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).
5. We encourage you to think carefully about the level of your GE courses—regular and special topics. You might look at the course numbering policy here: [http://policy.cofc.edu/documents/7.6.9.pdf](http://policy.cofc.edu/documents/7.6.9.pdf) Courses submitted at the advanced 300-level and above should include in this section a well-articulated rationale describing their appropriateness for general education versus the major.

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>ANALYSIS OF IDEAS</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>Paper does not move beyond description, or offers significantly inaccurate or irrelevant interpretation.</td>
<td>Paper marginally moves beyond description; interpretation may contain inaccuracies or irrelevancies.</td>
<td>Interpretation clearly moves beyond description but is less than comprehensive.</td>
<td>Interpretation clearly moves beyond description and takes into account the complexities of the topic.</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>WRITING</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>Paper (or equivalent) disregards or fails to coherently engage the main idea or ideas. It may lack any appropriate pattern of structure or development. 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 falls short of supporting the main idea or ideas. Paper (or equivalent) reveals weaknesses in written English or the Target Language of the Course.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It supports the main idea or ideas. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) convincingly supports the main idea or ideas. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the humanities area under study and interpret the material in writing assignments.

**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**

**Use of Primary Sources/Disciplinary Methods**

<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)</td>
<td>Paper (or equivalent)</td>
<td>Paper (or equivalent)</td>
<td>Paper (or equivalent)</td>
</tr>
<tr>
<td>displays no real understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>displays a flawed or weak understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>displays a basic understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</td>
<td>displays an ease of understanding of the kinds of primary sources emphasized by the discipline, and the ways in which those sources are to be analyzed as particular expressions of human culture.</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 assignment 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!!!)

Later in the syllabus… it should show the weight in the grade

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:

- Homework and Discussion 10%
- Quizzes 10%
- Short Essays (3, 2-3 pgs. each, in-class and take home) 15%
- Midterm Exam 20%
- Comparative Analysis Paper (6-8 pgs.) 20%
- Final Exam 25%
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: _____________________