



New Course Proposal Guidelines

Our course catalog grows each year, and we are eager to add courses that align with our mission to offer learning experiences where students seek real-world applications of course topics. We receive far more proposals than we are able to accept each year, and to help us make these tough decisions, we ask submitters to keep certain ideas and guidelines in mind. We are open to proposals in all fields and disciplines, but we have particular interest in courses in the below fields:

- Business and Finance
- Data Analysis/Visualization
- Interdisciplinary, Experiential Coursework
- Physical Sciences and Engineering

Guiding Principles:

Global Online Academy students become global citizens and modern learners in an environment where curiosity drives learning. All GOA courses develop the below core competencies in students:

1. Collaborate with peers who are not sitting with them on campus.
2. Communicate and empathize with people living in areas of the world that are culturally different from their own.
3. Leverage their curiosity to curate and create content that is relevant to real-world issues.
4. Reflect on and take responsibility for their learning and that of others in an open forum.
5. Organize their time and tasks to become independent learners.
6. Interpret assignments and express themselves using a variety of learning tools.

Guidelines for Proposal Submission:

- Please submit a sample course description (~200 words) that captures the goals and outcomes of the course as well as a sense of major units of study.
- In addition, please submit a description of a key assessment (~100 words) that gives us an idea of the kind of work students will be doing and what skills they will gain in this course.

Sample:

Global Health:

What makes people sick? What social and political factors lead to the health disparities we see both within our own community and on a global scale? What are the biggest challenges in global health and how might they be met? Additionally, diseases and bacteria have felled great leaders, entire societies, devastated cities, and transformed politics and economics. Using an interdisciplinary approach to address these three questions, this course aims to improve students' health literacy through an examination of the most significant public-health challenges facing today's global population. Topics addressed will be the biology of infectious disease (specifically HIV and Malaria); the statistics and quantitative measures associated with health issues; the social determinants of health; and the role of organizations (public and private) in shaping the landscape of global health policy. Students will use illness as a lens through which to examine critically such social issues as poverty, gender, and race. Student work will include analytical and creative writing; research, and peer collaboration; reading and discussions of nonfiction; and online presentations.

Key Assessment: *In this assignment students will work to categorize several factors (i.e. a person's diet, race, weight, income, alcohol/cigarette consumption, geography, marital status, religion, etc) into groups based on some common attribute (i.e. genetics vs. personal life choice). Students will have an opportunity to graphically analyze specific factors to support or disprove their claims (i.e. graphical analysis of marital status vs. life expectancy). In the graphical analysis we will use a program call [Gapminder](#). This program will utilize collected statistical data to show causal, simply coincidentally related, or not related at all. This continuation of the health factors grouping assignment is to highlight the importance of analyzing graphical relationships to determine causal vs. correlated data.*