**Liberal Education Goal Area 9** **Civic Engagement and Ethics** **9**

1. New Course [ ]  Existing Course [ ]

2. Will this course be flagged as a diversity course? [ ]  No

 [ ]  Already Designated as Diversity [ ]  Diversity Proposal Accompanying This Form

3. Will this course also satisfy another Liberal Education Goal Area? [ ]  No [ ]  Yes

 If “Yes” specify which goal area.

4. EXISTING COURSES ONLY: Course catalog description, including credits and semesters to be offered:

5. Indicate the clientele for whom this course is designed. Is the course for Liberal Education only, or

 does it fulfill Liberal Education and other program needs for this or another department? Obtain

 signatures from any affected departments.

6. Indicate any changes that must be made in offerings or resources in your department or other

 departments by offering this course.

7. For new courses or courses not yet approved for Liberal Education, indicate any other SCSU departments

 or units offering instruction that relates to the content of the proposed course.

8. Courses designated as Liberal Education are included in the assessment plan for the Goal Area(s)

 for which they are approved. Courses for which assessment is not included in the annual LE assessment report for two years will be removed from the Liberal Education Program.

[ ]  The Requesting Unit understands and recognizes the above conditions.

9. Provide a concise explanation of how the following goal is a “significant focus” of the proposed course.

**Goal Area 9: Civic Engagement and Ethics**

Understand and evaluate ethical or civic issues and theories, and participate in active citizenship or ethical judgment.

10. In order for a course to be designated as fulfilling Goal Area 9, it must address at least 5 of the 6 student learning outcomes (SLOs) below. Check the SLOs below that are focused on in the proposed Liberal Education course.

[ ]  1. Explain the connections among education, citizenship, and participation in a democratic society.

[ ]  2. Explain major ethical or political theories.

[ ]  3. Describe how interpretations of ethics or citizenship may vary by nationality, ethnicity, race, color, religion, gender, ability and disability, or sexual orientation.

[ ]  4. Apply concepts such as democracy, rights, morality, justice, virtue, liberty and obligation to personal, professional, and public issues.

[ ]  5. Analyze and evaluate alternative theoretical approaches or formulate solutions to ethical or civic issues.

[ ]  6. Develop and exercise personal agency or ethical judgment in the public domain.

11. Discuss how each Student Learning Outcome checked above is achieved in this course. (Note: Although

 descriptions of typical assignments or types of assignments may be part of this discussion, it is not

 appropriate to submit copies of actual assignments.)

SLO #      Activity

SLO #      Activity

SLO #      Activity

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SLO #      Activity

12. If this is a NEW course, refer to the content outline in the New Course zone. If it is an existing course, complete a content outline in the format below. The course outline must adequately describe the content and include a percentage of time to be allocated to each topic. Curriculum Committees may request additional information. Topics larger than 20% need to be broken down further. Be sure to indicate in your course outline where the Student Learning Outcomes checked above are being met.

%      Content #1

%      Content #2

%      Content #3

%      Content #4

%      Content #5

%      Content #6

%      Content #7

%      Content #8

%      Content #9

%      Content #10