



650 W. State Street • Room 307 • Boise, ID • 83702
P.O. Box 83720 • Boise, ID • 83720-0037

Social and Behavioral Ways of Knowing General Education Skill Competency and Knowledge Objectives

“The Social and Behavioral Ways of Knowing disciplines offer a rigorous examination of human experiences. In studying various behavioral and social theories, research methods, perspectives of inquiry, and historical and cultural influences, students analyze the complex forces that shape human consciousness, interactions, activity, and social institutions.”

Competency and Knowledge Objectives

To fulfill the social sciences requirement of the general education core, courses must require that students meet or exceed course expectations in four of the five objectives.

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social or Behavioral Science discipline.
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
3. Utilize Social and Behavioral Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety

of perspectives about human experiences.

4. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
5. Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time.

General Education Skill Competency and Knowledge Objectives
Social and Behavioral Ways of Knowing Rubric

Students will demonstrate competency in the following learning outcomes through variety of assessment techniques, with an emphasis on Social and Behavioral Sciences. The rubric is not intended to be a grading rubric.

| Fundamental Criteria | Student Exceeds End of Course Expectations | Student Meets End of Course Expectations | Student Has Entry-level Abilities or Knowledge |
|--|---|---|--|
| <i>By the end of a course, the student will be able to...</i> | <i>A student ...</i> | <i>A student ...</i> | <i>A student ...</i> |
| Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social or Behavioral Science discipline. | Analyzes and applies theoretical and conceptual ideas in a particular discipline. | Identifies and accurately summarizes key theoretical and conceptual frameworks. | Has college-level reading and writing skills, in order to learn the discipline's foundational concepts. |
| Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas. | Analyzes and critiques the interactions of individuals, groups and societies; Evaluates and reflects on how social understanding leads to social actions. | Discerns and articulates the impact of the reciprocal relationship between the individual, group, and society. | Has awareness of one's own identity within one's historical or cultural environment. |
| Utilize Social or Behavioral Sciences approaches, such as research methods, inquiry, or problem- solving, to examine the variety of perspectives about human experiences. | Employ an appropriate social science approach to arrive at an informed position on a complex problem, issue or topic. | Through an understanding of an appropriate social science approach, Identifies well-reasoned arguments and critiques information in order to evaluate fact vs. opinion. | Makes use of evidence from sources and presents it in a summary form though may be from a limited and/or biased perspective. |

General Education Skill Competency and Knowledge Objectives
Social and Behavioral Ways of Knowing Rubric

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| | | | |
|--|---|--|---|
| Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions. | Connects and extends acquired knowledge from a social science discipline to examine the impact of agency on individual, civic, or global decisions. | Defines and describes how decisions influence individual(s) or communities. | Has a basic understanding of how personal and political decisions impact the individual. |
| Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time. | Articulates a complex understanding of the similarities and differences of human experience by asking complex questions and seeking out answers that reflect multiple perspectives. | Explains the impact of similarities and differences on interactions and begins to negotiate a shared understanding based on those differences. | Recognizes that similarities and differences exist and influence human interaction; acknowledges that learning about others is necessary. |