

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

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

(Updated September 2025)  
Revised May 2014.