

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 all five objectives.

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social or Behavioral Science discipline.
2. Describe 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. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.

Updated competencies approved by SBOE 10-21-2021

Rubric: Social and Behavioral Ways of Knowing

Courses within recognized Social and Behavioral Science Disciplines that have student learning outcomes aligned with each of the following criteria may be considered for Social and Behavioral Ways of knowing course approval.

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>
COMPETENCY 1: Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	Applies theoretical and conceptual ideas in a particular discipline to analyze social phenomena.	Identifies and accurately summarizes key theoretical and conceptual frameworks.	Has college-level reading, writing and quantitative reasoning skills, in order to learn the discipline's foundational concepts.
COMPETENCY 2: Describe 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 the interactions of individuals, groups, and societies and evaluates how they shape or are shaped by history, culture, institutions, and ideas.	Describes how self, individuals, groups, and societies are impacted by history, culture, institutions, and ideas.	Describes one's own identity within one's historical or cultural environment.
COMPETENCY 3: Utilize Social Sciences approaches, such as research methods, inquiry, or problem- solving, to examine the variety of perspectives about human experiences.	Employs an appropriate social science approach to make a well-reasoned argument about (arrive at an informed position on) a social problem, issue or topic.	Employs an appropriate social science approach to identify 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.

Fundamental Criteria	Student Exceeds End of Course Expectations	Student Meets End of Course Expectations	Student Has Entry-level Abilities or Knowledge
<p>COMPETENCY 4: Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.</p>	<p>Connects and extends acquired knowledge from a social science discipline to evaluate the impact of reasoning, history, or culture on individual, civic, or global decisions.</p>	<p>Identifies and describes how reasoning, history, or culture informs and guides individual, civic or global decisions.</p>	<p>Has a basic understanding that cultural and/or historical factors influence individual, civic, or global decisions.</p>
<p>COMPETENCY 5: Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.</p>	<p>Evaluates differences in human experiences through multiple perspectives.</p>	<p>Identifies the impact of similarities and differences on interactions and begins to negotiate a shared understanding based on those differences.</p>	<p>Recognizes that similarities and differences exist and influence human interaction; acknowledges that learning about others is necessary.</p>