

Appendix A: Standards for Qualification

General Statement Regarding Faculty Teaching GE Courses

This program represents, in part, a move away from a GE program structured strictly along disciplinary lines. Certain Student Learning Outcomes (protected by the GE Standards in this Appendix) may be met by taking courses in a wide array of different disciplines. Because of this new structure, it is natural that the General Education Committee and/or University Wide Curriculum Committee may consider faculty expertise, credentialing, and/or area(s) or research when assessing the appropriateness of a course in meeting a given Standard. The expectation remains, as always, that faculty teaching GE courses will be experts in their areas of instruction and will possess the educational background appropriate to the Standard or Standards for which their courses have applied.

The Standards themselves begin on the following page.

GE Standard I: SLO I Standard

University-Wide Student Learning Outcome I requires students to:

Demonstrate an understanding of their role as citizens of a diverse, global society

Courses seeking to meet the SLO I Standard must:

- (i) Require students to engage in particular activities, and
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas

To meet the Standard, courses must address *each* of the first two core areas below (Areas 1, and 2), and must address *at least one of* the last two areas (either Area 3 or Area 4). Direct assessment must be used in all areas chosen.

As a suggested guideline, the General Education Committee asks faculty to consider devoting at least 25% of a student's course grade to the assessment of Areas 1 and 2 below.

The specific requirements for addressing and assessing each Area follow, and are listed under the Area headings themselves. One page is devoted to each of the four Areas.

Area 1: Development of Familiarity with World Cultures

Briefly describe means through which this course requires students to do the following:

- Develop familiarity with world cultures by learning about historical, social, political, and/or economic institutions and practices.



Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to develop familiarity with world cultures by learning about historical institutions and practices.
- The ability to develop familiarity with world cultures by learning about social institutions and practices.
- The ability to develop familiarity with world cultures by learning about political institutions and practices.
- The ability to develop familiarity with world cultures by learning about economic institutions and practices

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 2: Demonstration of Tolerance for Diverse Views and Perspectives

Briefly describe means through which this course requires students to do the following:

- Demonstrate tolerance for diverse views and perspectives and/or promote human equality at personal and/or societal levels through action.



In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to demonstrate tolerance for diverse views and perspectives.
- The ability to promote human equality at a personal level through action.
- The ability to promote human equality at a societal level through action.

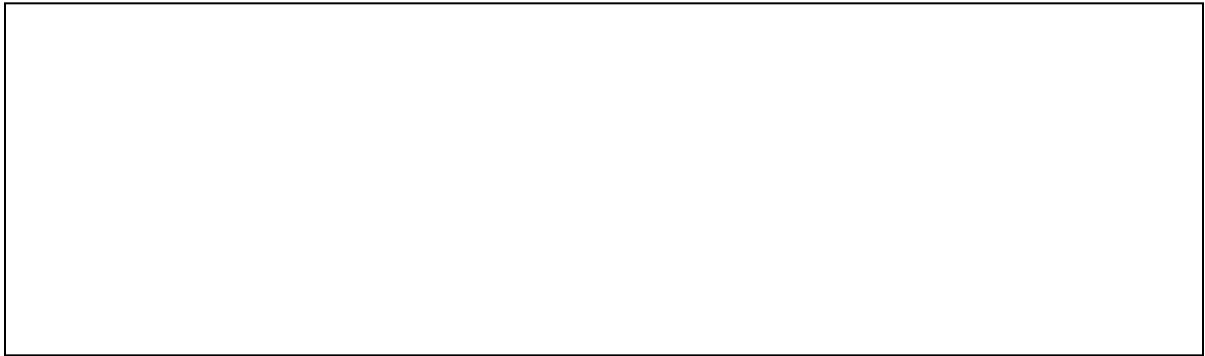
Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 3: Development of Understanding of Institutions and Processes and Active Civic Participation

Briefly describe means through which this course requires students to do the following:

- Develop an understanding of local, state, national, and/or international institutions and processes, and an understanding of how they themselves can engage in active civic participation in governmental, non-profit, and/or private organizations in order to improve the quality of life.



In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to develop an understanding of local and/or state and/or national and/or international institutions and processes.
- The ability to engage in active civic participation in governmental and/or non-profit and/or private organizations in order to improve the quality of life.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 4: Demonstration of Awareness of Role as Global Citizens and Understanding of Global Interconnectedness

Briefly describe means through which this course requires students to do the following:

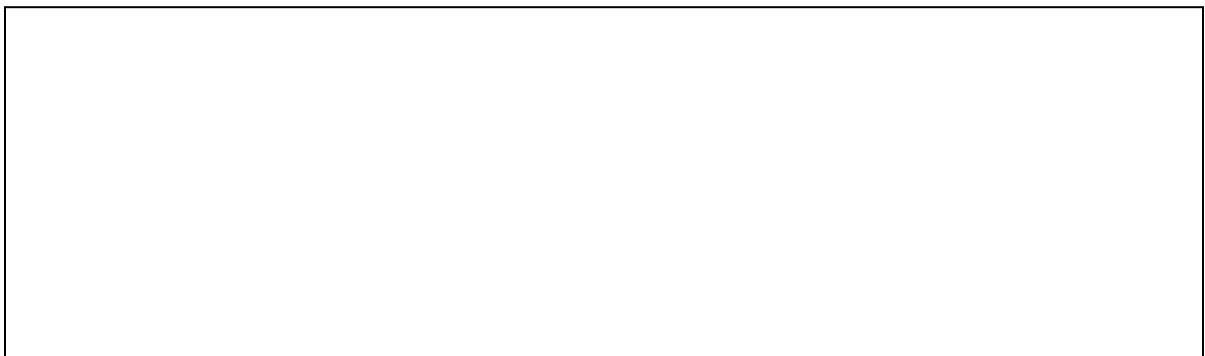
- Demonstrate an awareness of their role and responsibilities as citizens of a global community and/or an understanding of global interconnectedness and/or an understanding of contemporary global issues and events.



In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to demonstrate an awareness of their role and responsibilities as citizens of a global community.
- The ability to demonstrate an understanding of global interconnectedness.
- The ability to demonstrate an understanding of contemporary global issues and events.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



GE Standard II: Critical Thinking Standard

Courses seeking to meet the Critical Thinking Standard must:

- (i) Require students to engage in particular activities, and
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas

To meet the Standard, courses must address *each* of the five areas listed on the following pages. Direct assessment must be used in *each* area.

The specific requirements for addressing and assessing each Area follow, and are listed under the Area headings themselves. One page is devoted to each of the five Areas.

Area 1: Logical Consistency

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet points:

- Understand that concepts share a logical framework. That is, understand that one idea makes sense given another.
- Understand that, given a logical propositional system, no theorem of the system contradicts another.

Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to offer or evaluate an argument by providing reasons that support the conclusion and employing logically sound argumentation
- The ability to offer or evaluate an argument without allowing a false inference to follow from true premises
- When offering or evaluating an argument, the ability to show that the argument can be proved or at least sufficiently supported by data
- When offering or evaluating an argument, the ability to show that the premises of the argument are true in the actual world
- When discussing an argument, the ability to identify whether the right question or questions are being asked.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 2: Clarity of Argumentation

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Demonstrate an understanding of the process of developing or presenting an argument

Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to clearly state one point at a time
- The ability to elaborate upon a statement if asked
- The ability to provide examples that connect the student's thoughts to life experiences
- The ability to use analogies and metaphors to help people connect the student's ideas to a variety of things that they already understand
- The ability to demonstrate the sequential steps in developing or presenting an argument.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 3: Ability to Assess Evidence

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Demonstrate the skills required to estimate the value of evidence:

Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to evaluate whether claims are supported by the data provided
- The ability to compare and contrast information that opposes an author's position and that which supports it
- The ability to evaluate whether all information used is clear, accurate, and relevant to the question at issue
- The ability to evaluate whether an author has gathered sufficient information in making an argument
- The ability to assess the extent and weight of any evidence provided

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 4: Ability to Apply Evidence

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Demonstrate the skills required to apply evidence during argumentation.

Your course is asked to demonstrate improvement in one or more of the following student skills:

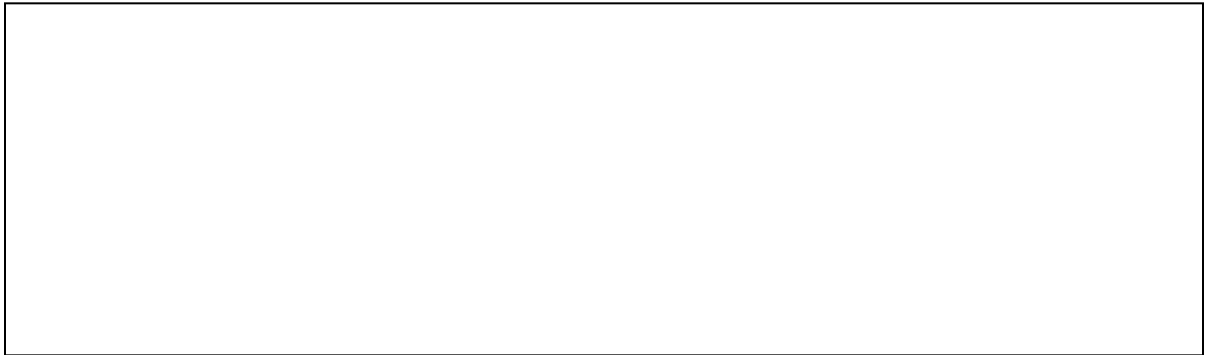
- The ability to restrict claims made to those supported by the available data
- The ability to search for and uncover information that opposes your position as well as that which supports it
- The ability to ensure that all information used is clear, accurate, and relevant to the question at issue
- The ability to ensure that sufficient information has been gathered when formulating an argument or position
- The ability to adequately explain the extent and weight of any available evidence

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 5: Ability to Reflect upon Assumptions, Including one's Own

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

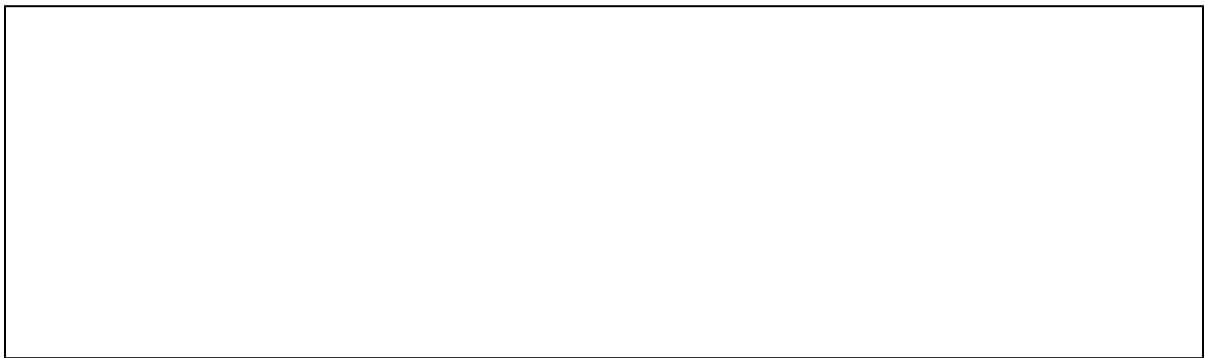
- Examine assumptions critically, and suspend the conclusions that follow from a particular assumption in order to consider the viability of alternative assumptions and/or propositions.



Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to recognize the relevance and/or merit of alternative assumptions and perspectives
- The understanding of the process of analyzing, reconsidering, and questioning assumptions

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



GE Standard III: Communication Standard

Courses seeking to meet the Communication Standard must:

- (i) Require students to engage in particular activities, and
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas

To meet the Standard, courses must address *each* of the first three areas below (Areas 1, 2, and 3), and must address *at least one* of the last four areas (Areas 4, 5, 6, or 7). Direct assessment must be used in *each* area chosen.

As a suggested guideline, the General Education Committee asks faculty to consider devoting at least 25% of a student's course grade to the assessment of Areas 1, 2, and 3 below.

The specific requirements for addressing and assessing each Area follow, and are listed under the Area headings themselves. One page is devoted to each of the seven Areas.

Area 1: Acquisition of Relevant Supportive Evidence

Briefly describe means through which this course requires students to do the following:

- Support verbal and written communication with relevant evidence acquired through textual, visual, and/or audio sources.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to support verbal and/or written communication with relevant evidence acquired from textual sources.
- The ability to support verbal and/or written communication with relevant evidence acquired from visual sources.
- The ability to support verbal and/or written communication with relevant evidence acquired from audio sources.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 2: Demonstration of Higher-Order Thinking Skills

Briefly describe means through which this course requires students to do the following:

- Demonstrate higher-order thinking skills – such as evaluation, synthesis, and critique – through verbal and/or written communication.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to evaluate material through verbal and/or written communication.
- The ability to synthesize material through verbal and/or written communication.
- The ability to critique material through verbal and/or written communication.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 3: Presentation of Organized and Supported Information

Briefly describe means through which this course requires students to do the following:

- Present organized information – supported with relevant facts, reasoning, and/or visual aids – while using effective and clear language.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to present organized information – supported with relevant facts – with effective and clear language.
- The ability to present organized information – supported with sound reasoning – with effective and clear language.
- The ability to present organized information – supported with visual aids – in a manner in which the receiver can comprehend the message.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 4: Utilization of Logical, Supported Argumentation

Briefly describe means through which this course requires students to do the following:

- Use logical argument, persuasively supported by data or by theory, to advance ideas and/or propose solutions to problems.

In this course students are expected to demonstrate improvement in the following skill:

- The ability to use logical argumentation, persuasively supported by data, to advance ideas and/or propose solutions to problems.

Describe what direct assessments you will use in order to demonstrate improvement in this skill among your students.

Area 5: Clear Expression of Ideas to Diverse Audiences

Briefly describe means through which this course requires students to do the following:

- Clearly express ideas to diverse audiences utilizing verbal, written, and/or visual means of communication for a variety of purposes.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to clearly express ideas to diverse audiences through verbal means of communication for a variety of purposes.
- The ability to clearly express ideas to diverse audiences through written means of communication for a variety of purposes.
- The ability to clearly express ideas to diverse audiences through visual means of communication for a variety of purposes.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 6: Engagement and Participation in Discussion

Briefly describe means through which this course requires students to do the following:

- Engage and participate in discussions through active and receptive listening, thoughtful development of questions and responses, and clear articulation of ideas.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to engage and participate in discussions through active and receptive listening.
- The ability to engage and participate in discussions through the thoughtful development of questions and responses.
- The ability to engage and participate in discussions through the clear articulation of ideas.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 7: Employment of Organizational Strategies

Briefly describe means through which this course requires students to do the following:

- Employ a variety of organizational strategies, such as pre-writing and/or brainstorming, in order to effectively and clearly craft a message or idea.

In this course students are expected to demonstrate improvement in one or more of the following skills:

- The ability to employ a variety of organizational strategies (such as pre-writing or similar strategies) in order to effectively and clearly craft a message or idea.
- The ability to employ a variety of organizational strategies (such as brainstorming or similar strategies), in order to effectively and clearly craft a message or idea.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

GE Standard IV: Information Literacy and Technological Skills Standard

Courses seeking to meet the Information Literacy and Technological Skills Standard must:

- (i) Require students to engage in particular activities, and
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas

To meet the Standard, courses must address *each* of the four areas listed below. Direct assessment must be used in *each* of the four areas.

The specific requirements for addressing and assessing each Area follow, and are listed under the Area headings themselves. One page is devoted to each of the four Areas.

Area 1: Identification of the Need for Information

Briefly describe contexts in which your course will require students to do the following:

- Recognize generally when the need for information arises in discussions, define the scope of the information needed in such cases, articulate the scope of the information needed in such cases, and reevaluate the nature and extent of the information required as the discussion progresses.

Your course is asked to demonstrate improvement in **two or more** of the following student skills:

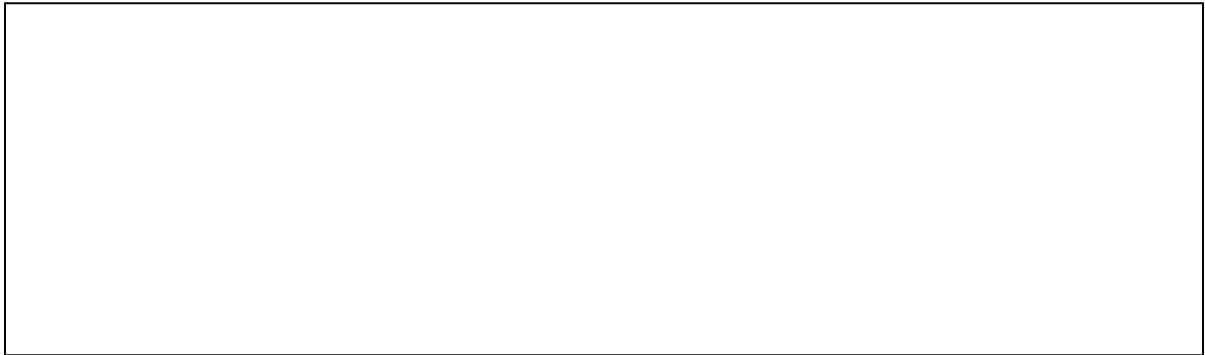
- The ability to identify the type and scope of information needed in order to advance a discussion
- The ability to distinguish relevant from irrelevant information
- The ability to identify the type and scope of information that may be obtained from a variety of sources and locations, potentially presented in a variety of formats
- The ability to assess the relative benefits of, the feasibility of obtaining, and the costs associated with acquiring and applying information that originates from a variety of sources

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 2: Information Collection and Evaluation

Briefly describe contexts in which your course will require students to do the following:

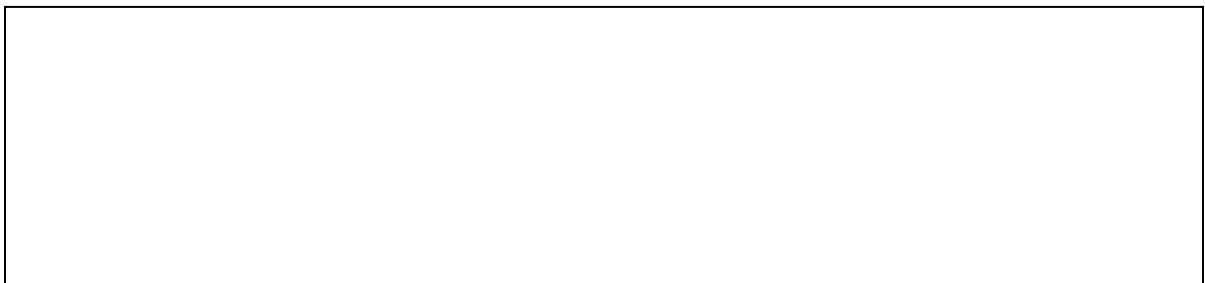
- Select and implement research methods that effectively and efficiently extract information while evaluating the information so obtained critically.



Your course is asked to demonstrate improvement in ***all of*** the following student skills:

- The ability to select appropriate research methodologies that allow the effective extraction, compilation, and management of information, and the ability to demonstrate the technological skills necessary to complete such tasks
- The ability to identify the sources, accuracy, scope, currency, context, and potential biases associated with information
- The ability to evaluate information critically, the ability to recognize when the information obtained is insufficient to the task at hand, and the ability to implement new or modified strategies in order to obtain the additional information required

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 3: Synthesis and Communication of Information

Briefly describe contexts in which your course will require students to do the things listed in one of the following bullet points:

- Identify, select, adapt, and apply prior or newly learned information, technology, and other tools in order to accomplish a specified task, and display technological skills appropriate to the task in so doing.
- Communicate the results of a particular information-rich analysis effectively in an appropriate format to a given audience, and display technological skills appropriate to the task in so doing.

Your course is asked to demonstrate improvement in **three or more of** the following student skills:

- The ability to compile information from a variety of sources, the ability to extract ideas and concepts from the varied sources, and the ability to compare the sources critically. In demonstrating such abilities, the student should be able to display competence in the technological skills most appropriate to the task.
- The ability to evaluate and challenge prior knowledge in the face of new information in a way that respects the viewpoints of others
- The ability to use new information to expand previous concepts and to construct new ones. In demonstrating this ability, the student should be able to display competence in the technological skills most appropriate to the task.
- The ability to distill the key ideas and implications from a body of information, and the ability to communicate these ideas and implications effectively to a given audience. In demonstrating these abilities, the student should be able to display competence in the technological skills most appropriate to the task.
- The ability to effectively use a body of information to challenge and/or defend a particular idea

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 4: Ethical Use of Information and Technology

Briefly describe contexts in which your course will require students to do the following:

- Explore the legal and ethical aspects of the access and use of information across a variety of technological platforms.

Your course is asked to demonstrate improvement in ***one or more*** of the following student skills:

- The understanding of the economic, legal, ethical, and social issues surrounding the production and use of information
- The understanding of the economic, legal, ethical, and social issues surrounding the use of technology

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

GE Standard V: Scientific Standard

Courses seeking to meet the Scientific Standard must:

- (i) Require students to engage in particular activities, and
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas

To meet the Standard, courses must address *each* of the first three areas below (Areas 1, 2, and 3), and must address *one of* the last two areas (either Area 4 or Area 5). Direct assessment must be used in *each* of the four areas chosen.

The specific requirements for addressing and assessing each Area follow, and are listed under the Area headings themselves. One page is devoted to each of the five Areas.

Area 1: Understanding Science as a Process

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Recognize how areas of research are identified, how research problems are defined, and how research programs are designed to test hypotheses.

Your course is asked to demonstrate improvement in one or more of the following student skills:

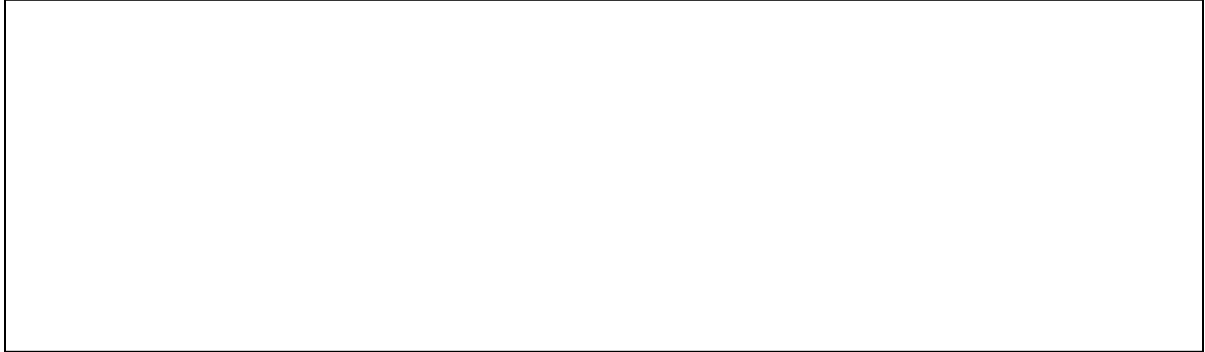
- The ability to describe key features that distinguish the scientific process from non-scientific ones
- The ability to describe the process by which science is used to answer questions
- The understanding that science relies upon observations of the physical universe, and that all scientific ideas are provisional
- The ability to distinguish questions that may be addressed scientifically from those that cannot be so addressed

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 2: Scientific Knowledge

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

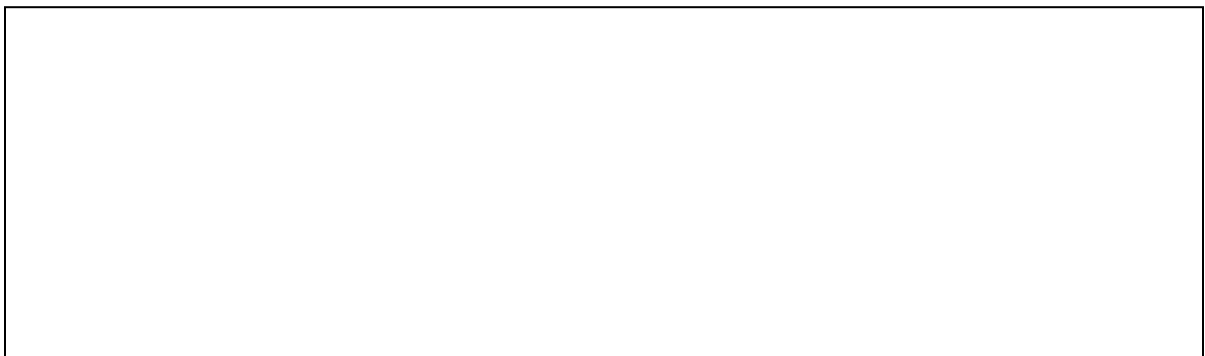
- Explore and discuss major concepts, theories, historical milestones, and contemporary methods in at least one scientific discipline.



Your course is asked to demonstrate improvement in one or more of the following student skills:

- The understanding of major contemporary concepts in at least one scientific discipline
- The ability to describe key theories in at least one scientific discipline
- The ability to describe critical steps in the historical development of contemporary concepts or theories in at least one scientific discipline
- The ability to describe specific methods by which scientists in a particular scientific discipline collect empirical data

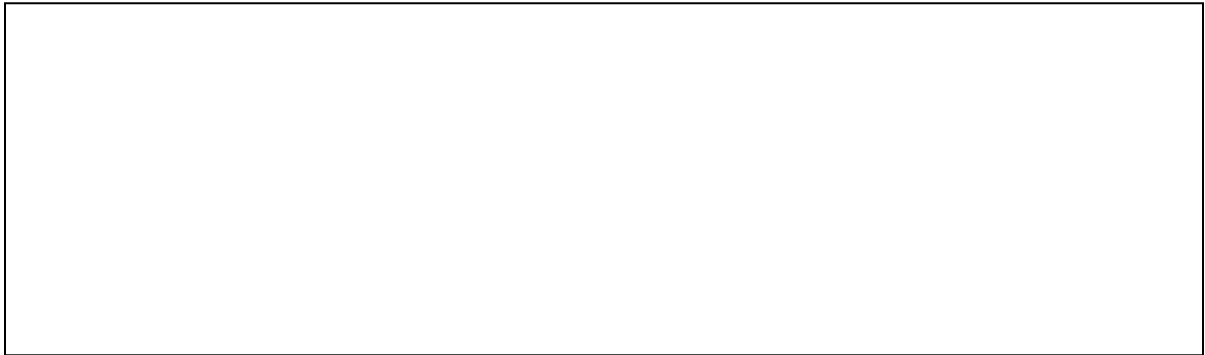
Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 3: Communicating Scientific Ideas

Briefly describe contexts in which your course will require students to do the following:

- Effectively communicate the results of scientific investigations in a format appropriate to the task.



Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to effectively communicate scientific ideas
- The ability to defend and/or criticize conclusions drawn from scientific data by using the data itself
- The ability to communicate the assumptions, approximations, uncertainties, and limits of applicability inherent in a given scientific analysis

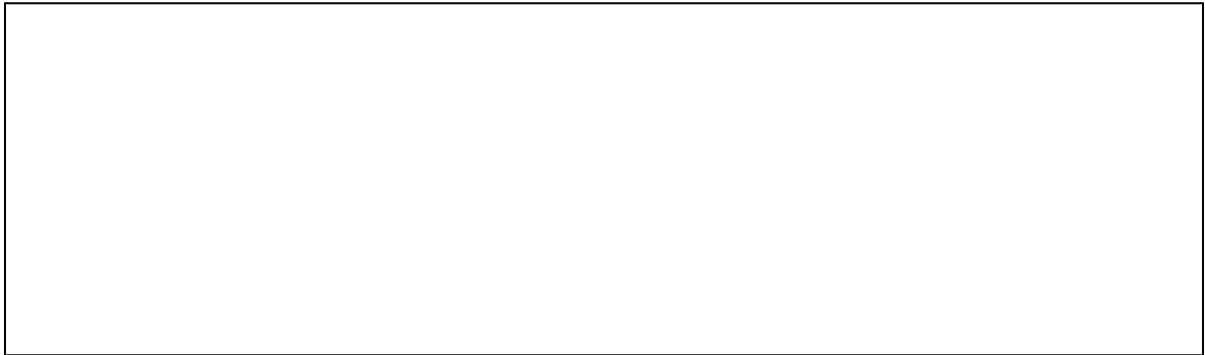
Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 4: Participation in the Scientific Process

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

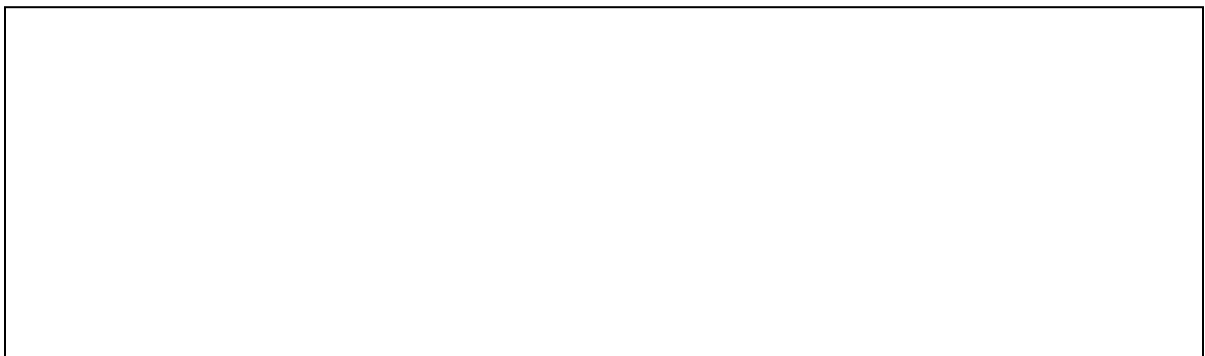
- Collect scientific data using appropriate tools and techniques, analyze and evaluate scientific data, and use scientific data to formulate and/or test scientific hypotheses.



Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to collect, analyze, or evaluate scientific data
- The understanding of the sources of uncertainty in empirical data, and the ability to estimate the sizes of such uncertainties
- The ability to formulate hypotheses based upon observational data
- The ability to determine ways by which scientific hypotheses might appropriately be tested

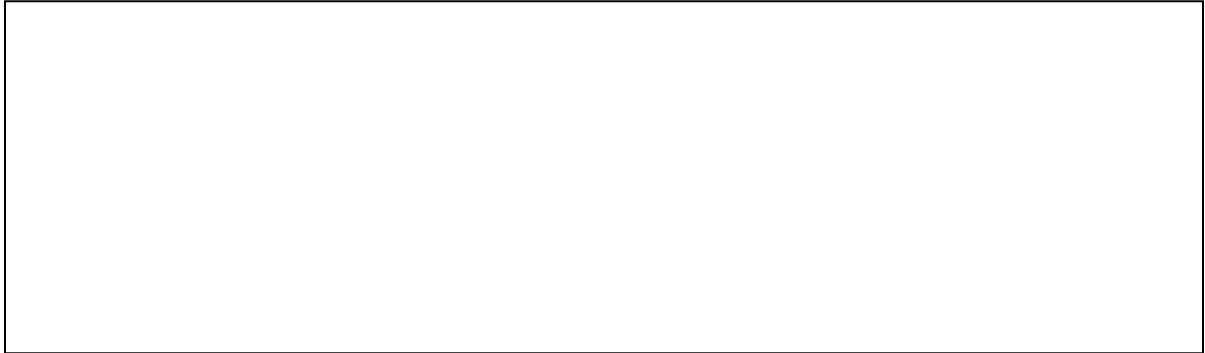
Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 5: Science and Society

Briefly describe contexts in which your course will require students to do the following:

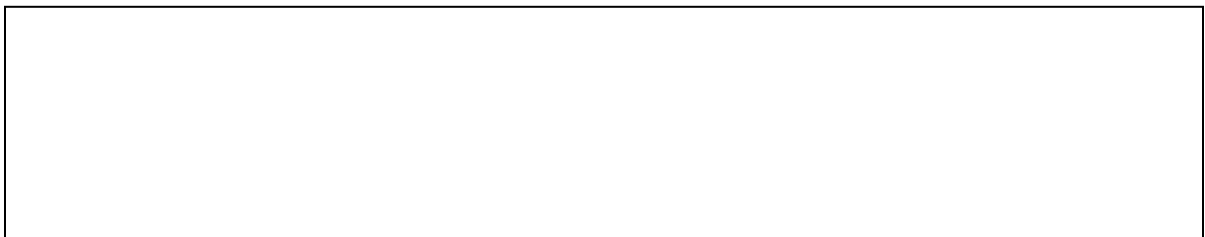
- Explore and discuss the impacts, potential or realized, of scientific research on society



Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to identify societal problems for which the application of science could be beneficial, and the ability to discuss cogently ways in which science could be of benefit in such cases
- The ability to evaluate scientific information relevant to contemporary issues, the ability to identify the sources of such information, and the ability to assess the credibility of such information
- The ability to describe how scientific inquiry can contribute in meaningful ways to political, social, economic, or ethical discussions
- The ability to use scientific reasoning to make informed, data-driven decisions on contemporary issues that require scientific literacy

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



GE Standard VI: Create and/or Critique Standard

Courses seeking to meet the Create and/or Critique Standard must:

- (i) Require students to engage in creative and/or analytical processes, and
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas.

To meet the Standard, courses must address *three* of the four areas listed on the following pages. Direct assessment must be used in *each* of the areas chosen.

Additionally, the following requirements must be met:

- **The main focus of a Create/Critique course must be student creation and/or analysis of works of art. “Work of art” is defined as a creative piece that evokes an aesthetic response and transcends the utilitarian.**
- **Class sizes for courses including an Applied Skills/Activity component must not exceed 25 students. The actual creation of works of art requires a complex set of skills. Students must employ critical thinking and must also master techniques relevant to specific art forms. This includes the ability to offer in-depth critiques of classmates’ work. Such skills require focused interaction with the professor, individual skills instruction, and individualized support.**

The specific requirements for addressing and assessing each Area follow, and are provided under the Area headings themselves. One page is devoted to each of the four Areas.

Area 1: Comprehension of Historical Framework

Briefly describe contexts in which your course will require students to do all of the things listed in the following bullet point:

- Understand the historical basis of the arts, including the context in which they arose and developed, their value throughout history, and their impact on society.

Your course is asked to demonstrate improvement in the following student skills:

- The ability to research and comprehend the history of a specified art form

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 2: Comprehension of Theory

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet points:

- Demonstrate an understanding of the basic theory and application of particular artistic techniques.
- Demonstrate through artistic skills the ability to apply artistic theory during the process of creation.
- Demonstrate an ability to apply critical reasoning skills during the process of creation
- Identify elements of the medium and/or art form which are used in the underlying theory for creation, analysis, and critique of the art form.



Your course is asked to demonstrate improvement in all of the following student skills:

- The ability to understand and apply artistic theory during the practice and development of a specified art form.
- The ability to effectively communicate verbally and in writing a theoretical critique of a specified art form.

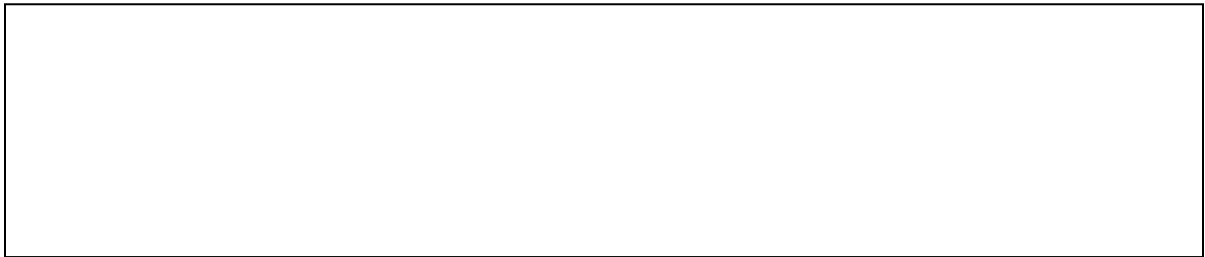
Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 3: Comprehension of Cultural Context

Briefly describe contexts in which your course will require students to do all of the things listed in the following bullet points:

- Demonstrate an understanding of the cultural context in which an art form was developed, an understanding of its value across various cultures, and an understanding of its impact on society and on other arts.
- Demonstrate an understanding of the significance of an art form in various cultures, an understanding of the formal and cultural differences manifest in the art form in different cultures, and an understanding of the shared elements and meanings of the art form that reflect cultural commonalities.
- Demonstrate an understanding of cultural biases in how the art form and its practitioners are viewed (e.g., social strata, gender, etc.).



Your course is asked to demonstrate improvement in all of the following student skills:

- Comprehension of the cultural context in which an art form was created and developed
- The ability to research and understand the cultural context of an art form
- Understanding of the implications of cultural context on the development of art forms
- Willingness to attend and participate in creative community performances, exhibitions, and events

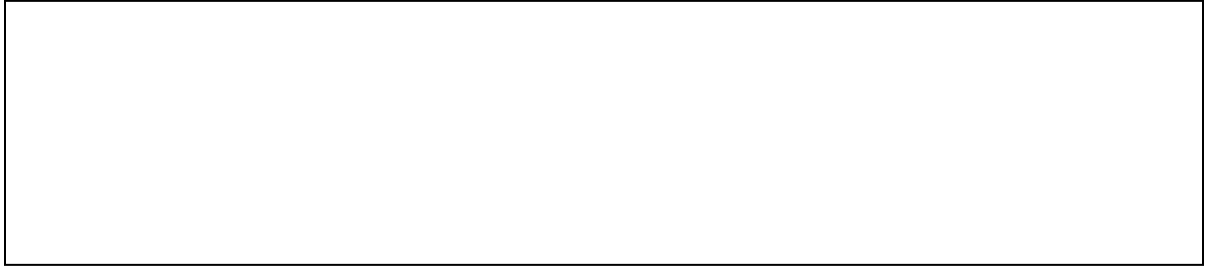
Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 4: Create (Applied Skills/Activity Setting)

Briefly describe contexts in which your course will require students to do all of the things listed in the following bullet points:

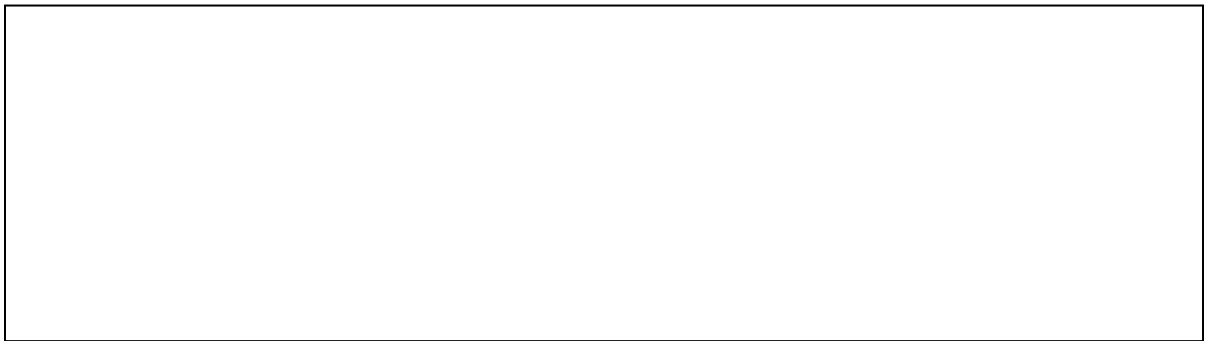
- Demonstrate an understanding of craft and creative processes.
- Demonstrate an understanding of the ways artists apply and synthesize specific techniques.



Your course is asked to demonstrate improvement in all of the following student skills:

- The ability to create a work of art (visual, performing, fine, or literary) while guided by professor critique/response during its development
- The ability to understand, apply, and synthesize specific techniques in the creation of a work of art destined for display or performance before an audience
- The ability to critically examine and apply professor feedback during the development of a work of art
- The ability to develop an individualized approach to the artistic process

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



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).

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.*

2. 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

In the space below, briefly list and describe those key assessments and self-evaluative instruments that address health literacy.

information literacy as related to personal health.	
Any course applying for General Education - SLO VII status also must include a minimum of <u>3 of 7</u> of the following health- and wellness-related content areas	
3. Nutrition ✓ Examples of essential content might include: <ul style="list-style-type: none"> • Essential nutrients; • Nutritional challenges during emerging adult years; • Acquisition of skill to improve nutrition; • Creating a behavior change plan for healthy personal nutrition. 	<i>In the space below, briefly list and describe those key assessments and self-evaluative instruments that address nutrition.</i>
4. Weight management and body composition ✓ Examples of essential content might include: <ul style="list-style-type: none"> • Evaluating body composition for lifelong wellness; • Assessment of health-risks; • Acquisition of skills to maintain or improve healthy body composition. 	<i>In the space below, briefly list and describe those key assessments and self-evaluative instruments that address weight management and body composition.</i>
5. Stress Management ✓ Examples of essential content might include: <ul style="list-style-type: none"> • Emerging adult stressors; • Stress and disease; • Strategies to manage stress; 	<i>In the space below, briefly list and describe those key assessments and self-evaluative instruments that address stress management.</i>

<ul style="list-style-type: none"> • Acquisition of skills to maintain or improve stress. 	
<p>6. Healthy sexuality</p> <p>✓ Examples of essential content might include:</p> <ul style="list-style-type: none"> • Healthy sexuality challenges common among emerging adults; • Sexual behaviors; • Contraception; • Sexually transmitted infections; • Acquisition of skills to maintain or improve sexual health. 	<p><i>In the space below, briefly list and describe those key assessments and self-evaluative instruments that address healthy sexuality.</i></p>
<p>7. Healthy relationships</p> <p>✓ Examples of essential content might include:</p> <ul style="list-style-type: none"> • Theories of love and sexuality; • Supportive relationships as emerging adults; • Characteristics of healthy partnerships. 	<p><i>In the space below, briefly list and describe those key assessments and self-evaluative instruments that address healthy relationships.</i></p>
<p>8. Drug use and abuse</p> <p>✓ Examples of essential content might include:</p> <ul style="list-style-type: none"> • Drug use among emerging adults; • Health risks associated with drug use and abuse; • Resources for use and abuse assistance. 	<p><i>In the space below, briefly list and describe those key assessments and self-evaluative instruments that address drug use and abuse.</i></p>
<p>9. Consumer health</p>	<p><i>In the space below, briefly list and describe those key assessments and self-evaluative instruments that address</i></p>

<p>and options in health care</p> <p>✓ Examples of essential content might include:</p> <ul style="list-style-type: none">• Navigating health care and coverage;• Self-care, medical care, and lifelong wellness;• Assessing medical care options.	<p><i>consumer health and option in health care.</i></p>
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GE Standard VIII: Quantitative Standard

Courses seeking to meet the Quantitative Standard must:

- (i) Require students to engage in particular activities, and
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas

To meet the Standard, courses must address *each* of the following four areas, and direct assessment must be used in *each* of the four areas.

The specific requirements for addressing and assessing each Area follow, and are listed under the Area headings themselves. One page is devoted to each of the four Areas.

Area 1: Comprehension of Quantitative Language

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Interpret and explain information presented in standard quantitative formats such as graphs, mathematical expressions, equations, diagrams, tables, and English text.

Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to extract basic information from graphs, diagrams, or tables
- The ability to identify trends appearing in graphs, diagrams, or tables, and the ability to extrapolate from them
- The ability to extract quantitative information from English text, mathematical expressions, or mathematical equations

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.

Area 2: Expression through Quantitative Language

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

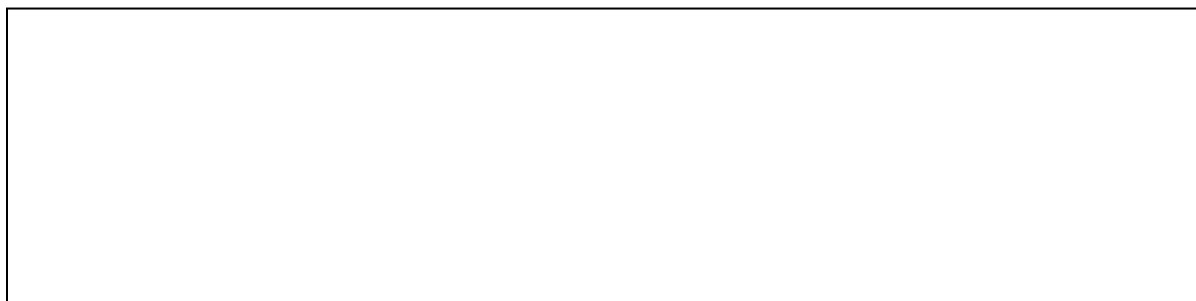
- Communicate ideas through the appropriate use of standard quantitative formats such as graphs, equations, diagrams, tables, and English text.



Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to communicate information through the use of graphs, diagrams, or tables
- The ability to communicate quantitative information through the use of English text, mathematical expressions, or mathematical equations

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 3: Mathematical Fluency

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

- Use algebraic, geometric, arithmetic, and statistical methods when appropriate in the solutions of problems.



Your course is asked to demonstrate improvement in one or more of the following student skills:

- The understanding of mathematical expressions, including variables and functions of variables
- The understanding of mathematical equations
- The ability to manipulate mathematical expressions, including the ability to perform simple algebraic operations

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



Area 4: Data Driven Argumentation

Briefly describe contexts in which your course will require students to do one or more of the things listed in the following bullet point:

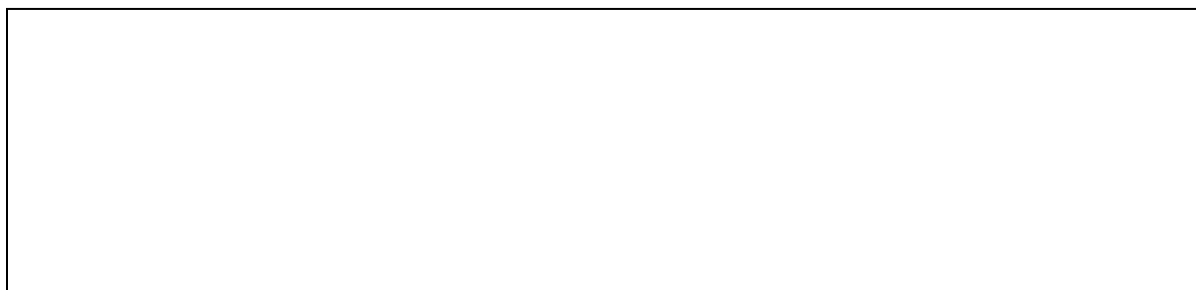
- Analyze quantitative data, understand any limits and/or assumptions inherent in a set of data, and be able to use data to formulate and defend arguments based upon that data.



Your course is asked to demonstrate improvement in one or more of the following student skills:

- The ability to use quantitative data to make coherent arguments for or against various conclusions that might be drawn from the data
- The ability to examine critically conclusions claimed to follow from a set of quantitative data by using the data itself
- The understanding of the sources of uncertainty in empirical data, and the ability to estimate the sizes of such uncertainties
- The understanding of the assumptions, uncertainties, and limits of applicability inherent in a given quantitative analysis
- The ability to estimate/approximate quantities when a complete measurement and/or calculation is impossible.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



GE Standard IXa: Level II Writing Standard

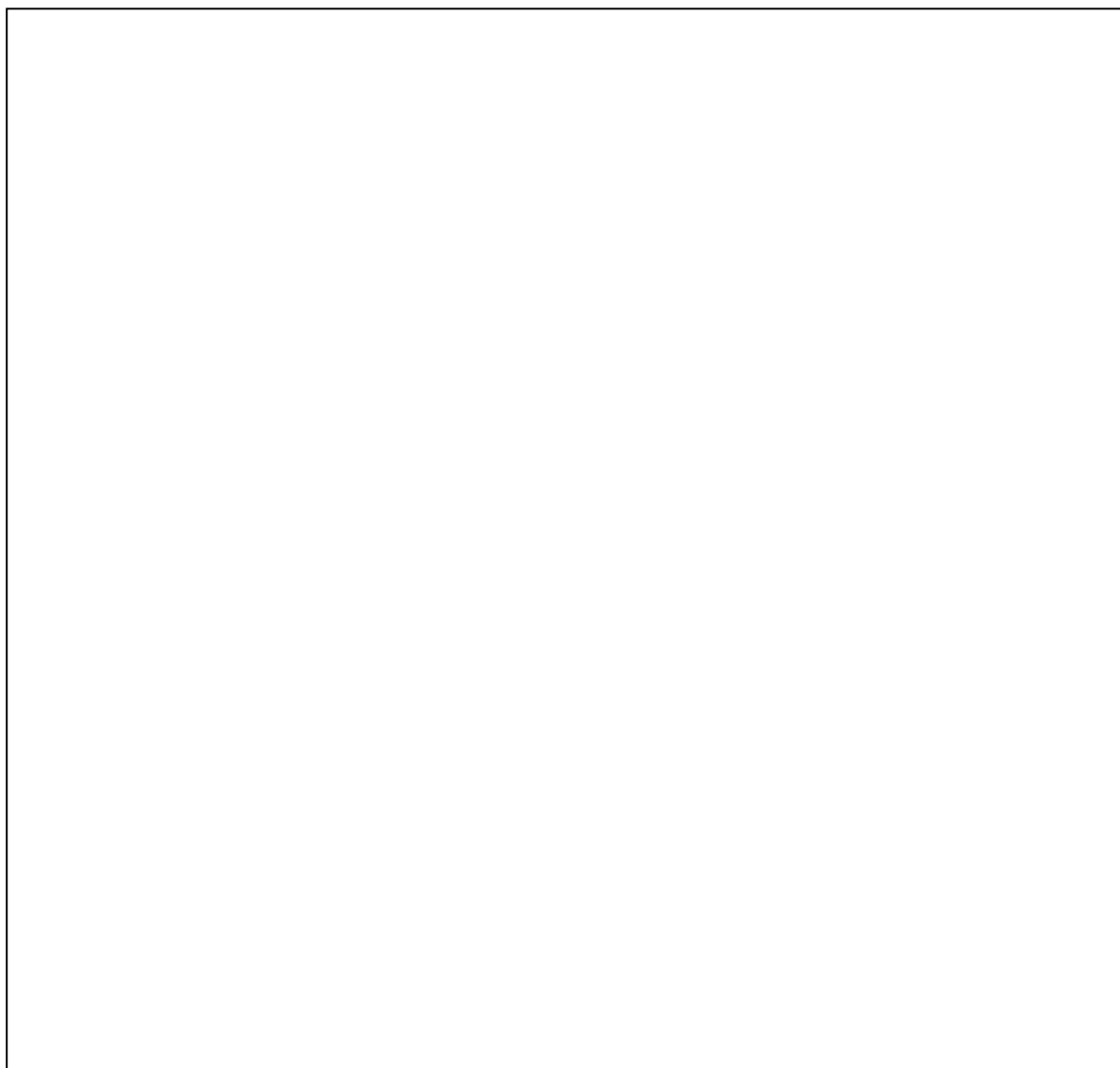
Courses seeking to meet the Level II Writing Standard must: (1) be a 200 or 300 level course, (2) require ENGL 103 as a prerequisite, (3) incorporate multiple writing assignments with at least one of the assignments requiring multiple drafts, (4) use the assessment of writing assignments to determine at least 30 percent of a student's overall course grade, and (5) have an enrollment cap of 26 students or less. Additionally, to meet the Standard, courses must address *each* of the three Areas listed on the following pages in the manner specified under the Area headings.

Regarding Faculty that teach Level II Writing and Level III Writing courses:

- **Faculty teaching Level II Writing and Level III Writing courses must have completed the appropriate locally approved training sessions.**
- **Faculty teaching Level II Writing and Level III Writing courses may be asked to voluntarily participate in a modest number of sessions with other Level II Writing and Level III Writing faculty in order to reflect upon and improve writing across the curriculum.**

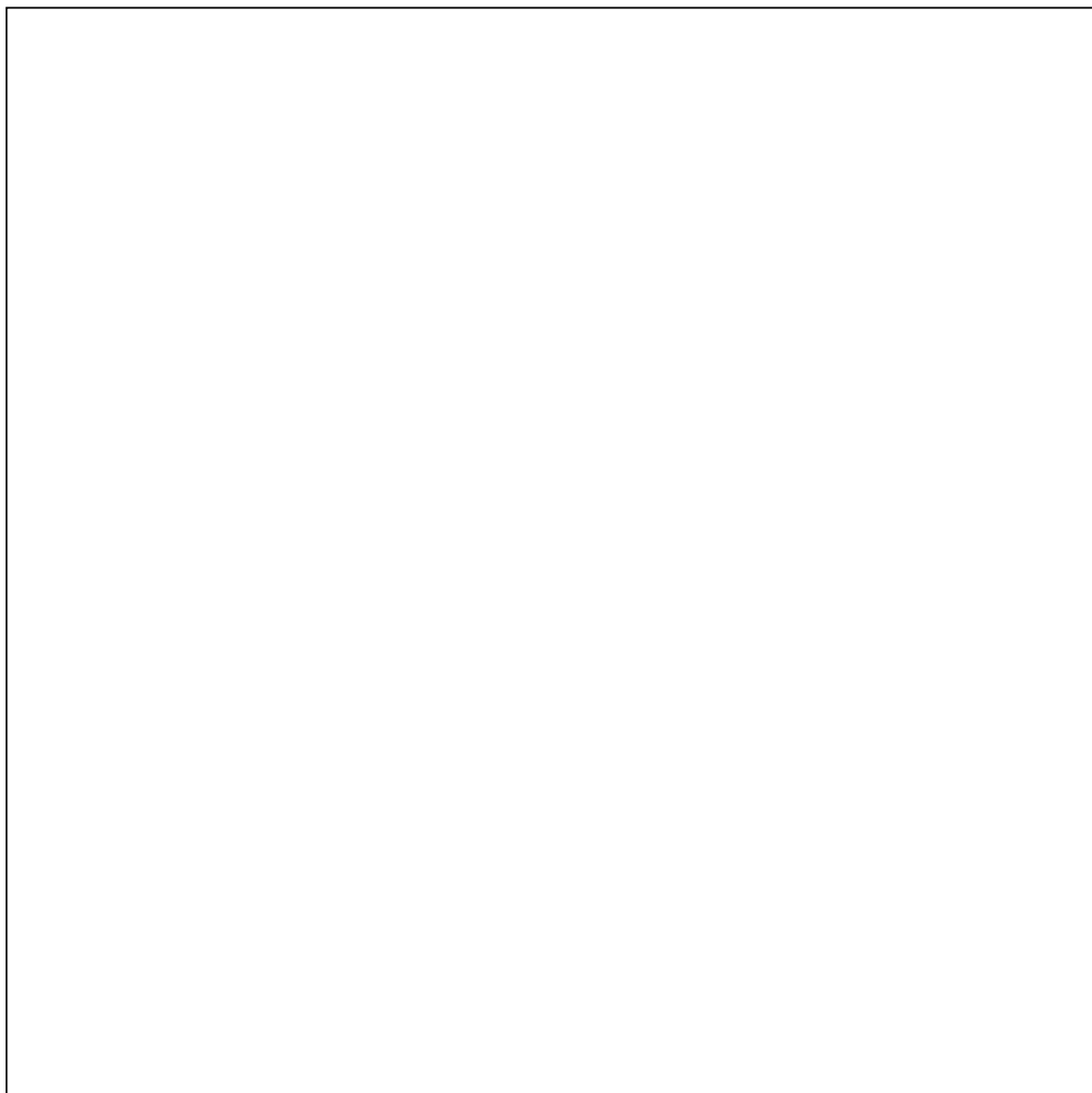
Area 1: Writing Assignment Design

Briefly describe the formal and informal writing assignments that will be used for learning subject matter in this course. The writing assignments should be spread throughout the entirety of the course. Explain also how the writing assignments will be used to help achieve the course's student learning outcomes. In particular, address how the writing assignments will help the student to explore and more deeply understand the course's subject matter.



Area 2: Treatment of Writing as a Developmental Process

Describe briefly how the writing assignments in this course will be part of a learning process that unfolds through several iterations. Some examples of such processes are: a sequence of preparatory writings that lead to a final product; a set of regular journal entries; a set of field notes progressing to a report; or, a set of interpretations/observations of works, each examining a different aspect of the work in question.

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Area 3: Evaluation and Feedback from the Instructor

Describe how each of the writing assignments will be evaluated and how students will receive feedback from their instructor. Describe the opportunities that students will have to apply such feedback to their future writing.



Your course is asked to demonstrate improvement in student writing skills.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



GE Standard IXb: Level III Writing Standard

Courses seeking to meet the Level III Writing Standard must: (1) be a 300 or 400 level course, (2) require completion of a designated Level II Writing course as a prerequisite, (3) incorporate multiple writing assignments with at least one of the assignments requiring multiple drafts, (4) use the assessment of writing assignments to determine at least 30 percent of a student's overall course grade, and (5) have an enrollment cap of 22 students or less. Additionally, to meet the Standard, courses must address *each* of three Areas on the following pages in the manner specified under the Area headings.

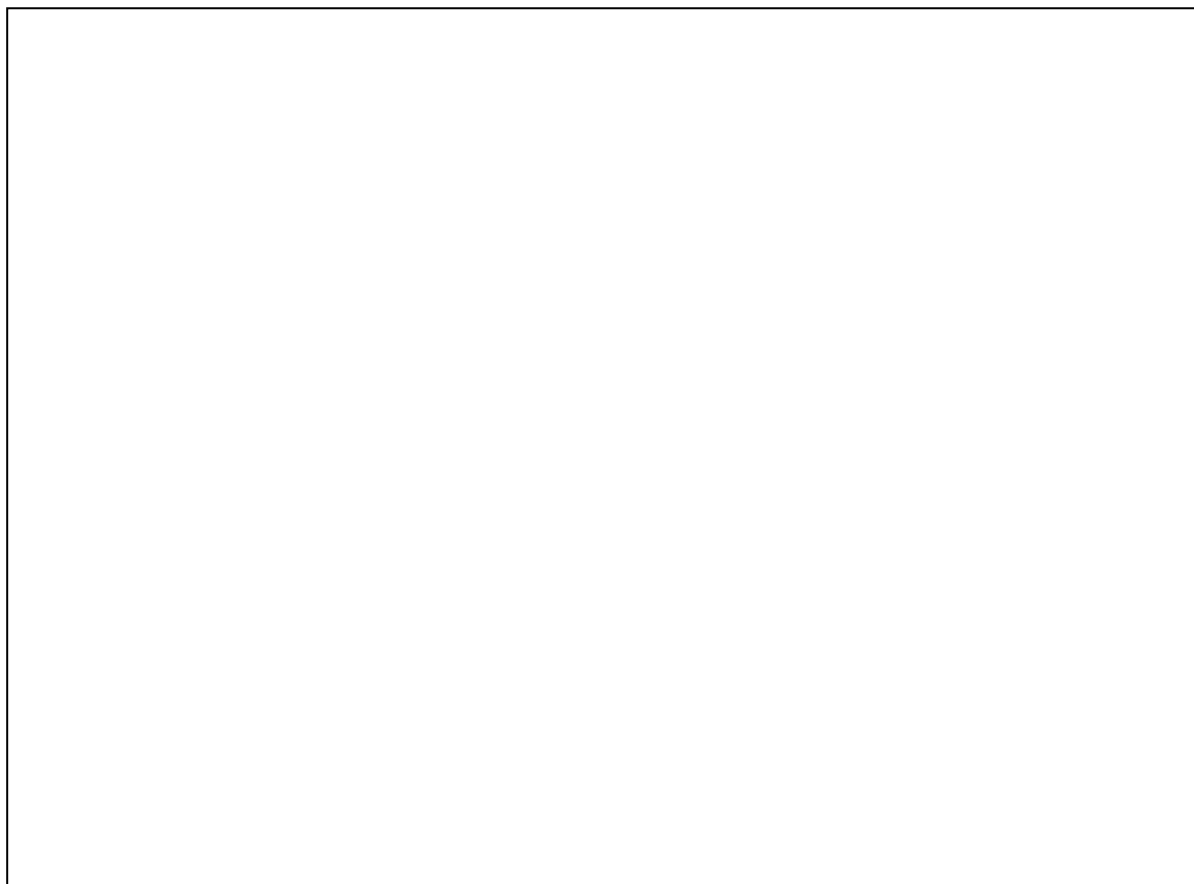
Regarding Faculty that teach Level II Writing and Level III Writing courses:

- **Faculty teaching Level II Writing and Level III Writing courses must have completed the appropriate locally approved training sessions.**
- **Faculty teaching Level II Writing and Level III Writing courses may be asked to voluntarily participate in a modest number of sessions with other Level II Writing and Level III Writing faculty in order to reflect upon and improve writing across the curriculum.**

Area 1: Writing Assignment Design

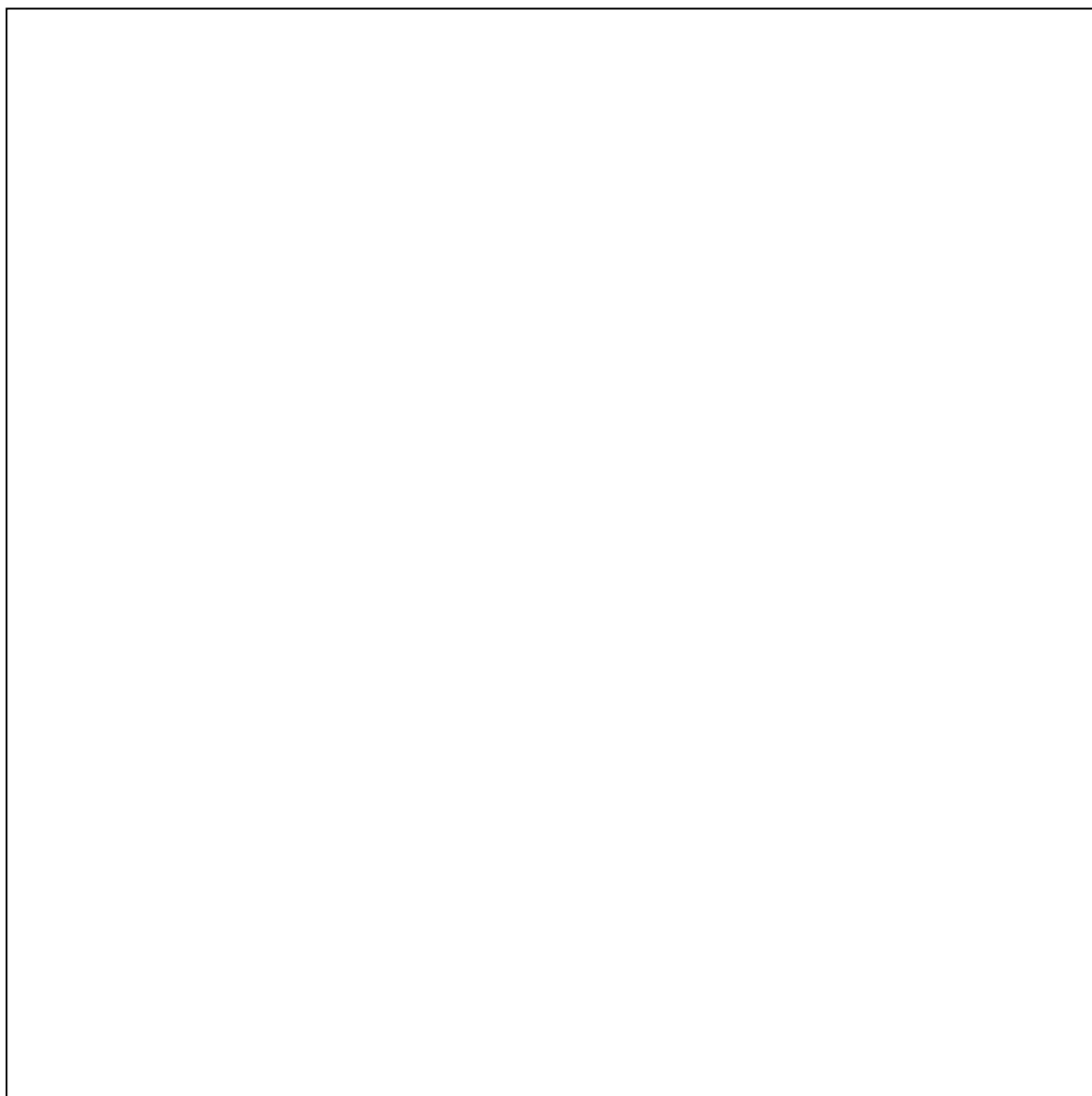
Briefly describe the formal and informal writing assignments that will be used to aid students in learning the subject matter of this course. The writing assignments should be spread throughout the entirety of the course. Explain also how the writing assignments will be used to help achieve the course's student learning outcomes. Additionally, address how the writing assignments will require students to do one of the following:

- research a particular subject area, and gain experience in interpreting data or the results of research
- write for a particular audience, or practice professional or academic writing associated with a particular discipline.



Area 2: Treatment of Writing as a Developmental Process

Describe briefly how the writing assignments in this course will be part of a learning process that unfolds through several iterations. Some examples of such processes are: a sequence of preparatory writings that lead to a final product; a set of regular journal entries; a set of field notes progressing to a report; or, a set of interpretations/observations of works, each examining a different aspect of the work in question.

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Area 3: Evaluation and Feedback from the Instructor

Describe how each of the writing assignments will be evaluated and how students will receive feedback from their instructor. Describe the opportunities that students will have to apply such feedback to their future writing.



Your course is asked to demonstrate improvement in student writing skills.

Describe what direct assessments you will use in order to demonstrate improvement of such skills among your students.



GE Standard X: First Year Experience Standard

Courses seeking to meet the First Year Experience Standard must:

- (i) Equip first year students to make an effective transition to university studies and campus life by providing a deeper understanding of the aims of higher education, its value to them, and the skills, habits, and practices required to achieve those aims.
- (ii) Use direct assessment to demonstrate improvement of student skills in particular areas.

To meet the Standard, courses must address *each* of the five areas listed on the following pages. Direct assessment must be used in *each* of the five areas.

Additionally, the following requirements must be met:

- FYE courses must include participation in the “One Book, One Campus” program as long as the program is active.
- FYE courses must contain specified “common elements” in order to follow FYE best practices.
- FYE enrollment must be open to students from all majors and from all programs of study, including students who have yet to declare such majors and/or programs of study.

When reviewing proposed offerings of courses approved as FYE courses, the First Year Experience Coordinating Committee is asked to consider the following factors (in addition to those detailed in the Areas on the following pages):

- The degree to which faculty proposing to teach particular FYE offerings are willing to participate in regular meetings with other FYE faculty during the term that they are teaching FYE. The GE committee views such meetings as critical to the success of the FYE program.
- Whether or not faculty proposing to teach particular FYE offerings are permanent faculty members and the degree to which they are connected to the campus and to the community. The GE committee views such factors as important in determining the success of FYE offerings.

The specific requirements for addressing and assessing each Area follow, and are provided under the Area headings themselves. One page is devoted to each of the five Areas.

Area 1: Understand the nature, purpose, and value of undergraduate education, including its core, the major, and co-curricular work.

Briefly describe contexts in which this course will require students to accomplish the expectations of this area as listed in the following bullet point:

- Understand the nature, purpose, and value of undergraduate education – its core, the major, and co-curricular work.

This course is asked to demonstrate improvement in all of the following student skills:

- Understanding of how the curriculum contributes to knowledge and competence, civic virtue, and personal happiness
- Understanding of the role of and the importance of choosing the major and minor areas of study
- Understanding of the role of the academic advisor and how to best make use of his/her expertise
- Understanding of how to effectively choose and register for courses; including the role of wait lists and the mechanics of adding/dropping courses
- The ability to choose, attend, and participate in cultural and intellectual events on campus and also to assess their value in achieving the overall aims of undergraduate education

Describe what direct assessments will be used in this course in order to demonstrate improvement of such skills among students.

Area 2: Understand the dimensions of critical thinking and apply thinking skills.

Briefly describe contexts in which this course will require students to accomplish the expectations of this area listed in the following bullet point:

- Understand the dimensions of critical thinking and of applying critical thinking skills.



This course is asked to demonstrate improvement in all of the following student skills:

- Understanding of the fundamental components of epistemology, and the ability to identify the strengths and limitations of each
- Understanding of common logical fallacies and the ability to avoid them
- The ability to identify examples of good science, and the ability to distinguish them from pseudoscientific explanations
- Understanding of the role and benefit of quantitative reasoning in critical thinking
- The ability to apply critical reasoning skills to diverse issues including ethical and social issues
- The ability to use reasoning and evidence to support conclusions drawn in written work

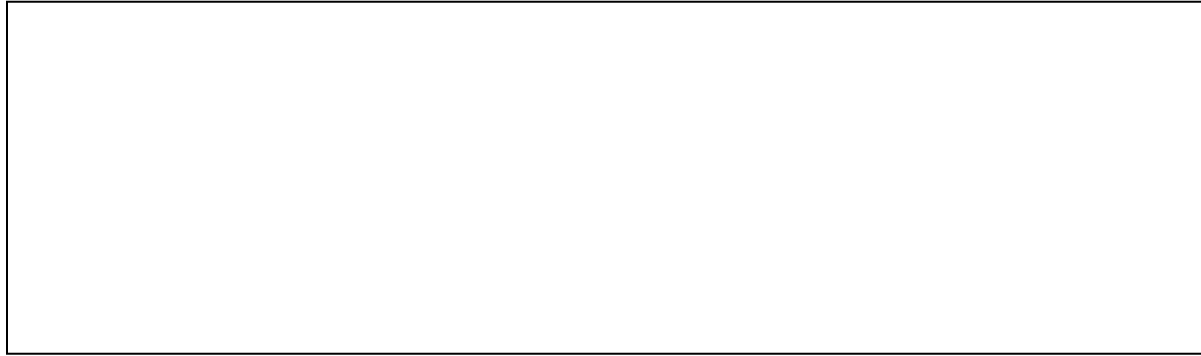
Describe what direct assessments will be used in this course in order to demonstrate improvement of such skills among students.



Area 3: Foster Academic Success Skills

Briefly describe contexts in which this course will require students to accomplish the expectations of this area listed in the following bullet point:

- Foster Academic Success Skills



This course is asked to demonstrate improvement in all of the following student skills:

- Understanding of and ability to apply scientifically supported effective academic and study behavior
- Understanding of and ability to apply effective note-taking, reading, and classroom participation
- Understanding of and ability to apply Social media and technological etiquette
- Understanding of how to effectively strategize and work in a group
- Understanding of and ability to apply basic numeracy skills
- Understanding of and ability to apply effective reading strategies
- Ability to apply effective writing techniques aimed specifically at improving clarity and organization
- Understanding of the basic principles of bibliographic research and academic integrity

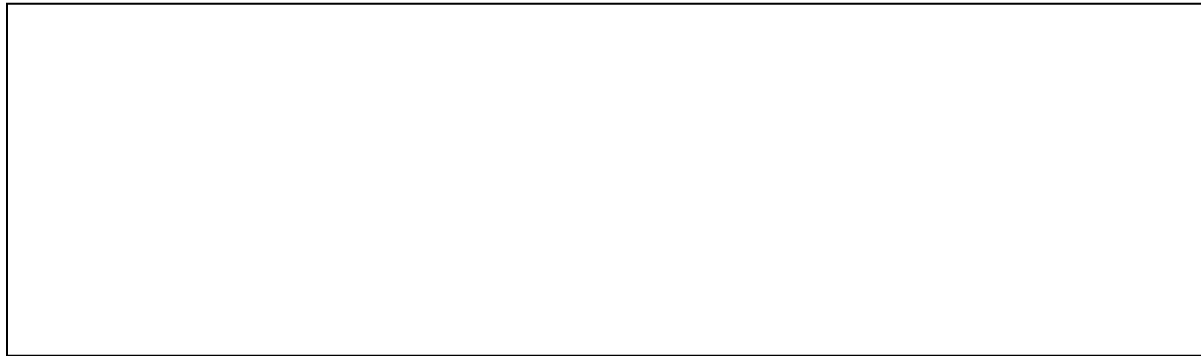
Describe what direct assessments will be used in this course in order to demonstrate improvement of such skills among students.



Area 4: Foster Academic Success Attitudes

Briefly describe contexts in which this course will require students to accomplish the expectations of this area listed in the following bullet point:

- Foster academic success attitudes



Your course is asked to demonstrate improvement all of the following student attitudes:

- Understanding of and ability to apply a growth mindset
- Understanding of and ability to apply an adaptive mindset
- Understanding of and ability to apply the concept of academic goal setting in the context of academic self-efficacy
- Understanding of and ability to apply academic perseverance and grit
- Understanding of the concept of stereotype threat, and the ability to identify ways to minimize its impact

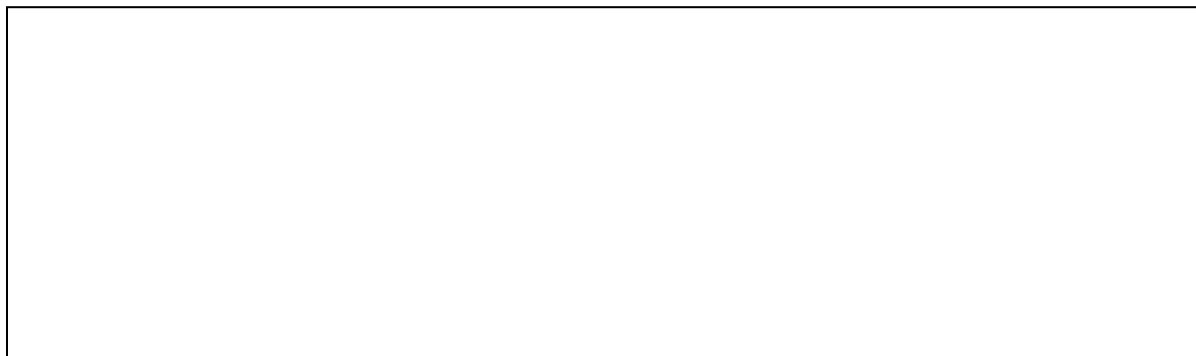
Describe what direct assessments will be used in this course in order to demonstrate improvement of such skills among students.



Area 5: Discover and Connect with East Stroudsburg University and Community

Briefly describe contexts in which this course will require students to accomplish the expectations of this area listed in the following bullet point:

- Identify and utilize ESU and NEPA resources.



This course is asked to demonstrate engagement of students in **three or more** of the following areas:

- Improved student ability and willingness to access and use ESU student support resources (Writing Center, Tutoring Services, Counseling Services, Library Services, Study Abroad, Balance Workshops, or Career Services).
- Student participation in a Service Learning Project
- Student participation in a Community based Project
- Active student participation in clubs, athletics, student government and the performing arts

Describe what direct assessments will be used in this course in order to demonstrate that students have engaged in such ways.

