

University of Tennessee, Knoxville
Office of the Provost
Call for Proposals, 7-week Online Global Citizenship courses

Introduction

The Office of the Provost, through its Teaching & Learning Innovation unit (TLI) and the Office of Online Learning and Academic Programs (OLAP), invites instructor proposals for the development of **7-week, online, asynchronous courses** designed to fulfill the Global Citizenship requirement of [Volunteer Core, the university's new General Education curriculum](#). These courses may carry 1, 1.5, 2, or 3 hours of credit, and are intended to be offered in the second session of major semesters (Fall and Spring). Course content may be specially designed to take advantage of the 7-week format to address "special or variable topics," provided such content meets the specified outcomes of either the [Global Citizenship United States](#) or [Global Citizenship International](#) Volunteer Core categories.

Motivation

Each semester, more than 2,000 undergraduate students elect to withdraw from a course after the add/drop period ends. While students who begin the semester enrolled in 15 or more credits are typically able to drop a 3-credit course without negatively impacting their financial aid, those students enrolled in 14 or fewer credits face the possibility of dropping below full-time status, and as such losing aid. Providing a suite of courses that can be picked up in the second half of a semester provides opportunities for students to recover full-time status and maintain their financial aid standing. New financial aid regulations will require these courses to meet students' degree requirements, including requirements of the Volunteer Core general education curriculum.

During a typical Fall semester, more than 600 students who begin the semester with 14 or fewer credits withdraw from a 3-credit course. As a consequence, there is likely to be a healthy demand for these 7-week second-session courses.

Strategic Considerations

This call specifically asks instructors to develop 7-week, online, asynchronous, Global Citizenship courses to support this student success strategy. The rationale for each of these components is as follows:

7-week: To provide an opportunity for students to elect to enroll mid-semester, based on adjustments to their schedule made in the first seven weeks. In recognition of the shortened instructional time, courses proposed for this initiative may be 1, 1.5, or 2 credits, in recognition that the pace of a 3-credit 7-week course may be challenging for

students and instructors to manage. This will also give faculty and departments more flexibility in constructing their teaching schedules.

Online & Asynchronous: Online, asynchronous courses provide maximum scheduling flexibility for instructors, students, and the institution as a whole. Online courses do not require classroom space, while asynchronous courses ensure that there are no scheduling conflicts with a student's existing schedule. This allows for better impact with a smaller subset of courses.

Global Citizenship Volunteer Core course: The new Global Citizenship category for Volunteer Core was chosen as it provides substantial flexibility for specialized courses in a wide variety of disciplines to be designed to meet the necessary learning outcomes. The Volunteer Core curriculum requires all students to enroll in 6 credits of Expanded Perspectives Electives, and these 7-week Global Citizenship courses can be applied toward this 6-credit requirement.

Resources for Instructors

Instructors can receive support for course development and delivery from the Global Citizenship Subcommittees of the General Education Committee, from TLI, and from OLAP.

Pre-Program Support

Prior to submitting a full course application, faculty members interested in developing a new course can meet with either Global Citizenship (GC) subcommittee to discuss their potential course offering and its viability to receive GC approval. The evaluation rubric used by the Global Citizenship International subcommittee is attached to this call for proposals to help instructors understand how their proposed course will be evaluated. Once a course has been approved as a Global Citizenship course, TLI and OLAP will be available for consultation support regarding pedagogical best practices as the faculty member prepares to develop the course and offer it for the first time.

During the Course Offering

TLI and OLAP will be available for any teaching and learning needs during the initial offering of the approved course.

After the Course is Offered

Upon completion of the course offering, TLI and OLAP can help with retooling the course, rethinking course assignments, classroom assessment, and other needs related to course updates and improvement.

Instructor Compensation

To compensate an instructor for the effort required to develop and design a new course, instructors will receive a one-time stipend of **\$2,500**, paid during the semester in which the course is first taught.

How to Apply

Attached to this call is a brief application for instructors to provide information about their proposed course. As discussed earlier, the Global Citizenship subcommittees, TLI, and OLAP can provide assistance in crafting proposals.

Because participation in this initiative will affect an instructor's teaching assignment, applications must be endorsed by the instructor's department head or school director and by the instructor's college office. Note that instructors are asked to commit to offering the 7-week class in at least three semesters during academic years 2022-23 through 2024-25. Based on the teaching needs of an instructor's unit, a unit may want to allow an instructor to substitute two 1.5-credit courses for a single 3-credit course in the instructor's annual workload.

Completed applications will include:

- Completed CFP Application
- Completed Agreement form including signatures of Instructor, Department Head/School Director, and Dean (or designee)

Note: New courses (no existing course number) proposed as part of this initiative **must still be formally approved by the respective Volunteer Core subcommittee (Global Citizenship US or Global Citizenship International) and the Undergraduate Council Curriculum Committee prior to their first offering**. More information on the requirements for approval can be found at the [Volunteer Core webpage](#).

The Office of the Provost aims to develop ten courses under this initiative. Review of proposals will begin on October 25th and will be ongoing. Please submit completed applications to Josh Steele at jsteele@utk.edu.

Please direct questions to Josh Steele at jsteele@utk.edu, or (865) 974-5577.

Global Citizenship – International (GCI): Course Proposal Evaluation Rubric				
		Strong	Needs Some Work	Weak
1a. Meeting Learning Outcome #1: Students will exhibit knowledge of the histories, experiences, religions, languages, and/or other specific cultural products of social, ethnic, and cultural groups outside of the United States.		Specifies explicitly which of histories, experiences, religions, languages, and/or other specific cultural products the course covers.	Implies, but does not state clearly, which of histories, experiences, religions, languages, and/or other specific cultural products the course covers.	Does not state which of histories, experiences, religions, languages, and/or other specific cultural products the course covers.
		Specifies explicitly which group(s) outside the United States the course covers.	Implies, but does not state clearly, which group(s) outside the United States the course covers.	Does not state which group(s) outside the United States the course covers.
2a. Meeting Learning Outcome #2: Students will demonstrate understanding of appropriate thematic and course-related vocabulary, or intermediate-level competency in a language other than English.	content courses	Specifies explicitly which kind(s) of thematic and course-related vocabulary students will learn (e.g., terminology related to Chinese history or African religions).	Implies, but does not state clearly, which kind(s) of thematic and course-related vocabulary students will learn (e.g., states that students will learn relevant vocabulary).	Does not indicate which kind(s) of thematic and course-related vocabulary students will learn.
	fourth-semester language courses	or specifies in which language, other than English, students will achieve intermediate-level competency (e.g., Russian).	or does not state clearly in which language, other than English, students will achieve intermediate-level competency.	or includes no information on the language in which students will achieve intermediate-level competency.
3a. Meeting Learning Outcome #3: Students will demonstrate an ability to critically compare and reflect¹ on different social and cultural perspectives.		Specifies explicitly which different social and cultural perspectives students will critically compare and reflect on.	Implies, but does not state clearly, which different social and cultural perspectives students will critically compare and reflect on.	Does not indicate which different social and cultural perspectives students will critically compare and reflect on.
		Specifies how students engage in critical comparison and reflection (see note on critical comparison and reflection).	Does not state clearly how students engage in critical comparison and reflection (e.g., may describe students engaging in cultural appreciation, but not critical comparison).	Includes no information about how students engage in critical comparison and reflection.
1b, 2b, 3b: Learning Outcome Assessment		Identifies <u>how many</u> of <u>which</u> student work (i.e., which assignment/exam) will be used for assessing learning outcomes #1-3. May also indicate department plan for who will perform assessment.	Gives an overly broad account of how learning outcomes #1-3 will be assessed (e.g., lists all coursework that meets the learning outcome, doesn't specify how many students' work will be used).	Does not indicate how learning outcomes #1-3 will be assessed.
Syllabus		Incorporates each learning outcome clearly. Assignments correspond to assignments described in GCI proposal.	Incorporates 1-2 learning outcomes clearly, but 1-2 are not clear. Assignments do not completely correspond to the assignments described in GCI proposal.	Does not incorporate any learning outcomes, and there is no overlap between assignments on the syllabus and assignments described in the proposal.
Sample Assignment		It is clear how it could be used to assess at least one of the learning outcomes.	Appears to have some connection to at least one learning outcome, but this connection should be clearer.	Has no apparent connection to any learning outcome.

¹ Critical comparison and reflection are not cultural appreciation, affirmation, or denunciation. Here, “critically” refers to the act of creating distance (i.e., critical distance) between oneself and one’s object of study. Critical comparison and reflection involve both a) identifying similarities and differences between different social and cultural perspectives, which may explicitly or implicitly include one’s own social and cultural perspectives; and b) analyzing the implications of those similarities and differences.