part 2](#part2) is to be filled out by the Regents’ Academic Advisory Committee (**RAC)** reviewing the course.
* [Part 3](#part4) is to be filled out by the **Council on General Education**.

**Part 1. To be filled out by the institution proposing the course.**

|  |
| --- |
| **Note:**  This form and all ancillary information should be filled out in Word and saved as a single document using the following file-naming convention:UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber for example **GCSUPSYC1101.docx**You will then fill out some very brief information and upload the entire document to the USG website at<https://www.usg.edu/strategic_academic_initiatives/committees/course_proposal_form>**Please do not delete any pages of this document.** |

1.  **Institution:**

1. **This is a proposal for** (mark one box below):

|  |  |
| --- | --- |
|  | **Change in an already-approved course only, no change in Core IMPACTS area.** Mark this box if you are making a change in a course that is already approved for a Core IMPACTS area at your institution. Provide information in the boxes below on the current course, the revised course, and the rationale for the change. |
|  | Course change information |
|  | **From:**  |
|  | **To:**  |
|  | **Rationale:**  |
|  | Placement of a course into a Core IMPACTS area. |

1. **Course Subject** (e.g., philosophy):
2. **Course Prefix and Number** (e.g., PSYC 1101):
3. **Course Title** as it appears (or will appear) in the catalog:

|  |
| --- |
|  |

1. **Lecture Hours – Laboratory Hours\* – Credit Hours** (e.g., 3-0-3):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |

\* In determining credit hours, 2 – 3 laboratory hours are usually equivalent to one credit hour. So a course with a 2 hour lab would be 3-2-4; a course with a 3 hour lab would be 3-3-4.

1. **Provide a catalog description of the course** in the box below:

|  |
| --- |
|  |

1. **Course Prerequisites:**

|  |
| --- |
| **Learning Support Prerequisites or Corequisites:** Please select the most appropriate Learning Support prerequisite or corequisite statement. Check only one. |
|  | None |
|  | Corequisite: Learning Support English unless exempted. |
|  | Exit or exemption from Learning Support English. |
|  | Corequisite: Learning Support Mathematics unless exempted. |
|  | Exit or exemption from Learning Support Mathematics. |
|  | Exit or exemption from both Learning Support English and Learning Support Mathematics. |
|  | Other (explain): |
| **Collegiate Courses that will be Prerequisites and/or Corequisites for this course** (enter “none” if not applicable): |
|  |

1. **Requests for Exceptions to the Prerequisite Rules**

The Academic and Student Affairs Handbook, section [2.4.7](https://www.usg.edu/academic_affairs_handbook/section2/C738/#p2.4.7_prerequisites_and_exceptions) states that:

Courses in one Core IMPACTS area may be prerequisites for other courses in that area.

No course in one Core IMPACTS area may be a prerequisite for a course in any other Core IMPACTS area without the approval of the Council on General Education.

Are you requesting that a course in another Core IMPACTS area be a prerequisite to the course proposed here? **(*Courses that are required of all students at your institution do not count here.*)**

|  |  |
| --- | --- |
|  | Yes |
|  | No |

Please provide the rationale for your request.

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1. **Common Course Prefixes, Numbers, Titles, and Descriptions**

Does this course use a common course prefix and number as listed in the **Academic and Student Affairs Handbook, Section 2.4.10**? (Please review the list of common course prefixes, numbers, and descriptions at <https://www.usg.edu/academic_affairs_handbook/section2/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions>).

|  |  |
| --- | --- |
|  | Yes |
|  | No |

**If you responded “no,”** is a common course prefix and number available for this course?

|  |  |
| --- | --- |
|  | Yes |
|  | No |

If you responded “no” that you are **not using a common course prefix and number** and “yes” that **a common course prefix and number are available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

|  |
| --- |
|  |

1. **Core IMPACTS area(s) for Proposed Course**

**What are the Core IMPACTS area(s) as well as the associated Learning Outcome(s) and** [**Career-Ready Competencies**](https://www.usg.edu/strategic_academic_initiatives/assets/strategic_academic_initiatives/committee_docs/documents/CRCs.pdf) **for the proposed course? If requesting that a course be placed in more than on Core IMPACTS area, all applicable areas must be marked.**

|  |
| --- |
|  |
|  | Institutional Priority (Institution)**SLO:** Students will demonstrate the ability to think critically and solve problems related to academic priorities at their institution.**CRCs:** Critical Thinking / Teamwork / Time Management  |
|  | Mathematics & Quantitative Skills (Mathematics)**SLO:** Students will apply mathematical and computational knowledge to interpret, evaluate, and communicate quantitative information using verbal, numerical, graphical, or symbolic forms. **CRCs:** Information Literacy / Inquiry and Analysis / Problem-Solving |
|  | Political Science & U.S. History (Citizenship)**SLO:** Students will demonstrate knowledge of the history of the United States, the history of Georgia, and the provisions and principles of the United States Constitution and the Constitution of Georgia. [All parts of this Learning Outcome must be met to complete the Citizenship area. At some institutions this will require successful completion of two courses; at other institutions the Learning Outcome may be met by successful completion of a single course.]CRCs: Critical Thinking / Intercultural Competence / Persuasion |
|  | Arts, Humanities & Ethics (Humanities)**SLO:** Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts. **CRCs:** Ethical Reasoning / Information Literacy / Intercultural Competency |
|  | Communicating in Writing (Writing)**SLOs:** * Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
* Students will appropriately acknowledge the use of materials from original sources.
* Students will adapt their written communications to purpose and audience.
* Students will analyze and draw informed inferences from written texts.

**CRCs:** Critical Thinking / Information Literacy / Persuasion |
|  | Technology, Mathematics & Sciences (STEM)**SLO:** Students will use the scientific method and laboratory procedures or mathematical and computational methods to analyze data, solve problems, and explain natural phenomena. **CRCs:** Inquiry and Analysis / Problem-Solving / Teamwork |
|  | Social Sciences (Social Sciences)**SLO:** Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change. **CRCs:** Intercultural Competence / Perspective-Taking / Persuasion |

**How will this course satisfy the Learning Outcome(s) for this area**? (If the course is proposed for more than one area, provide a separate explanation of how the course will meet the Learning Outcome(s) for each area.)

|  |
| --- |
|  |

**How might instructors in sections of this course help students develop the three Career-Ready Competencies?** (If the course is proposed for more than one area, provide a separate explanation of how the instructors might help students develop the three Career-Ready Competencies for *each* area.)

|  |
| --- |
|  |

1. **General Course Information**

The information provided below should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor. Please do NOT attach a complete syllabus.

**Please provide *course* student learning outcomes.**

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| --- |
|  |

**Please provide a topical outline demonstrating the breath and depth of the proposed course. Please be as comprehensive as possible within the limits of an outline.**

|  |
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|  |

**Please provide examples of instructional strategies and engagement activities that will be implemented to achieve course learning outcomes.**

|  |
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|  |

**Please provide examples of possible course materials (e.g., textbooks, OERs) for the course.**

|  |
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1. **General Education and Core IMPACTS Course Assessment**

**How will you assess whether students taking this proposed course meet the approved Core IMPACTS Learning Outcome(s)?** (If the course is proposed for more than one area, provide a separate explanation of how you will assess the Learning Outcome(s) for each area.)

|  |
| --- |
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**How will the *course* level assessment described above contribute to your institutional process for assessing general education student learning outcomes?**

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| --- |
|  |

1. **Course approval by institution**

List each step of the approval process at your institution and provide the **dates** on which your proposal was approved by each body or at each level. **By submitting this proposal you are affirming that this proposal has already received all appropriate approvals at your institution and that the proposal is being submitted with the knowledge and final approval of the Provost/VPAA at your institution, who should be listed on one of the lines below.**

|  |  |
| --- | --- |
| **Date** | **Level or approving body** |
|  |  |
|  |  |
|  |  |
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|  |  |

1. **Previous Versions of this Proposal**

**Have any proposals for this course previously been submitted by your institution to the Council on General Education?**

|  |  |
| --- | --- |
|  | Yes |
|  | No |

If yes, please indicate the date or dates (for repeat submissions) as best you can.

|  |
| --- |
|  |

What actions were taken on your previous submission(s)?

|  |  |
| --- | --- |
|  | Approved |
|  | Denied |
|  | Withdrawn |
|  | Tabled |

If a previous proposal was tabled or withdrawn, please explain.

|  |
| --- |
|  |

How have you changed this proposal since the last time you submitted a proposal for this course?

|  |
| --- |
|  |

1. **Appropriate Academic Committee to Review this Proposal**

Please recommend the most appropriate Regents’ Academic Advisory Committee (RAC) to review this proposal.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Anthropology |  |  | Foreign Languages |
|  | Arts and Sciences Deans |  |  | Geological Sciences and Geography |
|  | Biological Sciences |  |  | Georgia Film Academy Film Production |
|  | Business Administration, Management, & Economics |  |  | History |
|  | Chemistry |  |  | Humanities |
|  | Communication |  |  | Kinesiology |
|  | Computing Disciplines |  |  | Mathematical Subjects |
|  | Criminal Justice |  |  | Nursing |
|  | Data Science |  |  | Philosophy & Religion |
|  | Educator Preparation |  |  | Physics & Astronomy |
|  | English |  |  | Political Science |
|  | Environmental Science |  |  | Psychology |
|  | Family and Consumer Services |  |  | Social Work |
|  | Fine and Applied Arts |  |  | Sociology |

1. **Please provide the following contact information for the person submitting the proposal. This should be either the Provost/VPAA or someone designated by the Provost/VPAA:**

|  |  |
| --- | --- |
| **Name of Person Submitting Proposal:** |  |
| **Email Address:** |  |
| **Phone Number:** |  |
| **Mailing Address:** |  |

**Part 2. To be filled out by the Chair of the Regents’ Academic Advisory Committee (RAC)**

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| --- |
| This part of the form should be completed by the Regents’ Academic Advisory Committee Chair after the course has been reviewed by the appropriate Regents’ Academic Advisory Committee (RAC).Upon completion of the form, please resave the form and send as an attachment to: Barbara.Brown@usg.edu**Please do not delete any pages of this document.** |

|  |
| --- |
| **Course Prefix, Number, & Title:** **Institution:**   |

1. Date the review by the Regents’ Academic Advisory Committee (RAC) was completed:

|  |
| --- |
|  |

1. Did the RAC **approve** this proposal?

|  |  |
| --- | --- |
|  | Yes |
|  | No |

1. Please enter the RAC review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook, sections [2.4.4](https://www.usg.edu/academic_affairs_handbook/section2/C738/#p2.4.4_details_regarding_areas_af) and [2.4.5](https://www.usg.edu/academic_affairs_handbook/section2/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af). (See [beginning](#beginning) of this form (before Part 1) for summary of criteria and links.)

|  |
| --- |
| Insert RAC review here. Box will expand as needed. |

1. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

|  |
| --- |
|  |
|  | Institutional Priority (Institution) |
|  | Mathematics & Quantitative Skills (Mathematics) |
|  | Political Science & U.S. History (Citizenship) |
|  | Arts, Humanities & Ethics (Humanities) |
|  | Communicating in Writing (Writing) |
|  | Technology, Mathematics & Sciences (STEM) |
|  | Social Sciences (Social Sciences) |

**Exceptions to the Prerequisite Rules**

The Academic and Student Affairs Handbook, section [2.4.7](https://www.usg.edu/academic_affairs_handbook/section2/C738/#p2.4.7_prerequisites_and_exceptions) states that:

Courses in one Area (A-E) may be prerequisites for other courses in that area.

No course in one Core IMPACTS area may be a prerequisite for a course in any other Core IMPACTS area without the approval of the Council on General Education.

Did the institution apply for an exception to the general prerequisite rules?

|  |  |
| --- | --- |
|  | Yes |
|  | No |

If yes, did the advisory committee **support the requested** exceptions to the prerequisite rules?

|  |  |
| --- | --- |
|  | Yes |
|  | No |

Please provide contact information for the Chair of the Regents’ Academic Advisory Committee.

|  |  |
| --- | --- |
| **Academic Committee:** |  |
| **Chair name:** |  |
| **Chair institution:** |  |
| **Chair daytime phone number:** |  |
| **Chair email Address:** |  |

**Part 3. To be filled out by the System Liaison for the Council on General Education.**

|  |
| --- |
| **Course Prefix, Number, & Title:** **Institution:**   |

1. Date the review by the Council on General Education was conducted:

|  |
| --- |
|  |

1. What action did the Council on General Education take with respect to this proposal?

|  |  |
| --- | --- |
|  | Approved |
|  | Denied |
|  | Withdrawn |
|  | Tabled |

1. Please enter any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See [beginning](#beginning) of this form for summary of criteria and links.)

|  |
| --- |
| Insert text here. Box will expand as needed. |

1. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

|  |
| --- |
|  |
|  | Institutional Priority (Institution) |
|  | Mathematics & Quantitative Skills (Mathematics) |
|  | Political Science & U.S. History (Citizenship) |
|  | Arts, Humanities & Ethics (Humanities) |
|  | Communicating in Writing (Writing) |
|  | Technology, Mathematics & Sciences (STEM) |
|  | Social Sciences (Social Sciences) |

1. Please provide contact information for the System Liaison to the Council on General Education.

|  |  |
| --- | --- |
| **Liaison name:** | Melanie Largin |
| **Liaison daytime phone number:** | 404-962-3107 |
| **Liaison email Address:** | Melanie.largin@usg.edu |