



## **Guidance from the General Education Committee for a course to be included in the *Arts and Humanities* area of the general education curriculum - Crossings:**

### I.) Items for the course syllabus

- Please include the arts and humanities student learning outcome in the syllabus. We have two learning outcomes available. Indicate which one is addressed in the course. You may wish to include the outcome verbatim or to describe how the outcome will be delivered in the course section you are teaching.
- Try to make it explicit to the student *why* they are taking this course, that it fulfills a portion of their general education Ways of Knowing requirements. If you wish, [a logo is available here](#) that can be used in your syllabus and/ or course materials.
- Please include the weight in determining the students' final grade that will be given to each exam (including the final examination or assessment), paper, report, discussion, project, and/or other learning activity.
  - For the "Ways of Knowing" areas of the general education curriculum, there should be a large percentage of the course content and grade connected to the student learning outcome.
- By Undergraduate Curriculum Committee expectation, the syllabus should have a topical or by-week outline of what the course will cover.
- The signature assignment should be apparent in the syllabus, either in the topical outline or in the grading schema.

### II.) Course numbering

Crossings courses in the Ways of Knowing areas should be at the 1000- or 2000-level and should have minimal pre-requisites. We currently have many upper division courses at Clemson that do not follow our UCC course numbering guidelines. Those issues are being addressed over time, so 3000- and 4000-level courses are not prohibited in the Ways of Knowing areas. When possible, please consider removing pre-requisites if they are not necessary and/or adjusting course numbering. Otherwise, a course may not be appropriate as a general education course. (UCC course numbering conventions can be found in the [Curriculog document](#) on page 13.)

### III.) The *general* nature of general education

There is a special SACSCOC criterion for courses in arts & humanities (as well as courses in mathematics, natural sciences, and social sciences) that "these courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession." We cannot include courses in our general education curriculum for arts & humanities that are narrowly focused as described.

IV.) For courses to be reviewed, the "Gen Ed Course Review" form is used in Curriculog. Please follow the advice in this document and on the [Course Review page](#) of the Crossings website, along with the specific advice in the Curriculog document, where the Gen Ed Course Review form is detailed starting on page 48. (It is very important to read and follow the expectations in the Curriculog guidelines document.)

### V.) Student learning outcomes and rubric

\*This document is provided to help ensure that our curriculum processes are transparent and clear. It represents the best information that faculty curriculum committees have available. As updates occur, information will be shared.

Last updated: 1/24/22

The student learning outcomes and rubric for Arts and Humanities are copied below and are also available on the [About Crossings page](#) of the Crossings website.

Courses fulfilling the Arts and Humanities component of the General Education curriculum should address SLO1 or SLO2. (In submitting student work for assessment, faculty will have the opportunity to indicate whether the signature assignment addresses SLO1 or SLO2.)

*Student learning outcome 1 (SLO1):* Students will analyze, interpret, and employ aesthetic, ethical, linguistic, and/or philosophical discourse in relevant contexts.

*Rubric for assessing the student learning outcome:*

	4	3	2	1
Makes a coherent argument.	Supports the argument with organized layers of sophisticated and meaningful reasoning.	Supports the argument through appropriate reasoning.	Supports the argument in a simplistic or obvious manner.	Reasoning is unrelated to the argument.
Synthesizes sources	Explores a topic in depth, yielding a rich awareness and/or little-known information.	Explores a topic in depth, yielding insight.	Explores a topic with some evidence of depth, providing occasional insight.	Explores a topic at a surface level, providing little insight and/or information beyond basic facts.

or

*Student learning outcome 2 (SLO2):* Students will create, perform, interpret, reinterpret, and/or criticize artistic works.

*Rubric for assessing the student learning outcome:*

	4	3	2	1
Creation and/or performance	Demonstrates proficiency and innovation in knowledge and/or use of skills, tools, and methods for the artistic work.	Demonstrates proficiency in knowledge and/or use of skills, tools, and methods for the artistic work.	Demonstrates satisfactory knowledge and/or use of skills, tools, and methods for the artistic work.	Demonstrates limited knowledge and/or use of skills, tools, and methods for the artistic work.
Interpretation, reinterpretation, and/or criticism	Interpretation, reinterpretation, and/or criticism is supported with concrete details, intellectual associations, and personal perceptions about the artistic work.	Interpretation, reinterpretation, and/or criticism is supported with two of the following: concrete details, intellectual associations, personal perceptions about the artistic work.	Interpretation, reinterpretation, and/or criticism is supported with one of the following: concrete details, intellectual associations, personal perceptions about the artistic work.	Interpretation, reinterpretation, and/or criticism is missing concrete details, intellectual associations, and personal perceptions about the artistic work.