Guidance from the General Education Committee for a course in *Arts and Humanities* to be included in the General Education Curriculum:

I.) Criteria to consider in the course syllabus

- Please include the arts and humanities student learning outcome in the syllabus. You may wish to include the outcome verbatim or to describe how the outcome will be delivered in the course section you are teaching.
- 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 activities.
  - 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 General Education Committee will expect to see the signature assignment in the syllabus (either in the topical outline or in the grading schema).

II.) When the “Gen Ed Course Review” form is used, please be sure to follow the Curriculum guidelines document, available on the Division of Undergraduate Studies webpage. The document provides specific guidance on filling out the form and what should go into each text box or upload. (**It is very important to read and follow the expectations in the Curriculog guidelines document.**)

III.) 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.) Student learning outcomes and rubric for Arts and Humanities (assessed in even academic years: 20-21, 22-23, etc.) – Revised effective fall 2019 catalog

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:**

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<td>Makes a coherent argument.</td>
<td>Supports the argument with organized layers of sophisticated and meaningful reasoning.</td>
<td>Supports the argument through appropriate reasoning.</td>
<td>Supports the argument in a simplistic or obvious manner.</td>
<td>Reasoning is unrelated to the argument.</td>
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*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: 6/29/21*
or

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

Rubric for assessing the student learning outcome:

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