

Appendix I: Social Configurations Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
 - a. Rationale must include sound justification as to why this course meets the requirements for the Social Configurations category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the Social Configurations category.
 - i. Understanding the Human World: Students will apply methods that will enable them to recognize and interpret evidence of human thought, action, expression, and/or experience, using contexts and narratives to explain humanity's change over time.
 - ii. Knowledge of the Human Experience: Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual systems; and recognize common questions and/or concerns humans confront and the diverse strategies for resolving those concerns.
 - iii. Emerging and Enduring Global Issues: Students will consider and discuss emerging and/or enduring global issues being attentive to diversity across the spectrum of differences; understand how their actions affect local and/or global communities; and address pressing and enduring issues collaboratively and equitably.
 - iv. Intercultural Competence: Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts.
 - b. Social Configurations (SC) category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Understanding the Human World	Explore humanity's change over time
	Apply method(s) of interpretation for understanding the human world
	Evaluate human experience through narratives and context
Knowledge of the Human Experience	Describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)
	Describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)
	Recognize common questions/concerns humans confront
	Recognize diverse strategies for resolving those concerns
Emerging and Enduring Global Issues	Demonstrate attentiveness to diversity (across the spectrum of difference with respect to those issues)
	Explicate how their actions affect global and/or local communities
	Collaborate to address pressing and enduring issues equitable
	Consider and discuss emerging and/or enduring issues

Intercultural Competence	Demonstrate knowledge of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts
	Demonstrate self-awareness of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts
	Demonstrate behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts
	Consider and discuss emerging and/or enduring issues

SOCIAL CONFIGURATIONS CATEGORY-SPECIFIC MATERIALS/RESPONSES:

In addition to the minimum required materials, the syllabus should be highlighted and annotated to show how the course meets the course description and provides students with opportunities to achieve associated SLOs.

Descriptions/Examples of Course Activities – Course activities encompass all varieties of delivery of course content, including, but not limited to, lecture (topics/subtopics covered), reading/video list (citations), simulation (instructions/description), structured experiences (instructions/description).

- Applicants are encouraged to provide examples and/or descriptions that clearly reflect specific elements of the category description or SLO.

Descriptions/Examples of Course Assessments – Course assessments encompass all ways students are held accountable for course content, including, but not limited to, tests/exams/quizzes, formal and informal writing, presentations/speeches/oral reports.

- Applicants should identify various assignments and other assessments used to assess student achievement of relevant specific elements of the category description or SLOs.
- Example rubrics, assignment instructions and other relevant documents may be attached with the syllabus.
- At least one example of assessment must be provided for each SLO; connections to the SLO must be clearly identified.

Part 1. Category Description

Social Configurations category description: Quantitative and/or qualitative analysis of human behavior and/or societies.

Proposals must include clear evidence that STUDENTS are doing analysis that contributes to the course grade. Using the table:

- describe what and how relevant course activities address elements of the Category Description; provide examples of rubrics or other criteria used to assess student demonstration/achievement of those elements.
- provide at least one example of assessment for each SLO; connections to the SLO must be clearly identified.

Note: This table is provided here for planning purposes. The last two columns will be available as fillable fields in Curriculog.

	Course Activities	Course Assessments
Student <i>analysis</i> of human behavior and/or societies		

Part 2. Required SLOs

Proposals must include clear evidence that STUDENTS are doing analysis that contributes to the course grade. Using the table:

- describe what and how relevant course activities address elements of the SLO; provide examples of rubrics or other criteria used to assess student demonstration/achievement of those elements.
- provide at least one example of assessment for each SLO; connections to the SLO must be clearly identified.

Note: The tables are provided here for planning purposes. The second two columns will be available as fillable fields in Curriculum. Subcommittee comments will be entered separately.

SLO: Understanding the Human World		
Students:	Course Activities	Course Assessments
Explore humanity's change over time		
Use contexts and narratives		
Explore multiple methods		
Demonstrate recognition AND interpretation of evidence of human thought		
Demonstrate recognition AND interpretation of evidence of human expression		
Demonstrate recognition AND interpretation of evidence of human action		
Demonstrate recognition AND interpretation of evidence of human experience		

Proposals must include clear evidence in all rows; any combination of one or more of a through i (shaded, italicized text) in the first two rows is acceptable.

SLO: Knowledge of the Human Experience		
Goal: Students will be able to:	Course Activities	Course Assessments
Describe and COMPARE the DEVELOPMENT of various systems: <i>a) artistic,</i> <i>b) cultural,</i> <i>c) economic,</i> <i>d) historical,</i> <i>e) intellectual,</i> <i>f) linguistic,</i> <i>g) political,</i> <i>h) social, and/or</i> <i>i) spiritual</i>		
Describe and COMPARE the IMPACT of various systems: <i>a) artistic,</i> <i>b) cultural,</i> <i>c) economic,</i> <i>d) historical,</i> <i>e) intellectual,</i> <i>f) linguistic,</i> <i>g) political,</i> <i>h) social, and/or</i> <i>i) spiritual</i>		
RECOGNIZE common questions/ concerns humans confront		
RECOGNIZE diverse strategies for resolving those concerns		

Proposals must include clear evidence in all rows; any combination of one or more of a through i (shaded, italicized text) in the first two rows is acceptable.

SLO: Emerging and Enduring Global Issues		
Students:	Course Activities	Course Assessments
Demonstrate attentiveness to diversity (across the spectrum of difference with respect to those issues)		

Explicate how their actions affect global and/or local communities		
Collaborate to address pressing and enduring issues equitably		
Consider and discuss emerging issues		
Consider and discuss enduring issues		
Consider and discuss global issues		

Proposals must include clear evidence in all rows; evidence of shaded, italicized phrase is de-emphasized.

SLO: Intercultural Competence		
Students:	Course Activities	Course Assessments
Demonstrate knowledge of effective and appropriate interactions that build and enhance relationships <i>in a variety of cultural and/or linguistic contexts</i>		
Demonstrate self-awareness of effective and appropriate interactions that build and enhance relationships <i>in a variety of cultural and/or linguistic contexts</i>		
Demonstrate behaviors to support effective and appropriate interactions that build and enhance relationships <i>in a variety of cultural and/or linguistic contexts</i>		

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for Social Configurations. Each rubric connects to the ideas of the areas above.

Part 1. Category Description

Proposals must include clear evidence that STUDENTS are doing analysis that contributes to the course grade.

	Course Activities	Course Assessments
Student <i>analysis</i> of human behavior and/or societies		

General comments and suggestions for consideration:

Part 2. Required SLOs

Proposals must include clear evidence in non-shaded rows and at least two of the shaded rows.

SLO: Understanding the Human World		
Students:	Course Activities	Course Assessments
Explore humanity's change over time		
Use contexts and narratives		
Explore multiple methods		
Demonstrate recognition AND interpretation of evidence of human thought		
Demonstrate recognition AND interpretation of evidence of human expression		
Demonstrate recognition AND interpretation of evidence of human action		

Demonstrate recognition AND interpretation of evidence of human experience		
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General comments and suggestions for consideration:

Proposals must include clear evidence in all rows; any combination of one or more of a through i (shaded, italicized text) in the first two rows is acceptable.

SLO: Knowledge of the Human Experience		
Goal: Students will be able to:	Course Activities	Course Assessments
Describe and COMPARE the DEVELOPMENT of various systems: a) <i>artistic</i> , b) <i>cultural</i> , c) <i>economic</i> , d) <i>historical</i> , e) <i>intellectual</i> , f) <i>linguistic</i> , g) <i>political</i> , h) <i>social</i> , and/or i) <i>spiritual</i>		
Describe and COMPARE the IMPACT of various systems: a) <i>artistic</i> , b) <i>cultural</i> , c) <i>economic</i> , d) <i>historical</i> , e) <i>intellectual</i> , f) <i>linguistic</i> , g) <i>political</i> , h) <i>social</i> , and/or i) <i>spiritual</i>		
RECOGNIZE common questions/ concerns humans confront		
RECOGNIZE diverse strategies for resolving those concerns		

General comments and suggestions for consideration:

Proposals must include clear evidence in non-shaded rows and one or more of the shaded rows.

SLO: Emerging and Enduring Global Issues		
Students:	Course Activities	Course Assessments
Demonstrate attentiveness to diversity (across the spectrum of difference with respect to those issues)		
Explicate how their actions affect global and/or local communities		
Collaborate to address pressing and enduring issues equitably		
Consider and discuss emerging issues		
Consider and discuss enduring issues		
Consider and discuss global issues		

General comments and suggestions for consideration:

Proposals must include clear evidence in all rows; evidence of shaded, italicized phrase is de-emphasized.

SLO: Intercultural Competence		
Students:	Course Activities	Course Assessments
Demonstrate knowledge of effective and appropriate interactions that build and enhance relationships <i>in a variety of cultural and/or linguistic contexts</i>		

<p>Demonstrate self-awareness of effective and appropriate interactions that build and enhance relationships in a <i>variety of cultural and/or linguistic contexts</i></p>		
<p>Demonstrate behaviors to support effective and appropriate interactions that build and enhance relationships in a <i>variety of cultural and/or linguistic contexts</i></p>		

General comments and suggestions for consideration:

Final remarks and decision, to be completed by the subcommittee:

- Accept the course, as submitted, for Social Configurations.
- Suggested revisions to meet Social Configurations requirements: