

Social Issues: Social and Behavioral Science Course 2 of 2

General Education Model Description:

COMAR 2 of 2 social and behavioral sciences courses ● <i>In different content area than 1 of 2</i>	Social Issues: Applied social science, with an emphasis on understanding and solving problems in the social or behavioral sciences.
	1 course, 3-4 credits
	ECs: <i>Quantitative Reasoning</i> , FK: <i>Knowledge of Human Experience</i> , PSCR: <i>Emerging and Enduring Global Issues, Ethical Reasoning</i>

Required SLOs by Student Learning Goal:

Essential Competencies

- *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).

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.
- *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.

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

Category Description – Proposals must include clear evidence in at least two of the rows.

	Course Activities	Course Assessments
demonstrate understanding of problems in the social or behavioral sciences		
demonstrate problem solving strategies relevant to problems in the social or behavioral sciences		
demonstrate appropriate application of basic social science skills/practices		

Reviewer feedback on ways to improve evidence that the course meets the description:

SLO 1: Quantitative Reasoning (Essential Competencies SLG)

- *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).

Proposals must include clear evidence in all rows.

	Course Activities	Course Assessments
interpret models and/or solve quantitative problems from different contexts with real-world relevance		
create reasonable arguments supported by quantitative evidence		
communicate reasonable arguments supported by quantitative evidence		

Reviewer feedback on ways to improve evidence of Quantitative Reasoning:

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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:

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SLO 4: Ethical Reasoning (Personal, Social and Cultural Responsibilities SLG)* As social scientists, we recognize the ways in which our disciplines challenge, and compare values across a range of contexts without using the word ‘ethics’.

- 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.

Proposals must include clear evidence in all rows

	Course Activities	Course Assessments
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 support with cogent reasons		

Reviewer feedback on ways to improve evidence of Ethical Reasoning:

