

Application for Approval as University Studies Explorations Course

Strand F – Social Science

Course Number _____ Course Title _____

Name(s) of Proposer(s) _____

In what term/year will this course first be offered? _____

Instructional Delivery Method (check one): Classroom Hybrid Online All

The purpose of this application form is to allow the University Studies Committee to determine whether the proposed course meets the criteria for an Explorations course appropriate to this University Studies strand, and to understand how the course will align with TracDat levels of instruction (Introduce, Teach and Assess, Refine and Apply – see hints embedded with checkboxes below).

Strand Description: F – Social Sciences

Understand fundamental concepts of social science and the interconnections among social institutions, values, individuals, and groups. SOU defines Social Science as those disciplines that examine how individuals, groups, institutions, and societies behave and interact with one another and their environments. They provide students with the tools to analyze social, political, or economic institutions (such as families, communities, or governments), and to examine society issues and problems at individual, cultural, national, or global levels.

Course Requirements

At least one goal must be a primary focus of the class, with all proficiencies clearly present in the assignments and design of the course. Addressed goals introduce students to proficiencies but receive less emphasis.

Please indicate which goals and proficiencies are primary and which are addressed. For each goal or proficiency, briefly explain what students will do to demonstrate understanding or mastery. Proficiencies should be developed through course assignments to optimize students' appreciation for the social sciences and their role in human experience.

Please also indicate the TracDat level of instruction for each goal.

Strand Goals and Proficiencies

Goal 1. Understand connections between individuals and social, economic, and/or political institutions. Proficiencies - Students will be able to:

- Identify impact of social, economic, and/or political institutions on individuals.
- Analyze social, economic, and/or political institutions, using discipline-based contexts or approaches.

Emphasis on Goal 1 (check one): Primary Addressed

Level of Instruction for Goal 1 (check one): Introduce Teach & Assess Refine & Apply

List and briefly describe or explain the assignments that will be used to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

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Goal 2. Understand the interactions of and the relationships between natural and social environments and resources. Proficiencies - Students will be able to:

- Analyze reciprocal influences among political, economic, and/or social developments.
- Identify and evaluate the impact of one's own actions in a societal context.

Emphasis on Goal 2 (check one): Primary Addressed

Level of Instruction for Goal 2 (check one): Introduce Teach & Assess Refine & Apply
List and briefly describe or explain the assignments that the instructor will use to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

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Goal 3. Apply social science perspectives to past and contemporary issues. Proficiencies - Students will be able to:

- Analyze and evaluate past episodes using discipline-based methodologies.
- Analyze and evaluate contemporary issues and problems from social, economic, and/or political perspectives.

Emphasis on Goal 3 (check one): Primary Addressed

Level of Instruction for Goal 3 (check one): Introduce Teach & Assess Refine & Apply

List and briefly describe or explain the assignments that the instructor will use to assess students' proficiency for each part of the goal. Please include one example assignment in full, either by pasting it into the text box below or by attaching hard copy. If appropriate, the same example assignment may be used for more than one goal.

Building on Foundational Strands

Because Explorations Strands build on the skills and knowledge developed in the Foundational Strands, it is important that students continue to have opportunities to develop these areas. Briefly describe specific assignments or classroom activities that will allow students to hone their skills in each Foundational Strand.

Foundational Strand A - Communication. Students will be able to communicate effectively in various ways: written, oral, and visual.

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Foundational Strand B - Critical Thinking. Students will be able to use appropriate modes of inquiry, including identifying and framing problems, investigating and supplying evidence, and conceptualizing.

Foundational Strand C - Information Literacy. Students will be able to access and use information resources effectively and ethically.

Foundational Strand D - Quantitative Reasoning. Students will be able to effectively formulate and use mathematical models and procedures to address abstract and applied problems.

Condensed Syllabus

A condensed version of the syllabus should contain the following elements. Specific class schedule and similar details are not required, but may be included if you wish.

- Course description (same as catalog copy or longer, as needed)
- Learning objectives of the course
- Required texts or other media
- Other – please add any other relevant materials needed to explain the goals and teaching methods of this course to the University Studies Committee.

Please attach a condensed syllabus.

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Complete Syllabus

Please attach a complete course syllabus, as it will be provided to the students.

Signatures

Instructor

Date

Reviewed and approval signatures

Chair/Program Director

Date

University Studies Director

Date