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

I.) Criteria to consider in the course syllabus

- Please include the mathematics 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 mathematics (as well as courses in arts or humanities, 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 mathematics that are narrowly focused as described.

IV.) Student learning outcome and rubric

Mathematics (assessed in odd academic years: 19-20, 21-22, etc.)

*Student learning outcome:* Students will demonstrate mathematical literacy through interpretation of mathematical forms and performing calculations.

*Rubric for assessing the student learning outcome:*

<table>
<thead>
<tr>
<th>Calculation</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculations are successful and sufficient to solve the problem, while also demonstrating elegant presentation and clear organization.</td>
<td>Calculations are successful and sufficient to solve the problem.</td>
<td>Calculations are attempted, but may be unsuccessful or insufficient to solve the problem.</td>
<td>Calculations are unsuccessful and insufficient to solve the problem.</td>
<td></td>
</tr>
</tbody>
</table>

*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: 5/06/21*
| Interpretation | Provides accurate and sophisticated explanations of information presented in mathematical forms.* | Provides accurate explanations of information presented in mathematical forms.* | Provides explanations of information presented in mathematical forms,* but shows minor errors or lacks clarity. | Attempts to explain information presented in mathematical forms,* but shows major errors and lacks clarity. |

*Definition: mathematical forms = equations, graphs, diagrams, tables, words.