

GENERAL EDUCATION RUBRIC – KNOWLEDGE AND INQUIRY AREA

HISTORICAL, BEHAVIORAL, AND SOCIAL SCIENCES INQUIRY

Knowledge and Inquiry: *Students will gain the knowledge, perspective, and analytical skills to critically evaluate ideas, concepts, and themes in a variety of disciplines.*

Historical, Behavioral, and Social Sciences Inquiry

1. Identify and apply the fundamental concepts and methods of inquiry for a discipline that studies the individual, society, and social relations, including anthropology, economics, geography, history, political science, psychology, and sociology.
2. Demonstrate knowledge or understanding of developments, themes, issues, cultures, people, places, or institutions as required for specific disciplinary approaches.
3. Use empirical methods to interpret and evaluate historical developments, individual behavior, or contemporary society and social relations.
4. Apply understanding of historical or social-scientific concepts to students' own lives or culture.

Students emerging from Historical, Behavioral, and Social Sciences Inquiry General Education classes will be assessed in two major areas, which incorporate the above learning outcomes.

1. **Knowledge:** Students will demonstrate discipline-specific knowledge of fundamental concepts, vocabulary and key terms, methods of inquiry, and important issues (i.e., theories, developments, themes, cultures, people, places, institutions)
2. **Application:** Students will demonstrate the ability to apply fundamental concepts and field-specific methods of inquiry to interpret and evaluate historical developments, individual behavior, or contemporary society and social relations, and to understand their own lives and culture.

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	3 Outstanding (e.g., 90-100%)	2 Competent (e.g., 73-89%)	1 Marginal (e.g., 60-72%)	0 Unacceptable (e.g., below 60%)	N/A
KNOWLEDGE					
A. Identify/ Describe concepts and vocabulary of discipline.	Thoroughly and accurately identifies/describes vocabulary and concepts (i.e., theories, developments, themes, cultures, people, places, institutions) of discipline.	Consistently identifies/describes vocabulary and concepts (i.e., theories, developments, themes, cultures, people, places, institutions) of discipline, with at most minor errors.	Inconsistently identifies/describes vocabulary and concepts (i.e., theories, developments, themes, cultures, people, places, institutions) of discipline.	Identifies/describes few, if any, vocabulary and concepts (i.e., theories, developments, themes, cultures, people, places, institutions) of discipline.	
B. Identify/ Describe methods of inquiry of discipline	Thoroughly and accurately identifies/describes methods of inquiry of discipline.	Consistently identifies/describes methods of inquiry of discipline, with at most minor errors.	Inconsistently identifies/describes methods of inquiry of discipline.	Identifies/ describes few, if any, methods of inquiry of discipline.	
APPLICATION					
C. Apply fundamental concepts/ vocabulary of discipline	Thoroughly and accurately applies fundamental concepts and vocabulary effectively, even in new contexts.	Consistently applies fundamental concepts and vocabulary in familiar contexts, with at most minor errors	Inconsistently applies fundamental concepts and vocabulary in familiar contexts.	Shows little to no application of fundamental concepts and vocabulary.	
D. Apply discipline-specific methods of inquiry	Thoroughly and accurately applies discipline-appropriate method of inquiry.	Consistently applies discipline-appropriate method of inquiry, with at most minor errors.	Inconsistently applies discipline-appropriate method of inquiry.	Shows little to no application of discipline-appropriate method of inquiry.	
E. Apply field-specific concepts to own life/culture	Thoroughly and accurately applies concepts to own life/culture.	Consistently applies concepts to own life/culture, with at most minor errors.	Inconsistently applies concepts to own life/culture.	Shows little to no application of concepts to own life/culture.	