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.*  |