**GE SLO 4.1** Convey how issues relevant to social, cultural, political, contemporary/historical, economic, educational, or psychological realities

interact with each other.

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| --- | --- | --- | --- | --- |
|  | Initial 1 | Emerging 2 | Developing 3 | Highly Developed 4 |
| **Knowledge of issues** | **Shows** **awareness** of human issues and concerns, including social, cultural, political, contemporary/historical, economic, educational, and/or psychological aspects. | Begins to **analyze** social science issues, but overlooks important aspects or makes questionable judgments. | **Contextualizes** social science aspects of several issues. | **Evaluates** different aspects of multiple issues and/or comparative perspectives. |
| **Institutional contexts** | **Recognizes** institutional structures and processes of social science issues. | **Articulates** basic understanding of institutional structures and processes framing social science issues. | **Examines the development** of social science structures and processes. Applies knowledge to **understanding and explaining the effects** of structures and processes on human behavior. | **Analyzes**, in depth, social issues. Uses several **frameworks for evaluating** institutional structures and processes in a historical and/or **comparative** context. |
| **Analysis of interactions** | **Recognizes** that social science phenomena affect **the behaviors of groups and individuals**, but does not analyze them. | **Employs** basic social science **terminology** to some extent and understands that the **concepts interact** in contemporary/ historical issues. Illustrates some **effects of structures and processes** on individuals and/or groups. | **Applies** appropriate concepts and terminology to analyze phenomena and their interactions in relation to specific social problems and their effects on individuals and groups. | **Integrates** conceptual knowledge and sophisticated terminology **to explain the interactions of structures**, processes and issues and their implications and effects on individuals and groups. |

(Updated September 2025)

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