



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

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.
- 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 mathematics (as well as courses in arts & 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.) 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

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

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

Rubric for assessing the student learning outcome:

	4	3	2	1
Calculation	Calculations are successful and sufficient to solve the problem, while also demonstrating elegant presentation and clear organization.	Calculations are successful and sufficient to solve the problem.	Calculations are attempted, but may be unsuccessful or insufficient to solve the problem.	Calculations are unsuccessful and insufficient to solve the problem.
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				