.Fall 2024 Gen Ed: Social Issues (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 Social Issues general education requirement, the course must meet the Code of Maryland Regulations (COMAR) standard of “One course in social and behavioral sciences.”

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 Social Issues 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 social and behavioral science courses: Social Configurations and Social Issues (this form). **A single course cannot be submitted to both**; you must choose one or the other. Please consult the definitions to help you choose which category is most appropriate for your course.

 **Social Config** **urations** - Quantitative and/or qualitative analysis of human behavior and/or socities.

 **Social Issues** - Applied social science, with an emphasis on understanding and solving problems in the social or behavioral sciences.

**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**

**Will this impact a teacher education course / program?**

Yes No

**Will this impact a secondary education or P12 course / program?**

Yes No

**# 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 Code\***

*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 Approval Spring 2022 and Fall 2022.**

**PART I: CATEGORY DESCRIPTION -** Applied social science, with an emphasis on understanding and solving problems in the social or behavioral sciences.

**PART II: STUDENT LEARNING OUTCOMES**

Each Student Learning Outcome (SLO) assigned to the Social Issues 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.

Descriptions/Examples of Course Activities Course activities encompass all varieties of delivery of course content including but not limited to: lecture (topics/subtopics covered), reading/video list (citations), simulation (instructions/description), structured experiences (instructions/description).

* Applicants are encouraged to provide examples and/or descriptions that clearly reflect specific elements of the category description or SLO.

Descriptions/Examples of Course Assessments Course assessments encompass all ways students are held accountable for course content including but not limited to: tests/exams/quizzes, formal and informal writing, presentations/speeches/oral reports.

* Applicants should identify various assignments and other assessments used to assess student achievement of relevant specific elements of the category description or SLOs.
* Example rubrics, assignment instructions and other relevant documents may be attached with the syllabus.

**#1 KNOWLEDGE OF THE HUMAN EXPERIENCE:** Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the 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)

**Students will be able to describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritua**l 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 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 Assessments \***

**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**

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

**#2 QUANTITATIVE REASONING:** Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).

**How will students demonstrate that they have achieved the QUANTITATIVE 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)

**Students will be able to Interpret models and/or solve quantitative problems from different contexts with real-world relevance.** 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 create reasonable arguments supported by quantitative evidence.** 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 communicate reasonable arguments supported by quantitative evidence in effective formats** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

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

**Attached**

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

**#3 EMERGING AND ENDURING GLOBAL ISSUES:** Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world’s most pressing and enduring issues collaboratively and equitably.

**How will students demonstrate that they have achieved the EMERGING AND ENDURING GLOBAL ISSUES 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)

**Students will be able to demonstrate attentiveness to diversity (across the spectrum of difference with respect to those issues).** 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 explicate how their actions affect global and/or local communities.** 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 collaborate to address pressing and enduring issues equitably.** 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 consider and discuss emerging and/or enduring issues.** Track the activities and assessments related to this specific component of the SLO, referencing any attached materials.

**Course Activities Course Assessments**

**Attached**

Optional: Attached are detailed assessment tools, materials, and/or reports related to the EMERGING AND ENDURING GLOBAL ISSUES Student Learning Outcome.

**#3 ETHICAL REASONING:** Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.

**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.

**Course Activities Course Assessments**

**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**

Optional: 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.

## Attachments and Acknowledgments

**Confirm\***

Click here to confirm that a rationale, syllabus, and request for a resource analysis has been sent to your Library Liaison.

**Attached**

A detailed course syllabus that includes the Course SLOs, the General Education Designation, the General Education SLOs.

No more than two sample assignments if needed or desired by submitter.

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.