Request Form for General Education Certification:

Humanities Requirement: (Please include a syllabus)

Faculty Member(s):
Course Number:
Course Name:
This Course is currently Listed in the Undergraduate Catalog  Yes___  No____
(If your answer is “No”, please explain the status with the curriculum committee)_________________________________________________________
__________________________________________________________________

Department of faculty member(s):___________________________________
Course Description:

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:
1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).
II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

**Student Learning Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2**: Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence**: Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard**: 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/description is insufficient, ambiguous, lacks detail</td>
<td>Identification/description is accurate, adequately detailed despite omissions</td>
<td>Identification/description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
</tr>
</tbody>
</table>
III. SYLLABUS REQUIREMENT

Syllabi **should** include the following:

“General Education Student Learning Outcomes” section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in...final exam, essay 2, etc.” The name of the...final exam, essay 2, etc., will have to match the one given under Evaluation/Grading Distribution/ and it should indicate clearly the percentage of the grade that the assignment has in the course.

Example:

**General Education Student Learning Outcomes**

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.

- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. *(do not include “or alternatives that require equally coherent and sustained analysis” IF YOU CHOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)*

These outcomes will be assessed on the **SHORT ESSAY #3** *(you must specify which one!!!)*

**Grades**

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Homework and Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Short Essays</strong> (2-3 pgs. each, in-class and take home)</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Comparative Analysis Paper (6-8 pgs.)</td>
<td>20%</td>
</tr>
</tbody>
</table>
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

__________________________________________  Date: ________________

2. Signature of Academic Dean:

__________________________________________  Date: ________________

3. Signature of Provost:

__________________________________________  Date: ________________

4. Signature of Committee on General Education Chair:

__________________________________________  Date: ________________

5. Signature of Faculty Senate Secretary:

__________________________________________  Date: ________________

Date Approved by Faculty Senate: _____________________