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| **Course Submitted**  **(Subject/Number)** |  |
| **Submitted by** |  |

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| **Ways of Thinking: Social and Behavioral Sciences** | | | **Core Requirement** |
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| **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://sites.google.com/slu.edu/university-core-pilot/instructor-resources/mandatory-core-syllabus-boilerplate?authuser=1)

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| **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 your course is designed to facilitate student achievement of these outcomes.*** | |
| 1. Students will be able to understand a range of social or behavioral theories and principles   Check here if submitting UUCC requested revisions |  | |
| 1. 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 |  | |
| 1. Students will be able to describe competing paradigms of knowledge (from the dominant discipline or field)   Check here if submitting UUCC requested revisions |  | |
| 1. Students will be able to draw reasoned conclusions through the use of evidence and theories   Check here if submitting UUCC requested revisions |  | |
| 1. Students will be able to apply social and behavioral knowledge to better understand contemporary issues and challenges   Check here if submitting UUCC requested revisions |  | |

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| **Course Essential Criteria** | |  |
| **Below, you will find listed the 4 Essential Criteria for this Core component.** | ***In the fields below, please note these Essential Criteria (what all instructors must do/teach/assign/require to ensure the integrity of each section University-wide) and in the spaces provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course will incorporate these Essential Criteria.*** | |
| 1. Courses will teach students about—and require students to engage in—the different ways of thinking through which scholars’ study social and/ or behavioral data and phenomena   Check here if submitting UUCC requested revisions |  | |
| 1. Courses will require students to engage in competing paradigms of knowledge (qualitative, quantitative, theories, etc.)   Check here if submitting UUCC requested revisions |  | |
| 1. Courses will require students to develop qualitative or quantitative reasoning skills to evaluate evidence and draw reasoned conclusions   Check here if submitting UUCC requested revisions |  | |
| 1. Courses will require students to develop qualitative or quantitative interpretive claims related to social and behavioral ways thinking   Check here if submitting UUCC requested revisions |  | |

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| **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 your course is designed to facilitate student achievement of these 2 outcomes at the levels indicated.*** | |
| **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 |  | |