.Fall 2024 Gen Ed: Human Expression (Current SU Course)

Course with Import Required

# General Catalog Information

**NOTE: Use this proposal to make a change to an existing course's General Education designation. *Non-substantive* changes to the course title, description, or**

**course content can also be made if necessary.**

**If it is found at any point during the approval process that substantive changes are being made to the course, the proposal will be routed to the Undergraduate Curriculum Committee after the Dean's approval before it can be considered for General Education.**

\*\* Read before you begin \*\*

In order to meet the standard for SU’s Human Expression general education requirement, the course must meet the Code of Maryland Regulations (COMAR) standard of “One course in arts and humanities.”

1. **FILL IN** all required fields marked with an \*. You will not be able to launch the proposal without completing required fields. For all other fields, fill in only those for which a c hang e is being requested. Writing in N/A is not necessary.
2. **LAUNCH** proposal by clicking "Validate and Launch Approval Process" in the top left corner. Once you have launched this proposal, you will have a chance to edit the proposal before APPROVING it and sending it along in the approval process.
3. **APPROVE** proposal. Once you have made final edits after launching, you must approve the proposal to send it along to the next person in the approval process. The proposal will appear in your task list under the "My Proposals" tab, and you may easily view its progress at any time.

**CURRICULUM DEADLINES**

**March 1, 2023** - Submission Deadline for Fall 2024 Human Expression Courses

**Mid-December, 2023** - Proposal must be approved by the final committee in the workflow – the General Education Oversight Committee (GEOC) – by their last meeting in December 2023 to be implemented by fall 2024.

**First Date of Offering:** General Education designation changes will go into effect for the fall 2024 term.

**ADVISORY SUBCOMMITTEE'S NOTE**

Salisbury University’s General Education model contains two categories for humanities courses: Human Expression (t his form) and Humanity in Context. **A single course cannot be submitted to both**; you must choose one or the other. Please consult the definitions and examples to help you choose which category is most appropriate for your course.

**Definitions and Subcommittee Elaborations:**

**Human Expression** - “Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience.” HE describes the analysis of the ideas, works of literature/art, or performances of humans, treating **cultural production and mode of expression** as the primary object of study. In other words, the focus is on what humans create, not how they live or what they do. Courses that focus primarily on the lived experiences of humans should be proposed to HC. Hypothetical "Borderline" Courses: Art Appreciation, Children’s Literature, Shakespeare’s Tragedies, Francophone Poetry, The Samurai in Film, Digital Humanities: The Novel.

**Humanity** **in Context** - “Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience.” HC describes the analysis of humanity in its **lived experiences and historical or cultural contexts**. In other words, the focus is on what humans do and how they live,

rather than what they create. Courses that focus primarily on the ideas, cultural production, or performance of humans rather than lived experiences should be proposed to HE. Hypothetical "Borderline" Courses: Medieval Art History, Childhood in the 19th Century, Shakespeare’s England, French Culture and Food, Myths and Reality of the Samurai, Digital Humanities: The Silk Road.

**Requesting Department\***

*IDIS and PACE courses should show Fulton School, and HONR courses should show Honors College. \*If the appropriate Requesting Department doesn't appear, please contact Melissa Boog or Jennifer Ellis in the Office of Academic Affairs before moving forward.*

**Course Type\***

**Course Prefix Course Number**

**Course Title**

**Course Title for GullNet (Limited to 30 Characters)**

*\*Required if part of the Course Change is changing the original title.*

**Course Description**

**# of Credits\***

**Hours Per Week**

**If # of credit exceeds hours per week, the** [**Course Credit Rationale**](https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/curriculum.aspx) **form must be included.**

**Staffing and Cost Implications\***

*Discuss Staffing Implications and Additional Costs*

**Prerequisites**

**Corequisites**

**Major Prerequisites**

**Non-Major Prerequisites**

**Pre or Corequisites**

**Major Pre or Corequisites**

**Non-Major Pre or Corequisites**

**Recommended Prerequisites**

**Recommended Pre or Corequisites**

**May Not Receive Credit**

*List any courses for which students who take this course cannot earn credit. (Ex. If a course is renumbered, students may not earn credit for the prior numbered course and the new numbered course. OR If another course is so similar to this, students may not earn credit for both.)*

**Cross-Listed**

**Graduate Swing Equivalent**

**Activity Codes\***

*Please choose the activity code that best fits your course. Note: If the activity code is not being impacted by this change please use the previous designated activity code.*

**Met General Education Prior to Fall 2024**

**The rubric that will be used to evaluate this proposal can be found in MyClasses in the *General Education Revision: Ongoing Work* course under GEOC Standing Rules – Faculty Senate Approved Spring 2022 and Fall 2022.**

**Rationale - Rationale must include sound justification as to why this course meets the requirements for the Human Expression requirement.**

*Explain how the course makes learning interesting, relevant, and opens to a wide range of student backgrounds and describe how Human Expression is the lens (pedagogical method/approach) for how your course explores this content.*

**PART I: STUDENT LEARNING OUTCOMES**

Each Student Learning Outcome (SLO) assigned to the Human Expression requirement is listed below. For each, speak to how you will teach to and assess the individual SLO, referencing any attached materials (syllabi, assignment prompts, example activity directions, etc.). If more information regarding the SLO is needed, details can be found in Appendix C of the online catalog.

**#1 KNOWLEDGE OF THE HUMAN EXPERIENCE**

Students will be able to:

* Describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
* Describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
* Recognize common questions/concerns humans confront
* Recognize diverse strategies for resolving those concerns

**How will students demonstrate that they have achieved the KNOWLEDGE OF THE HUMAN EXPERIENCE Student Learning Outcome (Check all that apply.):**

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the KNOWLEDGE OF THE HUMAN EXPERIENCE Student Learning Outcome and explain how (200-500 words)?**

**Students will be able to describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual).** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities Course Assessment**

**Students will be able to describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual).** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assignments\***

**Students will be able to recognize common questions/concerns humans confront.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities Course Assessments**

**Students will be able to recognize diverse strategies for resolving those concerns.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities Course Assessments**

**Attached**

Attached are detailed assessment tools, materials, and/or reports related to the KNOWLEDGE OF THE HUMAN EXPERIENCE Student Learning Outcome.

**#2 INTELLECTUAL CURIOSITY**

Students will be able to:

* Demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions
* Formulate questions that support sustained inquiry, research, and/or creative production
* Foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives
* Reflect critically on one’s own course of study

**How will students demonstrate that they have achieved the INTELLECTUAL CURIOSITY Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the INTELLECTUAL CURIOSITY Student Learning Outcome and explain how (200-500 words)?**

**Students will be able to demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities\* Course Assessments\***

**Students will be able to formulate questions that support sustained inquiry, research, and/or creative production.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Students will be able to foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities Course Assessments**

**Students will be able to reflect critically on one’s own course of study.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities Course Assessments**

**Attached**

Attached are detailed assessment tools, materials, and/or reports related to the INTELLECTUAL CURIOSITY Student Learning Outcome.

**#3 ETHICAL REASONING**

Students will be able to:

* Critically reflect on their own core beliefs and values
* Recognize ethical issues and their social context in a variety of settings
* Evaluate different perspectives on ethical issues, guided by ethical principles and theories
* Develop their own ethical outlook that is supported with cogent reasons

**How will students demonstrate that they have achieved the ETHICAL REASONING Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Included in the description below)

**In paragraph form, describe the activities and assessments that will help your students achieve the ETHICAL REASONING Student Learning Outcome and explain how (200-500 words)?**

**Students will be able to critically reflect on their own core beliefs and values.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities \* Course Assessments \***

**Students will be able to recognize ethical issues and their social context in a variety of settings.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Students will be able to evaluate different perspectives on ethical issues, guided by ethical principles and theories.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities Course Assessments**

**Students will be able to develop their own ethical outlook that is supported with cogent reasons** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities Course Assessments**

**Attached**

Attached are detailed assessment tools, materials, and/or reports related to the ETHICAL REASONING Student Learning Outcome.

## IMPACT REPORT

**Impacted Curriculum:** Indicate all current majors, programs, tracks, minors and/or courses for which this course change impacts the curriculum.

**Run an Impact Report: Click the ‘run impact report’ icon in the top left corner, choose the 2023-2024 Undergraduate & Graduate Catalog, click generate report, and paste the results in the field below.**

**If the report pulls no results, place 'N/A' in the field below.**

Changes to prefix, number and/or title will occur throughout the catalog/curriculum without further approval processes.

**Note**: Changes beyond course prefix, number and/or title require Change to Minor Proposals and/or Change to Major, Program or Track Proposals if the course is a

r equirement. Those proposals should be initiated by the department that houses the major or minor. Please communicate with the Department Chair of the need for additional proposals.

**Impact Report Results\***

## Attachments and Acknowledgments

**Attached**

A detailed course syllabus that includes the Course SLOs, the General Education Designation, the General Education SLOs, a course schedule, course goals, grading, and assessment.

At least two sample assignments.

If updates to this course will have an impact on another department, attach your communication with the department chair.

**Acknowledge**

I understand that this course is subject to institution-wide general education assessment.