

Mason Core Category: Global Contexts Proposal Worksheet

General Overview

The goal of the Global Contexts (GC) core requirement is to enable students to explore global contexts through a disciplinary lens and to understand how global systems have created both interdependence and inequalities that engaged citizens must understand in order to work toward an equitable and sustainable future.

Required: One 3 credit course

Please keep in mind:

- Mason Core Committee members are a cross-section of the University. Please avoid discipline specific terminology and provide as much context as possible to facilitate the review process. Fully explain any terms that are unique to your area.
- As a part of the Mason Core on-going assessment process, you will be asked to regularly submit assignments that directly link to the category learning outcomes. Student work samples will be requested as well.

Required Documentation

- Syllabus with statement that this course meets the Global Contexts Mason Core requirement with a list of the category learning outcomes
- Completed proposal worksheet (this form)
- Example assignments (as needed to support proposal)
- Example assessments (as needed to support proposal)

Learning Outcomes:

Upon completing a Global Contexts course, students will be able to:

1. Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality.
2. Use a disciplinary lens to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts.
3. Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.

Rationale

Please provide a succinct rationale (no *more* than 500 words) for why this course should be considered for the Mason Core. Why does this course add to the available catalog of Mason Core courses? Global Contexts courses can take a depth approach (examination of one particular region or society) and/or a breadth approach (comparative examination of different regions or societies), but the justification must clearly articulate what approach to Global Contexts the course takes and how it fulfills the Mason Core GC learning outcomes.

Assignment Map

For each learning outcome, fully describe the assignment, clearly explain how the assignment meets the learning outcome, and discuss how the assignment will be assessed to provide evidence the learning outcome was met. If you are using an exam, test or quiz to assess learning, please include the questions. An assignment may meet more than one learning outcome. All outcomes must be met.

Outcome	Assignment	Explanation	Assessment
1. Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality.			
2. Use a disciplinary lens to demonstrate knowledge of how at least one nation and/or culture participates in or is affected by global contexts.			
3. Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems.			

Faculty Contact

It is very useful to have a faculty member who is familiar with the course attend the Mason Core Committee meeting in which the course is discussed. Please list at least one faculty member who will attend and answer questions.

Name	Email Address

Course Management Plan

Please describe your course management plan. This may need to be completed in consultation with your curriculum coordinator or department chair.

1. Please provide who will continue as the primary contact and/or administrator for this course going forward.

Name	Email Address

2. Please provide the person in your unit who is responsible for coordinating your curriculum.

Name	Email Address

3. How will your department ensure new instructors are aligning their assignments with Mason Core outcomes?
4. What professional development will you provide to new instructors in preparation for teaching the course?
5. Student evaluations of teaching (SETs) scores sometimes suffer when course content is difficult, or a new pedagogy is implemented. In recognition of this, how will your academic unit provide support for faculty who are teaching a challenging course?

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Resources

Which of the following resources have you already consulted to help you understand the learning outcomes for the course you're proposing?

- [Mason Core Website](#) descriptions of outcomes
- Prior courses approved for this Mason Core category
- Consultation with Mason Core committee member
- Mason Core [Faculty Resources](#)
- [Proposal Workshop](#)
- [Additional Stearns Center Workshops](#)
- Other (please specify)
- None of these