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| **Course Submitted**  **(Subject/Number/Title)** |  |
| **Submitted By**  **(Name/Department)** |  |
| **Department/Unit Oversight Note** | It is the responsibility of the department or unit (1) to keep a copy of this finalized worksheet together with the approved sample syllabus and/or syllabus template and (2) to pass along all relevant documents to additional instructors who will teach the course in the future.  ☐Check here if you, as an instructor within a department or unit, understand and have confirmed that your supervisor is aware of this Core request stated above. |

| **Dignity, Ethics, and a Just Society** | | | **Core Requirement** |
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| **Core component title** | Varies | | |
| **Minimum credit hours** | attributed course | | |
| **Core-specific pre- and co-requisites / requirements** | None | | |
| **Core component summary** | Courses that satisfy the Dignity, Ethics, and a Just Society requirement ask students to apply concepts of human dignity, well-being, equity, and justice to critically evaluate social systems; envision changes that promote dignity and justice; and assess the moral implications of their analysis for their own actions and vocation. | | |
| **Notes** | * The key concepts of human dignity, well-being, and justice are intended to gloss three broad, multifaceted dimensions that have relevance for social evaluation; moreover, the use of the key concepts is not meant to preclude the use of additional concepts. * Courses with this attribute may include a range of justice-oriented courses in a variety of disciplines, including professional and applied ethics courses (e.g., health care ethics, computer ethics) * Any course in the University Core or in a major program of study is eligible to be approved as carrying this attribute **except for: Ignite Seminar; Cura Personalis 1, 2, and 3; Eloquentia Perfecta 1; Eloquentia Perfecta 2** | | |

**All courses approved to count for University Core requirements must include both course-level and Core-level student learning outcomes on their syllabi. Please follow this link for mandatory syllabus material to be incorporated into your syllabus:**

[**Mandatory Syllabus Material for University Core Courses/Experiences**](https://drive.google.com/file/d/16YzB1_oxK_kaq479ljUVmT2v4tzzPJPP/view)

The Saint Louis University Core is an academic program intentionally structured to facilitate student achievement of both holistic and component-level student learning outcomes (SLOs). [SLU’s Course Syllabus Policy](https://www.slu.edu/provost/policies/academic-and-course/policy-course-syllabus.pdf) requires that learning outcomes appear on all syllabi. Below, you will find a table with the University Core and Core Component SLOs indicated. Please copy the boilerplate below and insert it into the syllabus you upload to CourseLeaf for review by the University Undergraduate Core Committee (UUCC).

\*\*Please note: If this course meets more than one Core Component Area requirement, please modify accordingly

**Equity and Global Identities: Dignity, Ethics, and a Just Society**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU’s institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](https://www.slu.edu/core/faculty-resources/core-student-learning-outcomes.php) (SLOs).

| **Equity and Global Identities: Dignity, Ethics, and a Just Society** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below: |
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| **University Core Student Learning Outcomes**  The Core SLO(s) that this component is intentionally designed to advance are: |
| SLO 1: Examine their actions and vocations in dialogue with the Catholic, Jesuit tradition |
| SLO 3: Assess evidence and draw reasoned conclusions |
| SLO 7: Evaluate the extent to which social systems influence equity and reflect innate human dignity |

| Additionally, the Core Component-level Student Learning Outcomes are listed below: |
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| **Component-level Student Learning Outcomes**  Students who complete this course will be able to: |
| * Analyze the cultural-institutional conditions and causes of just and unjust social systems using such concepts as social location, relationships, power, privilege, and vulnerability |
| * Apply such ethical concepts as human dignity, equity, well-being justice, and the common good to critically evaluate both existing social systems and proposals for social change |
| * Envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity, justice, and the dignity of the human person |

| **Core Component Learning Outcomes** | |  |
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| ***Below, you will find listed the 3 course-level student learning outcomes associated with this Core component area.*** | ***In the space provided, please provide short answers to the questions in the boxes. Please include examples of readings, assignments, and/or activities that demonstrate how this course is designed to facilitate student achievement of these outcomes. NOTE: If you choose to describe oral presentations, be aware that if they do not have a written or recorded component they cannot serve as assessment artifacts.*** | |
| * Students will be able to analyze the cultural-institutional conditions and causes of just and unjust social systems using such concepts as social location, relationships, power, privilege, and vulnerability   ☐ Check here if submitting UUCC requested revisions | What conceptual frameworks and methods will your students use to analyze and critically evaluate social systems from the point of view of social justice? | |
| * Students will be able to apply such ethical concepts as human dignity, equity, well-being justice, and the common good to critically evaluate both existing social systems and proposals for social change   ☐ Check here if submitting UUCC requested revisions | How will your students reflect on the ways in which their lives and perspectives are affected by the ethical implications of the course content? | |
| * Students will be able to envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity, justice, and the dignity of the human person   ☐ Check here if submitting UUCC requested revisions | How will your students envision strategies to promote equity, justice, and human dignity in order to facilitate social change? | |

| **Core SLO(s) (**[**Click here for more information on Core SLO’s**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view)**)** | |  |
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| ***This course/experience is part of an integrated university-wide Core curriculum designed to facilitate student achievement of SLU’s nine University Core SLOs. Below, you will find listed the 3 University Core-level student learning outcomes associated with this Core component area.*** | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how this course is designed to facilitate student achievement of these outcomes at the levels indicated in parentheses. NOTE: If you choose to describe oral presentations, be aware that if they do not have a written or recorded component they cannot serve as assessment artifacts.*** | |
| **SLO 1: Students will be able to examine their actions and vocations in dialogue with the Catholic, Jesuit tradition (Develop)**  ☐Check here if submitting UUCC  requested revisions | How familiar are your students with the Jesuit mission of service and how might they exhibit their understanding of these concepts in this class? | |
| **SLO 3: Students will be able to assess evidence and draw reasoned conclusions (Develop)**  ☐Check here if submitting UUCC  requested revisions | What methods and concepts will your students use to assess evidence and draw conclusions? | |
| **SLO 7: Students will be able to evaluate the extent to which social systems influence equity and reflect innate human dignity (Introduce, Develop, Achieve)**  ☐ Check here if submitting UUCC  requested revisions | In what ways will your students evaluate the influence of social systems on issues of human dignity, justice and equity? | |