

Social Configurations: Social and Behavioral Science Course 1 of 2

General Education Model Description:

COMAR 1 of 2 social and behavioral sciences courses	Social Configurations: Quantitative and/or qualitative analysis of human behavior and/or societies.
	1 course, 3-4 credits
	EC: <i>Understanding the Human World</i> , FK: <i>Knowledge of Human Experience</i> , PSCRs: <i>Emerging and Enduring Global Issues</i> , <i>Intercultural Competence</i>

Required SLOs by Student Learning Goal:

Essential Competencies

- *Understanding the Human World:* Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time.

Foundational Knowledge

- *Knowledge of 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.

Personal, Social and Cultural Responsibilities

- *Emerging & 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.
- *Intercultural Competence:* Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.

Social Configurations Course Proposal Form with room for Reviewer Feedback

Applicant Instructions

- Include a complete syllabus with relevant sections highlighted and annotated to show how the course meets the course description and provides students with opportunities to achieve associated SLOs.
- For the Category Description and each of the Required SLOs, use the cells in the grids below to:
 - Describe what and how relevant course activities address elements of the SLO or Category Description; provide examples of rubrics or other criteria used to assess student demonstration/achievement of those elements.
 - Provide at least one example of assessment for each SLO; connections to the SLO must be clearly identified.

Gen Ed Category Description: Social Configurations – Quantitative and/or qualitative analysis of human behavior and/or societies.

Category Description – Proposals must include clear evidence that STUDENTS are doing analysis that contributes to the course grade:

	Course Activities	Course Assessments
student <i>analysis</i> of human behavior and/or societies		

Reviewer feedback on improving evidence that the course meets General Education Program course description:

SLO 1: Understanding the Human World (Essential Competency SLG)

- Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity’s change over time.

Proposals must include clear evidence in all rows.

	Course Activities	Course Assessments
explore humanity’s change over time		
apply method(s) of interpretation for understanding the human world		
evaluate human experience through narratives and context		

Reviewer feedback on improving evidence that the course offers students opportunities to achieve the SLO of Understanding the Human World:

SLO 2: Knowledge of Human Experience (Foundational Knowledge SLG)

- 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.

Proposals must include clear evidence in all rows; any combination of one or more items in parentheses in the first 2 rows is acceptable.

	Course Activities	Course Assessments
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		

Reviewer feedback on ways to improve evidence of Knowledge of Human Experience:

SLO 3: Emerging & Enduring Issues (Personal, Social and Cultural Responsibilities SLG)

- 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.

Proposals must include clear evidence in all rows.

	Course Activities	Course Assessments
demonstrate attentiveness to diversity (across the spectrum of difference with respect to those issues)		
explicate how their actions affect global and/or local communities		
collaborate to address pressing and enduring issues equitably		
consider and discuss emerging and/or enduring issues		

Reviewer feedback on ways to improve evidence of Emerging & Enduring Issues:

SLO 4: Intercultural Competence (Personal, Social and Cultural Responsibilities SLG)

- Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.

Proposals must include clear evidence in all rows.

	Course Activities	Course Assessments
demonstrate knowledge of effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.		
demonstrate self-awareness of effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.		
demonstrate behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.		

Reviewer feedback on ways to improve evidence of Intercultural Competence:

--