|  | |
| --- | --- |
| **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. |

| **Ways of Thinking: Social and Behavioral Sciences** | | | **Core Requirement** |
| --- | --- | --- | --- |
|  | |  | |
| **Core component title** | Varies | | |
| **Minimum credit hours** | 3 | | |
| **Core-specific pre- and co-requisites / requirements** | N/A | | |
| **Core component summary** | Courses that satisfy the Social and Behavioral Sciences requirement develop students’ ability to systematically study society, culture, individuals, institutions, and/or communication. In these courses, students are asked to consider the diversity of social, political, and civic life. Students will be given the tools to draw reasoned conclusions about the complexity of real-world challenges experienced by individuals or groups, locally, nationally, and / or globally. | | |
| **Notes** | * Courses that fulfill this requirement develop students’ ability to engage in the methods of interpretation central but not limited to social and behavioral sciences, linguistics, many interdisciplinary fields, and professional programs such as Social Work and Education * Courses that meet the learning outcomes and essential criteria for this component may be submitted from any department or program | | |

**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/1NFi-z5WefyHy9gH57x9EcsQaxG4b_qU3/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

**Ways of Thinking: Social and Behavioral Sciences**

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).

| **Ways of Thinking: Social and Behavioral Sciences** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below: |
| --- |
| **University Core Student Learning Outcomes**  The Core SLO(s) that this component is intentionally designed to advance are: |
| SLO 2: Integrate knowledge from multiple disciplines to address complex questions |
| SLO 3: Assess evidence and draw reasoned conclusions |

| Additionally, the Core Component-level Student Learning Outcomes are listed below: |
| --- |
| **Component-level Student Learning Outcomes**  Students who complete this course will be able to: |
| * Understand a range of social or behavioral theories and principles |
| * Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes |
| * Describe competing paradigms of knowledge (from the dominant discipline or field) |
| * Draw reasoned conclusions through the use of evidence and theories |
| * Apply social and behavioral knowledge to better understand contemporary issues and challenges |

| **Core Component Learning Outcomes** | |  |
| --- | --- | --- |
| **Below, you will find listed the 5 course-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.*** | |
| * Students will be able to understand a range of social or behavioral theories and principles   ☐Check here if submitting UUCC requested revisions | How will you ensure that this course teaches students about—and requires students to engage in—the different ways of thinking through which scholars’ study social and/ or behavioral data and phenomena? | |
| * Students will be able to use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes   ☐Check here if submitting UUCC requested revisions |  | |
| * Students will be able to describe competing paradigms of knowledge (from the dominant discipline or field)   ☐Check here if submitting UUCC requested revisions | How will this course require students to engage in competing paradigms of knowledge (qualitative, quantitative, theories, etc.)? | |
| * Students will be able to draw reasoned conclusions through the use of evidence and theories   ☐Check here if submitting UUCC requested revisions | How will this course require students to develop qualitative or quantitative reasoning skills to evaluate evidence and draw reasoned conclusions?  How will this course require students to develop qualitative or quantitative interpretive claims related to social and behavioral ways of thinking? | |
| * Students will be able to apply social and behavioral knowledge to better understand contemporary issues and challenges   ☐Check here if submitting UUCC requested revisions |  | |

| **Core SLO(s) (**[**Click here for more information on Core SLO’s**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view?usp=sharing)**)** | |  |
| --- | --- | --- |
| **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 2 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 2 outcomes at the levels indicated in parentheses.*** | |
| **SLO 2: Students will be able to integrate knowledge from multiple disciplines to address complex questions (Develop)**  ☐Check here if submitting UUCC requested revisions |  | |
| **SLO 3: Students will be able to assess evidence and draw reasoned conclusions (Develop)**  ☐Check here if submitting UUCC requested revisions |  | |