GE Standard VII: Student Learning Outcome VII Standard

Courses seeking to meet the Student Learning Outcome VII Standard must certify by qualifying under the Matrix of Certification that follows.

**General Education Committee – SLO VII Matrix for Certification**

**If courses applying for SLO VII General Education certification do not meet the following requirements (all boxes must receive a √), they will not advance through the review process:**

* Course must be offered through the College of Health Sciences
  + In the interest of promoting ESUs co-teaching model/philosophy, cross-listed and co-taught courses will be considered if the course is listed in the College of Health Sciences and one of the assigned faculty is from the College of Health Sciences.
* Course must include key assessments that conspicuously address SLO VII and the aligned health-wellness related topics (see matrix)
* Course must include self-evaluative instruments that conspicuously address SLO VII and the aligned health-wellness related topics (see matrix)
* Course must include a physical activity component that is faculty led, and must be able to demonstrate student participation in faculty-led physical activities that explore the health-related components of physical fitness (numbered as 1 on matrix). As a guideline, a faculty member offering an SLO VII course is asked to consider devoting the appropriate percentage of their course to physical activity as determined by the matrix below. For example, a faculty member choosing 5 health areas below is asked to consider devoting 20% of their course to a physical activity component.
* Course must include essential content demonstrating attention to health literacy (numbered as 2 on matrix).
* Course must include an additional 3 of 7 health-related content areas (numbered as 3 - 9 on the matrix).

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| **The following two health- and wellness-related content areas MUST be included in any course applying for General Education - SLO VII status.** | |
| 1. **Health-related components of physical fitness**  * Faculty-led, student participation in the health-related components of physical fitness must be apparent. * **Examples** of essential content might include: * Health-related components of physical fitness; * Physical activity and chronic disease; * Principles of fitness (e.g. overload, progression, rest and recovery, etc.); * Skill-related components of physical fitness. | * *In the space below, briefly list and describe those key assessments and self-evaluative instruments that address the health-related components of physical fitness.* * *In the space below, explain how this course incorporates student participation in faculty-led physical activities in order to explore the health-related components of physical fitness.* |

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| 1. **Health Literacy**  * *Ability to obtain, read, and understand health-related information to make appropriate health decisions.* * Examples of essential content might include: * Consumer literacy as related to personal health; * eHealth literacy as related to personal health; * Media and information literacy as related to personal health. | *In the space below, briefly list and describe those key assessments and self-evaluative instruments that address health literacy.* |
| **Any course applying for General Education – SLO VII status also must include a minimum of 3 of 7 of the following health- and wellness-related content areas** | |
| 1. **Nutrition**  * Examples of essential content might include: * Essential nutrients; * Nutritional challenges during emerging adult years; * Acquisition of skill to improve nutrition; * Creating a behavior change plan for healthy personal nutrition. | *In the space below, briefly list and describe those key assessments and self-evaluative instruments that address nutrition.* |
| 1. **Weight management and body composition**  * Examples of essential content might include: * Evaluating body composition for lifelong wellness; * Assessment of health-risks; * Acquisition of skills to maintain or improve healthy body composition. | *In the space below, briefly list and describe those key assessments and self-evaluative instruments that address weight management and body composition.* |
| 1. **Stress Management**  * Examples of essential content might include: * Emerging adult stressors; * Stress and disease; * Strategies to manage stress; * Acquisition of skills to maintain or improve stress. | *In the space below, briefly list and describe those key assessments and self-evaluative instruments that address stress management.* |
| 1. **Healthy sexuality**  * Examples of essential content might include: * Healthy sexuality challenges common among emerging adults; * Sexual behaviors; * Contraception; * Sexually transmitted infections; * Acquisition of skills to maintain or improve sexual health. | *In the space below, briefly list and describe those key assessments and self-evaluative instruments that address healthy sexuality.* |
| 1. **Healthy relationships**  * Examples of essential content might include: * Theories of love and sexuality; * Supportive relationships as emerging adults; * Characteristics of healthy partnerships. | *In the space below, briefly list and describe those key assessments and self-evaluative instruments that address healthy relationships.* |
| 1. **Drug use and abuse**  * Examples of essential content might include: * Drug use among emerging adults; * Health risks associated with drug use and abuse; * Resources for use and abuse assistance. | *In the space below, briefly list and describe those key assessments and self-evaluative instruments that address drug use and abuse.* |
| 1. **Consumer health and options in health care**  * Examples of essential content might include: * Navigating health care and coverage; * Self-care, medical care, and lifelong wellness; * Assessing medical care options. | *In the space below, briefly list and describe those key assessments and self-evaluative instruments that address consumer health and option in health care.* |