.Fall 2024 Gen Ed: Civic and Community Engagement (New Course)

Course

# General Catalog Information

1. **FILL IN** all required fields marked with an \*. You will not be able to launch the proposal without completing required fields. For

 all other fields, fill in only those for which a change is being requested. Writing in N/A is not necessary.

1. **LAUNCH** proposal by clicking "Validate and Launch Approval Process" in the top left corner. Once you have launched this proposal, you will have a chance to edit the proposal before APPROVING it and sending it along in the approval process.
2. **APPROVE** proposal. Once you have made final edits after launching, you must approve the proposal to send it along to the next person in the approval process. The proposal will appear in your task list under the "My Proposals" tab, and you may easily view its progress at any time.

**CURRICULUM DEADLINES**

**September 1, 2023** - Submission Deadline for Fall 2024 Civic and Community Engagement Courses

**Mid-December, 2023** - Proposal must be approved by the final committee in the workflow - the General Education Oversight Committee (GEOC) - by their last meeting in December 2023 to be implemented by fall 2024.

**First Date of Offering:** General Education designation changes will go into effect for the fall 2024 term.

**If you would like for the course to be offered (without Gen Ed designation) prior to fall 2024, indicate the term here:**

Spring 2024

**Will this impact a teacher education course / program?\***

Yes No

**Will this impact a secondary education or P12 course / program? \***

Yes No

**Requesting Department\***

*IDIS and PACE courses should show Fulton School, and HONR courses should show Honors College. \*If the appropriate Requesting Department doesn't appear, please contact Melissa Boog or Jennifer Ellis in the Office of Academic Affairs before moving forward.*

**Course Type\***

**Course Prefix\* Course Number\***

**Course Title\***

**Course Title for GullNet (Limited to 30 Characters)**

**Course Description\***

**# of Credits\***

**Hours Per Week\***

**If # of credit exceeds hours per week, the** [**Course Credit Rationale**](https://www.salisbury.edu/administration/academic-affairs/ugrad-curriculum-committee/curriculum.aspx) **form must be included.**

**Staffing and Cost Implications\***

*Discuss Staffing Implications and Additional Costs*

**Prerequisites**

**Corequisites**

**Major Prerequisites**

**Non-Major Prerequisites**

**Pre or Corequisites**

**Major Pre or Corequisites**

**Non-Major Pre or Corequisites**

**Recommended Prerequisites**

**Recommended Pre or Corequisites**

**May Not Receive Credit**

*List any courses for which students who take this course cannot earn credit. (Ex. If a course is renumbered, students may not earn credit for the prior numbered course and the new numbered course. OR If another course is so similar to this, students may not earn credit for both.)*

**Cross-Listed**

**Graduate Swing Equivalent**

**Activity Code\***

**The rubric that will be used to evaluate this proposal can be found in MyClasses in the *General Education Revision: Ongoing Work* course under GEOC Standing Rules – Faculty Senate Approved Spring 2022 and Fall 2022.**

**Rationale - Rationale must include sound justification as to why this course meets the requirements for the Civic and Community Engagement requirement. \***

**ADVISORY SUBCOMMITTEE'S NOTES:**

**CCE Student Learning Outcome** - Students will demonstrate knowledge and skills necessary to participate actively in civic and community life.

**Category-Specific Materials/Responses:**

For a course to be approved, the CCE experience must account for 30% of course time or grade. Recommended supplementary material: Community partnerships are integral to CCE. As a result, faculty are encouraged to provide evidence of a community partnership or interest from community partners. Evidence can range from email communications to formal memoranda of understanding.

Narrative responses to the questions below (Areas 1, 2, 3) should point as specifically as possible to discrete elements of the syllabus, course objectives, assignments, or planned community partnerships. Narrative responses should be no longer than 1,000 words in total.

**AREA I: STUDENT LEARNING OUTCOMES and COURSE INTEGRATION**

**How will students demonstrate that they have achieved the CIVIC AND COMMUNITY ENGAGEMENT Student Learning Outcome (Check all that apply.): \***

Homework Quiz/Exam

Lab Report/Essay

Research Paper/Project/Portfolio Case Study

Oral Presentation/Performance

Other (Described in the answers below.)

**How does CCE relate to course objectives and student outcomes? How are students prepared for the CCE project?**

**What activities will you utilize to prepare students with knowledge, skills, values, and dispositions for active involvement in their future communities?**

## Other areas you can address to help explain your course include:

What practices, concepts, or strategies will you use to directly and intentionally prepare students for active civic participation in a diverse and democratic society?

How are those practices, concepts, or strategies grounded in or extending from the ways of knowing related to your discipline or area of inquiry?

How will you integrate the assignment into your course (e.g., readings, timeline, deadlines)?

How will you incorporate student reflection into the CCE project?

How will you prepare students to adopt an asset-based approach to this work?

What are the possible benefits to students, faculty, and/or community partners from this project? What are the possible risks to students, faculty, and/or community partners from this project?

**Response Here: \***

**AREA II: CIVIC AND COMMUNITY ENGAGEMENT**

**What are the engagement actions taken by students through which they will learn and/or apply course objectives, skills, and/or behaviors?**

**How will students share evidence of what they have gained and accomplished through their CCE?**

## In your response, consider addressing the following:

What are the planned opportunities for students to work with community stakeholders outside of the classroom setting?

How will course activities adopt an asset-based approach to community interactions that forwards a desire for “mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity”? What public presentations might students do that draw upon the preparation, action, and reflection stages of their experience?

**Response Here: \***

**Provide evidence of partnerships or points of access that will facilitate your proposed project. Evidence could include formal MOUs, email correspondence, or existing relationships. Points of access could include direct contacts, committee memberships, or materials or meetings that are open to the public. (If you choose to upload this, please note that below.)\***

**AREA III: COURSE ASSESSMENT**

**How will you evaluate, assess, or grade the CCE component?**

**What evidence will show that students have the opportunity to meet learning objectives?**

**Response Here: (Note: You will be required to upload one assignment and one assessment. Use this space to explain how those uploads fit into the CCE component of this course.)\***

**Impacted Programs:** List all majors/programs, concentrations, tracks or minors for which this course will be required or will be an option. **NOTE:**  Change to Minor Proposals and Change to Major, Program or Track Proposals are required if this course

will be added as a *req* *uirement* or to a list of p reset electives; those proposals should be initiated by the department that houses the major or minor.

**Impacted Majors/Programs\***

Attachments and Acknowledgments

Please attach any required files by navigating to the Proposal Toolbox and clicking

**Confirm\***

Click here to confirm that a rationale, syllabus, and request for a resource analysis has been sent to your Library Liaison.

**Attached\***

A detailed course syllabus that includes the Course SLOs, the General Education Designation, the General Education SLO. At least two example assignments.

If applicable, detailed assessment tools, materials, and/or reports related to the CCE SLO.

**Acknowledge\***

I understand that this course is subject to institution-wide general education assessment.

I acknowledge that new Change to Minor Proposals and/or Change to Major, Program or Track Proposals are required if this course will be added as a requirement or to a list of preset electives.