

**GENERAL EDUCATION COURSE ASSESSMENT PLAN (CAP)**

**Social and Behavioral Sciences**

***Please complete the following form and send to:*** ***gened@gvsu.edu******.***

**Course:**

**Course title:**

**Faculty member developing/revising the CAP:**

**Unit head name:**

**Date submitted/revised:**

**Please complete the following for each student learning outcome (goal):**

***1. Student Learning Outcome:*** *An understanding of how knowledge in the social or behavioral sciences is created and applied.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***2. Student Learning Outcome:*** *The major approaches, methods, theories, and substantive findings of the field.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**3. *Student Learning Outcome:*** *An informed critical stance that will allow students to weigh and apply ideas and claims from the social and behavioral sciences outside the classroom.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**Choose one of the following - either 4a or 4b:**

***4a. Critical and Creative Thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.*** *People with a general education think logically and creatively. Expressiveness, imagination, and originality are needed for innovation. Innovative ideas must be subject to critical evaluation, which involves distinguishing information, judgment, and assumption; evaluating evidence and the logic of arguments; identifying and assessing differing perspectives and assumptions; and reasoning systematically in support of arguments.*

***Student Learning Outcome:*** *Assess differing perspectives and assumptions****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Evaluate evidence and the logic of arguments****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Formulate novel approaches or create alternative interpretation.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Or, select Student learning outcome 4b***

***4b. Quantitative Literacy******is a competency and comfort in working with numbers.*** *People with a general education apply mathematical and statistical methods to solving problems in everyday life. They understand and can create sophisticated arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, and mathematical equations as appropriate).*

***Student Learning Outcome:*** *Interpret information appearing in the form of graphs, tables, numerical summaries, equations, and text.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Evaluate underlying assumptions as necessary, recognizing that mathematical and statistical methods have limits.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Solve problems using appropriate arithmetical, algebraic, geometric, or statistical techniques.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Draw valid conclusions based on data analysis and critically evaluate conclusions made by others.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

**Choose one of the following - either 5a or 5b:**

***5a. Problem Solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.*** *People with a general education define and solve problems by seeking and identifying relevant contextual information, formulating strategies, and proposing and evaluating potential solution****.***

***Student Learning Outcome:*** *Construct clear and insightful problem statements that prioritize relevant contextual factors*.

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Identify multiple approaches for solving the problem within the given context.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Design and fully explain proposed solutions that demonstrate deep comprehension of the problem.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Evaluate the feasibility of solutions considering aspects such as the historical context and ethical, legal, or practical impact of potential solutions.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Or, select Student learning outcome 5b***

***5b. Ethical Reasoning is a decision making process based on defining systems of value.*** *People with a general education recognize ethical issues in a variety of settings and contexts, identify different systems of ethical reasoning (including disciplinary and professional ethical systems), and assess the consequences of those choices in different contexts. This enables them to understand and evaluate different systems of ethical reasoning.*

***Student Learning Outcome:*** *Recognize ethical issues when presented in a complex situation****.***

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Demonstrate their understanding of key concepts and principles underlying various systems of reasoning.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome:*** *Participate in activities that engage them in ethical reasoning.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

***Student Learning Outcome***: *Demonstrate the ability to deal constructively with ambiguity and disagreement.*

**How will you TEACH (e.g., assign readings, discuss in class, use a handout, provide models, etc.) students about the student learning outcome? As appropriate, please describe the role of both the students and the instructor.**

**How will you ASSESS or measure how well individual students have learned this objective (e.g., assign a research paper, require group presentations, include a short-answer question on an exam, etc.)?**

Form Updated 11/15/2013