Guidance from the General Education Committee for a course in Social Sciences to be included in the General Education Curriculum:

I.) Criteria to consider in the course syllabus

- Please include the social sciences student learning outcome in the syllabus. You may wish to include the outcome verbatim or to describe how the outcome will be delivered in the course section you are teaching.
- Please include the weight in determining the students’ final grade that will be given to each exam (including the final examination or assessment), paper, report, discussion, project, and/or other activities.
  - For the “Ways of Knowing” areas of the general education curriculum, there should be a large percentage of the course content and grade connected to the student learning outcome.
- By Undergraduate Curriculum Committee expectation, the syllabus should have a topical or by-week outline of what the course will cover.
- The General Education Committee will expect to see the signature assignment in the syllabus (either in the topical outline or in the grading schema).

II.) When the “Gen Ed Course Review” form is used, please be sure to follow the Curriculum guidelines document, available on the Division of Undergraduate Studies webpage. The document provides specific guidance on filling out the form and what should go into each text box or upload. (**It is very important to read and follow the expectations in the Curriculog guidelines document.)

III.) There is a special SACSCOC criterion for courses in social sciences (as well as courses in arts or humanities, mathematics, and natural sciences) that “these courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.” We cannot include courses in our general education curriculum for social sciences that are narrowly focused as described.

IV.) Student learning outcome and rubric

Social Sciences (assessed in even academic years: 20-21, 22-23, etc.) – Revised effective fall 2019 catalog

Student learning outcome: Students will use social science concepts and evidence to explain human actions or behaviors in the past, the present, and/or the future.

Rubric for assessing the student learning outcome:

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<td>Social science concepts and evidence connected to human actions or behaviors</td>
<td>Analyzes, with insight, the connections between social science concepts/evidence and human actions or behavior.</td>
<td>Produces accurate and appropriate connections between social science concepts/evidence and human actions or behavior.</td>
<td>Produces limited and/or superficial connections between social science concepts/evidence and human actions or behavior.</td>
<td>States social science concepts/evidence with no connection to human actions or behavior, or States human actions or behaviors with no connections to social science concepts/evidence.</td>
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*This document is provided to help ensure that our curriculum processes are transparent and clear. It represents the best information that faculty curriculum committees have available. As updates occur, information will be shared.
Last updated: 6/29/21
| Effectiveness of explanations | Reaches meaningful and logical conclusions based upon evidence, demonstrating a sophisticated understanding of multiple, interconnected contextual factors. | Reaches meaningful and logical conclusions based upon evidence. | Reaches conclusions based upon limited evidence. | States conclusions with little evidence. |