**Social Science—Individuals and Groups**

**Goals:**

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups and societies interact, communicate, and use human, natural, and economic resources.

**Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

***Scoring Rubric:***

Assessment of GE Social Science: Individuals and Groups Courses

This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in direct assessment methods. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Milestone 2.

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|  | Capstone  (4) | Milestone  (3) | Milestone  (2) | Benchmark  (1) |
| **(EL01)**  **Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.** | Students are able to independently apply methods of scientific inquiry to test research questions within a discipline and demonstrate their ability to produce social scientific research. | Students are able to analyze and evaluate the strengths and limitations of various research methods in answering research questions within a discipline. | Students can apply key research concepts and draw appropriate conclusions or inferences from research studies within a discipline. | Students understand the methods of scientific inquiry used within a discipline and can define and explain the purpose of key concepts. |
| **(ELO2)**  **Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.** | Students are able to evaluate and design research with respect to controls for variations in behavior due to individual and group differences that can influence research outcomes. | Students are able to analyze and evaluate the applicability or generalizability of concepts in a discipline across societal and cultural groups. | Students can apply their understanding of individual differences and similarities to draw appropriate conclusions and make predictions about the behavior of individuals and groups. | Students identify and explain sources of individual variation relevant to the discipline and how these variables can impact group processes and function. |
| **(ELO3)**  **Students comprehend and assess individual and group values and their importance in social problem solving and policy making.** | Students are able to independently apply their knowledge of concepts within a discipline to generate original recommendations for solutions to social problems and relevant policies. | Students are able to analyze and evaluate the strengths and limitations of concepts within a discipline to effectively address social problems and generate appropriate policies. | Students can apply their knowledge of concepts in this discipline to inform their understanding of potential solutions to social problems and relevant social policies. | Students identify and explain how concepts in this discipline are relevant to social problem solving and policy-making. |