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| GS Domain Criteria | Course Objectives, Activities and AssessmentsInstructions: For a sample of your course objectives, list the objective and an example(s) of class activities and assessments that map to that specific objective. More detailed descriptions of the General Education Learning Objectives are on the reverse side.The relevant prompts from a recertification proposal are on the reverse side and shown how the information you provide below can be used to respond. | General Ed. Learning Objectives |
| Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas | Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences | Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings | Explain how social and behavioral science researchers use concepts, theoretical models, and data to better understand and address world problems | Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences. | EFFECTIVE COMMUNICATION | KEY LITERACIES | CRITICAL & ANALYTICAL THINKING | CREATIVE THINKING | INTEGRATIVE THINKING | GLOBAL LEARNING | SOCIAL RESPONSIBILITY AND ETHICAL REASONING |
| x |  |  |  |  | **Example Objective:** Students will be able to craft a meaningful research question of psychological interest, find research articles that address its broader context and provide background information, and describe research methods that could answer the question.  |  | x |  |  |  |  |  |
| **Example Activity and Assessments:** Assignment requiring students to formulate research questions and compare different appropriate methods to answer them; paper requiring student to describe their questions/methods and summarize studies addressing them.  |
|  |  |  |  |  | Objective 1: |  |  |  |  |  |  |  |
| Activity and Assessments: |
|  |  |  |  |  | Objective 2: |  |  |  |  |  |  |  |
| Activity and Assessments: |
|  |  |  |  |  | Objective 3: |  |  |  |  |  |  |  |
| Activity and Assessments: |
|  |  |  |  |  | Objective 4: |  |  |  |  |  |  |  |
| Activity and Assessments: |
|  |  |  |  |  | Objective 5: |  |  |  |  |  |  |  |
| Activity and Assessments: |

**General Education Learning Objectives**

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| K1. EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.   |
| K2. KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.   |
| K3. CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. |
| K4. INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts |
| K5. CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.   |
| K6. GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives. |
| K7. SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one’s own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self- knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.   |

**Prompts on recertification proposal:**

* What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives. (map your response to the Learning Objectives selected above)

**From Example Objective:** *Practice formulating research questions; textbook readings on research methods; readings of research articles; demonstrations on how to search for research articles and how to read and summarize them.*

* How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course. (map your response to the Learning Objectives selected above)

**From Example Objective:** *A required paper, worth 30% of the grade, that requires students to choose a research topic/question, , find 2 articles that address the topic, and compare the studies with particular attention to research methodology. The paper is scored with a rubric.*

* What components of the course will help students achieve the domain criteria selected above?

 **From Example Objective:** *Textbook readings on posing research questions and utilizing research methods; Discussions that compare research methods in psychology with methods used in sociology.*