

Appendix J: Social Issues 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 Issues category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the Social Issues category.
 - i. Quantitative Reasoning: Students will be able to interpret models and/or solve quantitative problems from different contexts with real-world relevance; create and communicate reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).
 - 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. Ethical Reasoning: Students will critically reflect on their own core beliefs and values; recognize ethical issues and their social context in a variety of settings; evaluate different perspectives on ethical issues, guided by ethical principles and theories; and develop their own ethical outlook that is supported with cogent reasons.
 - b. Social Issues (SI) 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):

Quantitative Reasoning	Interpret models and/or solve quantitative problems from different contexts with real-world relevance
	Create reasonable arguments supported by quantitative evidence
	Communicate reasonable arguments supported by quantitative evidence in effective formats
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

Ethical Reasoning	Critically reflect on their own core beliefs and values
	Recognize ethical issues and their social context in a variety of settings
	Evaluate different perspectives on ethical issues, guided by ethical principles and theories
	Develop their own ethical outlook that is supported with cogent reasons

SOCIAL ISSUES 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 Issues (SI) category description: Applied social science, with an emphasis on understanding and solving problems in the social or behavioral sciences.

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.

Students:	Course Activities	Course Assessments
Demonstrate understanding of problems in the social or behavioral sciences		

Demonstrate problem solving strategies relevant to problems in the social or behavioral sciences		
Demonstrate appropriate application of basic social science skills/practices		

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 Curriculog. Subcommittee comments will be entered separately.

SLO: Quantitative Reasoning		
Students:	Course Activities	Course Assessments
Interpret models and/or solve quantitative problems from different contexts with real-world relevance		
Create reasonable arguments supported by quantitative evidence		
Communicate reasonable arguments supported by quantitative evidence		

Proposals must include clear evidence in all rows; any combination of one or more items in parentheses 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 (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		

Proposals must include clear evidence in all 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 and/or enduring issues		

Proposals must include clear evidence in all rows.

SLO: Ethical Reasoning		
Students:	Course Activities	Course Assessments
Critically reflect on their own core beliefs and values		
Recognize ethical issues and their social context in a variety of settings		
Evaluate different perspectives on ethical issues, guided by ethical principles and theories		
Develop their own ethical outlook that is supported with cogent reasons		

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 Issues. Each rubric connects to the ideas of the areas above.

Part 1. Category Description

Proposals must include clear evidence in at least two of the rows.

Students:	Course Activities	Course Assessments
Demonstrate understanding of problems in the social or behavioral sciences		
Demonstrate problem solving strategies relevant to problems in the social or behavioral sciences		
Demonstrate appropriate application of basic social science skills/ practices		

General comments and suggestions for consideration:

Part 2. Required SLOs

Proposals must include clear evidence in all rows.

SLO: Quantitative Reasoning		
Students:	Course Activities	Course Assessments
Interpret models and/or solve quantitative problems from different contexts with real-world relevance		
Create reasonable arguments supported by quantitative evidence		
Communicate reasonable arguments supported by quantitative evidence		

General comments and suggestions for consideration:

Proposals must include clear evidence in all rows; any combination of one or more items in parentheses 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 (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		

General comments and suggestions for consideration:

Proposals must include clear evidence in all 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 and/or enduring issues		

General comments and suggestions for consideration:

Proposals must include clear evidence in all rows.

SLO: Ethical Reasoning		
Students:	Course Activities	Course Assessments
Critically reflect on their own core beliefs and values		
Recognize ethical issues and their social context in a variety of settings		
Evaluate different perspectives on ethical issues, guided by ethical principles and theories		
Develop their own ethical outlook that is supported with cogent reasons		

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

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