



Guidance from the General Education Committee for a course to be included in the *Social Sciences* area of the general education curriculum - Crossings:

I.) Criteria to consider in the course syllabus

- Please include the social sciences student learning outcome in the syllabus. You may wish to include the outcome verbatim or to describe how the outcome will be delivered in the course section you are teaching.
- Try to make it explicit to the student *why* they are taking this course, that it fulfills a portion of their general education Ways of Knowing requirements. If you wish, [a logo is available here](#) that can be used in your syllabus and/ or course materials.
- Please include the weight in determining the students' final grade that will be given to each exam (including the final examination or assessment), paper, report, discussion, project, and/or other learning activity.
 - For the "Ways of Knowing" areas of the general education curriculum, there should be a large percentage of the course content and grade connected to the student learning outcome.
- By Undergraduate Curriculum Committee expectation, the syllabus should have a topical or by-week outline of what the course will cover.
- The signature assignment should be apparent in the syllabus, either in the topical outline or in the grading schema.

II.) Course numbering

Crossings courses in the Ways of Knowing areas should be at the 1000- or 2000-level and should have minimal pre-requisites. We currently have many upper division courses at Clemson that do not follow our UCC course numbering guidelines. Those issues are being addressed over time, so 3000- and 4000-level courses are not prohibited in the Ways of Knowing areas. When possible, please consider removing pre-requisites if they are not necessary and/or adjusting course numbering. Otherwise, a course may not be appropriate as a general education course. (UCC course numbering conventions can be found in the [Curriculog document](#) on page 13.)

III.) The *general* nature of general education

There is a special SACSCOC criterion for courses in social sciences (as well as courses in arts & humanities, mathematics, and natural sciences) that "these courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession." We cannot include courses in our general education curriculum for social sciences that are narrowly focused as described.

IV.) For courses to be reviewed, the "Gen Ed Course Review" form is used in Curriculog. Please follow the advice in this document and on the [Course Review page](#) of the Crossings website, along with the specific advice in the Curriculog document, where the Gen Ed Course Review form is detailed starting on page 48. (It is very important to read and follow the expectations in the Curriculog guidelines document.)

V.) Student learning outcomes and rubric

*This document is provided to help ensure that our curriculum processes are transparent and clear. It represents the best information that faculty curriculum committees have available. As updates occur, information will be shared.

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The student learning outcome and rubric for Social Sciences is copied below and are also available on the [About Crossings page](#) of the Crossings website.

Student learning outcome: Students will use social science concepts and evidence to explain human actions or behaviors in the past, the present, and/or the future.

Rubric for assessing the student learning outcome:

	4	3	2	1
Social science concepts and evidence connected to human actions or behaviors	Analyzes, with insight, the connections between social science concepts/evidence and human actions or behavior.	Produces accurate and appropriate connections between social science concepts/evidence and human actions or behavior.	Produces limited and/or superficial connections between social science concepts/evidence and human actions or behavior.	States social science concepts/evidence with no connection to human actions or behavior, <u>or</u> States human actions or behaviors with no connections to social science concepts/evidence.
Effectiveness of explanations	Reaches meaningful and logical conclusions based upon evidence, demonstrating a sophisticated understanding of multiple, interconnected contextual factors.	Reaches meaningful and logical conclusions based upon evidence.	Reaches conclusions based upon limited evidence.	States conclusions with little evidence.