**Changes to Course Competencies and Learning Outcomes**

This form is used for changes to **Syllabus Section IV. Course Competencies, Learning Outcomes and Objectives.**

Changes to the course Syllabus must be submitted to the Curriculum Committee as **Information Items** to enter the college’s workflow process. Information Items are checked by the Committee for accuracy and relevancy and forwarded to the Provost for approval. Once approved, updated syllabi are made available to all instructors, the State, and SACSCOC.

**SECTION I: KEY INFORMATION**

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| **Submission Date** | 2/27/2021 |
| **Proposed by (faculty only)** | Dr. Phillip Wiseley |
| **Presenter (faculty only)** | Information Only Item - not required |
| **NOTE:** *Faculty presenter* must be present at the Curriculum Committee meeting or the proposal will be returned to the School to be resubmitted for a later date. |
| **School**  | Arts, Humanities, & Social Sciences |
| **Course prefix, number, and title** | **SYG 1010 Contemporary Social Problems** |

**SECTION II: TERM IN WHICH ACTION WILL BECOME EFFECTIVE**

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| **NOTE: Proposals must be submitted by the dates listed on the published Curriculum Committee Calendar.** Actions approved in the Fall semester take effect in the following academic year. Actions approved in the Spring semester take effect after one additional year. Syllabus changes may take effect sooner. **Exceptions to published deadlines or effective dates must receive approval from the Academic Dean and Provost.** |

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| **Academic term in which approved action will take effect** | Fall 2021 |
| **If requesting an exception to the effective date, provide an explanation below.** |
| Explanation for exception:  |

**SECTION III: PROPOSED CHANGES**

**Syllabus Section IV: Course Competencies, Learning Outcomes and Objectives**

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

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| **Changes to Course Competencies, Learning Outcomes and Objectives:** |
| **Changes to IV – A. General Education Competencies – 1. Integral and/or 2. Supplemental****NOTE:** All FSW courses must include *one or more* “Integral” *and zero or more* “Supplemental” General Education competencies. *Course objectives/outcomes* that support the selected General Education Competency should be listed directly under the competency. |
| **List changes to 1. *Integral* General Education Competency or competencies:**From: VisualizeTo: Investigate; Visualize |
| **List changes to *Course Outcomes/Objectives* supporting each *Integral* competency: (If outcomes are changing under more than one Integral Competency, please list accordingly.)**From: General Education Competency: VisualizeCourse Outcomes or Objectives Supporting the General Education Competency Selected:•Students will understand the strengths and weaknesses of competing explanations of social problems, especially focusing on individual, cultural, and social explanations.To: General Education Competency: InvestigateCourse Outcomes or Objectives Supporting the General Education Competency Selected:•Students will demonstrate an understanding of how to use different research methods to study social problems and answer diverse research questions.General Education Competency: VisualizeCourse Outcomes or Objectives Supporting the General Education Competency Selected:•Students will learn how to use at least 3 different sociological perspectives to develop diverse thinking and diverse lines of inquiry about various Social Problems. |
| **List changes to 2. *Supplemental* General Education Competency or competencies:**From:To: |
| **List changes to *Course Outcomes/Objectives* supporting each *Supplemental* competency: (If outcomes are changing under more than one Integral Competency, please list accordingly.)**From:To: |
| **Changes to IV – B. Florida Statute requirement****NOTE:** Part B is ONLY included on syllabi for *General Education Core courses.* All other syllabi (including *“other General Education”* courses) OMIT this statement. |
| *B. In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for:* Complete the sentence as appropriate under the Statute by selecting an option from the drop-down menu.  | Choose an item. |
| **Changes to IV – C: Additional Course Learning Objectives or Outcomes****NOTE:** This section is for additional course-specific learning objectives that do not contribute to assessment of the General Education Competencies listed above. For all courses *other than the General Education Core courses,* this section will be labeled **IV -** **B:** on the course syllabus. |
| **List changes to Additional Course Learning Objectives or Outcomes:** From: •Students will learn the various research methods that sociologists use to research social problems.•Students will be familiar terms, concepts and ideas associated with a variety of major social problems.•Students will learn statistics and evidence regarding various social problems.•Students will learn to analyze the strength and weakness of evidence about social problems.To:•Students will be familiar with terms, concepts and ideas associated with a variety of major social problems.•Students will learn statistics and evidence regarding various social problems.•Students will learn to analyze the strength and weakness of evidence about social problems. |

**SECTION IV: FACULTY ENDORSEMENTS**

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| **Faculty Endorsements for Syllabus Section IV Changes****NOTE:** Proposals will be returned if faculty endorsements are not provided. |
| List names of department/program faculty who support this proposal.Dr. Brandon Jett; Dr. Sheila Seelau; Prof. Randy Moffett; Dr. Leslie Bartley; Dr. Bruno Baltodano; Prof. Lauren Madak; Dr. Camille Drake-Brassfield; Prof. Dawn Kulpanowski |

**SECTION V: ATTACHMENTS**

**Please save all documents in Word format (.doc, .docx) rather than pdf when possible.**

* **Course Syllabus [Master] - REQUIRED**

**INSTRUCTION:** You will need to obtain an “unlocked” version of the Master Syllabus from your School’s Administrative Assistant to make changes to Section IV. Use Word’s *Track Changes* function to show all proposed changes on the Syllabus Master.

**UPLOAD THIS DOCUMENT AND ALL NECESSARY ATTACHMENTS TO CURRICULOG.**