General Education Oversight Committee (GEOC) Standing Rules

Section 1. GEOC Position/Mission Statement[1] *(approved 4/26/22)*

PURPOSE

The General Education Program is designed to foster the personal, intellectual, and social development of the Salisbury University student. Salisbury University provides an institutional environment and academic curriculum that supports interconnected learning and experiences, which signify an ability to analyze and make connections between ideas, concepts, and experiences – both on and off campus.

PROGRAM PRINCIPLES

The General Education Program advances the University Mission to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world by:

- Providing a coherent integrated curriculum that speaks largely to student learning goals. Coherence is the interconnectedness of the curriculum within courses, across disciplines, and throughout the undergraduate experience.
- Encouraging the developmental progression of student knowledge, skills, and dispositions throughout the undergraduate experience.
- Providing a broad range of learning opportunities in courses, in co-curricular activities, and in settings outside the University
- Fostering an academic community that is guided by the University's core values of excellence, student centeredness, learning, civic engagement, and diversity through student-to-student, faculty-to-student, and faculty-to-faculty collaborative opportunities. Collaboration may occur in linked courses, interdisciplinary courses, undergraduate research, learning communities, community projects, and other venues.
- Incorporating ongoing and comprehensive review of the General Education curriculum and assessment of student progress toward learning goals. This review and assessment will be used for the continuous improvement of General Education to achieve institutional goals and vision.

Section 2. Student Learning Goals and Objectives[2] *(approved 5/17/22)*

The principles and goals, which follow, represent the concepts embedded in the Mission Statement and the Attributes Document accepted by the faculty. These principles and goals will help guide the development of the General Education Program at Salisbury University.

LEARNING PRINCIPLES

The General Education Program is designed to foster the personal, intellectual, and social development of the Salisbury University student and is based on the following set of principles. The liberally educated person:

- communicates effectively in diverse situations;
- uses multiple strategies, resources, and technologies for inquiry and problem solving;
- demonstrates qualities related to personal, social, and professional integrity;
- integrates knowledge from the humanities, social sciences, and natural sciences to broaden perspectives;
- reasons quantitatively and qualitatively; and
- demonstrates global awareness in order to function responsibly in an interdependent world.

These principles are expressed in the following set of student learning goals.

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[1] The Purpose and Program Principles were taken directly from the Curriculum Approval Guide, revised 7/30/2021, Section 6.

[2] Student Learning Goals and Outcomes approved by Faculty Senate 3/6/2018 and modified 2/15/2022; source: Undergraduate & Graduate Catalog, Appendix C.

STUDENT LEARNING OUTCOMES[3]

The following broad categories organize the student learning goals and outcomes that align with the purpose of General Education. Previously acknowledged Student Learning Goals are aligned with the proposed Student Learning Outcomes (SLOs) listed below.

Essential Competencies

Essential Competencies are the intellectual habits and skills that students progressively develop in order to succeed as undergraduates and as members of a rapidly changing and globally interconnected society. Upon completion of their studies at SU, students will demonstrate effective reading and communication, critical thinking and reasoning, quantitative reasoning, scientific reasoning, and information literacy as the means by which to solve problems.

- **Critical Thinking and Reasoning:** Students will be able to analyze evidence to support or create interpretations, arguments, or claims; identify and analyze the connection between evidence and claims; evaluate the strength and weaknesses of conclusions and opinions; and determine the scope of evidence needed for original arguments.
- **Effective Reading:** Students will be able to extract and construct meaning by interacting with written language.
- **Information Literacy:** Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; and use information ethically and effectively to accomplish a specific purpose.
- **Oral Communication:** Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
- **Quantitative Reasoning:** Students will be able to interpret models and/or solve quantitative problems from different contexts with real-world relevance; create and communicate reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).
- **Scientific Reasoning:** Students will be able to identify and use empirical evidence to describe/explain and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions.
- **Understanding the Human World:** Students will apply methods that will enable them to recognize and interpret evidence of human thought, action, expression, and/or experience, using contexts and narratives to explain humanity's change over time.
- **Written Communication:** Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.

Foundational Knowledge

Foundational Knowledge describes the breadth of information and experiences needed to succeed in a globally interconnected world, and it is achieved through the study of the arts, humanities, mathematics, natural sciences, and social sciences. Upon completion of their studies at SU, students will demonstrate knowledge of the human experience, the physical world, and ways of knowing.

- **Knowledge of the Human Experience:** Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual systems; and recognize common questions and/or concerns humans confront and the diverse strategies for resolving those concerns.
- **Knowledge of the Physical World:** Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.

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[3] Following GEOC Advisory Subcommittees drafting course evaluation rubrics, GEOC worked to align evaluation of individual SLOs programmatically. Based on this work of the GEOC and Advisory Subcommittees, GEOC recommended edits to the language of the SLOs. These edits were approved by Faculty Senate 5/17/2022.

Personal, Social, and Cultural Responsibility

Personal, Social, and Cultural Responsibility integrates the knowledge, skills, and core values that allow students to learn, live, and lead effectively as scholars, employees, and active citizens. Upon completion of their studies at SU, students will show evidence of civic and community engagement, knowledge of emerging and global issues, a commitment to and knowledge of environmental sustainability, ethical reasoning, respect for inclusion and diversity, intellectual curiosity, intercultural competence, as well as be aware of issues of personal health and wellness.

- **Civic and Community Engagement:** Students will demonstrate knowledge and skills necessary to participate actively in civic and community life.
- **Emerging and Enduring Global Issues:** Students will consider and discuss emerging and/or enduring global issues being attentive to diversity across the spectrum of differences; understand how their actions affect local and/or global communities; and address pressing and enduring issues collaboratively and equitably.
- **Environmental Sustainability:** Students will describe the interconnections of natural, human, and social systems, including strategies to improve ecological integrity, human well-being, and/or social equity.
- **Ethical Reasoning:** Students will critically reflect on their own core beliefs and values; recognize ethical issues and their social context in a variety of settings; evaluate different perspectives on ethical issues, guided by ethical principles and theories; and develop their own ethical outlook that is supported with cogent reasons.
- **Diversity and Inclusion:** Students will critically examine their own personal beliefs, attitudes, and biases about human diversity and the marginalization of people and cultures in the United States and/or across the world and the practices that lead to that marginalization.
- **Intellectual Curiosity:** Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
- **Intercultural Competence:** Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts.
- **Personal Health and Wellness:** Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including emotional, financial, and physical.

Section 3. General Education Model and Requirements[4] *(approved 4/26/22)*

In April 2021, SU faculty voted to adopt General Education requirements for all undergraduate students. The following outlines the requirements.

- **SU Signature Outcomes:** Students must complete at least three credits in each of the following areas:
  - Civic and Community Engagement
  - Diversity and Inclusion
  - Environmental Sustainability
- **First Year Seminar:** Academic preparation, skills, and expectations for educational and professional success through exploration of a topic or issue.
  SLOs: Critical Thinking and Reasoning, Effective Reading, Information Literacy, Oral Communication, Written Communication, Intellectual Curiosity
- **Communicating Through Writing:** Effective reading, writing, and information usage.
  SLOs: Effective Reading, Information Literacy, Written Communication
- **Quantitative Analysis:** Numerical, analytical, statistical, and problem-solving skills.
  SLOs: Quantitative Reasoning
- **Human Expression:** Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience.
  SLOs: Knowledge of Human Experience, Intellectual Curiosity, Ethical Reasoning
- **Humanity in Context:** Critical and comparative analysis of humanity, emphasizing the role of history, culture, and/or language in human issues.
  SLOs: Critical Thinking and Reasoning, Understanding the Human World, Effective Reading, Knowledge of Human Experience, Intercultural Competence

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[4] General Education Model approved by Faculty 4/28/2021 and modified by the Faculty Senate 5/24/2022.

- **Social Configurations:** Quantitative and/or qualitative analysis of human behavior and/or societies.
  SLOs: Understanding the Human World, Knowledge of Human Experience, Emerging and Enduring Global Issues, Intercultural Competence
- **Social Issues:** Applied social science, with an emphasis on understanding and solving problems in the social or behavioral sciences.
  SLOs: Quantitative Reasoning, Knowledge of Human Experience, Emerging and Enduring Global Issues, Ethical Reasoning
- **Hands-on Science:** Experiential laboratory-based science.
  SLOs: Quantitative Reasoning, Scientific Reasoning, Knowledge of the Physical World
- **Solutions through Science:** Applied science, with an emphasis on understanding and solving problems in the natural and physical sciences (may or may not include a lab).
  SLOs: Critical Thinking and Reasoning, Quantitative Reasoning, Scientific Reasoning, Knowledge of the Physical World
- **Personal Wellness:** Interconnected dimensions of wellness, including physical, emotional, and financial, to live a healthy, successful life.
  SLOs: Personal Health and Wellness
- **Experiential Learning:** Apply knowledge and competencies from General Education through internship, study abroad/away, research, senior project, or other relevant experience.
  SLOs: Critical Thinking and Reasoning, Information Literacy, Oral Communication, Written Communication, Ethical Reasoning, Intellectual Curiosity

Section 4. Structure of the GEOC and Subcommittees *(approved 4/26/22)*

MEMBERSHIP[5]

The purposes of the committee shall be to:

A. Create, regularly review, and update guidelines and processes to be used for approving General Education courses;
B. Approve the alignment of undergraduate courses with specific General Education requirements;
C. Coordinate with all academic units to ensure appropriate distribution and offerings of General Education courses;
D. Evaluate, in coordination with the University Academic Assessment Committee, the General Education program's effectiveness. Results shall be reported to the Senate annually;
E. Recommend modifications to the General Education Program and its Student Learning Outcomes to the Senate. Recommendations must consider input from Faculty and the Office of Academic Affairs, and report on impact studies; and
F. Recommend modifications to its own Advisory Subcommittees to the Senate.

The committee shall have seven voting members: one Faculty member elected by and from each Unit and one Faculty member elected at-large. Ex officio members include: the Provost; the Registrar; and the Director of University Analysis, Reporting, and Assessment. The committee shall be supported by Advisory Subcommittees associated with specific General Education requirements. The number, structure, and composition of these subcommittees shall be explicitly described in the General Education Oversight Committee's standing rules.

The purposes of these subcommittees shall be to:

A. Recommend guidelines for the alignment of courses with their assigned General Education requirements to the General Education Oversight Committee;
B. Recommend the approval of specific courses for those requirements to the General Education Oversight Committee and, where courses are not recommended for approval, provide faculty with actionable advice for how they might be brought into alignment; and
C. Provide support for evaluation and faculty development associated with those requirements as needed.

Appeals to GEOC decisions from GEOC Advisory Subcommittees will be delivered to the Designated Senator, who shall present the request to the Faculty Senate at the earliest possible Faculty Senate meeting.

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[5] GEOC and Subcommittees Structure was taken from the Faculty Senate Bylaws
https://www.salisbury.edu/administration/campus-governance/faculty-senate/_files/bylaws-changes-geoc-fs-and-faculty.pdf

Section 5. GEOC Meeting Dates *(approved 4/26/22)*

The GEOC meets every other Friday from 1-2 p.m. during the fall and spring semesters beginning the second week of the semester, unless otherwise specified. The GEOC Chair, or Designated Senator if the GEOC Chair is vacant, establishes the date for the first GEOC meeting of the fall semester.

Section 6. GEOC Advisory Subcommittees[6] *(approved 4/26/22)*

The GEOC Advisory Subcommittees shall be filled by eligible Faculty for three-year terms through elections run by the Membership and Elections Committee, following the same process as for other Senate committees. In addition, the Membership and Elections Committee will require candidates for these positions to submit a statement of no more than 150 words explaining their qualifications and professional engagement with the relevant subject matter and SLOs; these statements must be submitted to the Membership and Elections Committee as instructed during the nomination process by the nomination deadline. A separate statement must be submitted for each subcommittee the candidate is running for. Any Faculty member who fails to submit their statement by the deadline will have their nomination invalidated. Membership and Elections Committee will make the statements of eligible nominees available to the Faculty at the time of the election.

A Faculty member may serve concurrently as a voting member of up to two Advisory Subcommittees of the General Education Oversight Committee. However, this number decreases by one for each voting position the Faculty member has on the Senate and on Senate Standing Committees. Participation on Senate Special Purpose Committees does not affect this limit. Voting members of the General Education Oversight Committee may not serve on an Advisory Subcommittee. No more than one Faculty member from any one academic discipline may serve at the same time on a given Advisory Subcommittee, and no Faculty member may serve on a given Advisory Subcommittee for more than six out of any seven consecutive academic years.

If a member of an Advisory Subcommittee becomes ineligible through election to the Senate and/or to a Senate Standing Committee in excess of the limit stated above, or through election to the General Education Oversight Committee, they shall vacate one or both of their position(s) on the Advisory Subcommittee(s) as required to come into compliance with the eligibility criteria. In the event of a choice of which Advisory Subcommittee position to vacate, the Faculty member shall decide which position to vacate and communicate their decision to the GEOC within two weeks of the end of the election that necessitated vacating the position. If a Faculty member does not communicate their choice by this deadline, then the GEOC shall decide which Advisory Subcommittee position is vacated.

The Advisory Subcommittees shall be the following:

- Civic and Community Engagement
- Diversity and Inclusion
- Environmental Sustainability
- Human Expression, Humanity in Context, and Communicating Through Writing
- Hands-on Science, Solutions Through Science, and Quantitative Analysis
- Social Configurations and Social Issues
- First Year Seminar and Experiential Learning
- Personal Wellness

The membership of these advisory subcommittees shall be as follows:

Subcommittees will consist of five Faculty members, all elected at large by the Faculty. No more than three members may be from the same Unit. Subcommittees may request that the GEOC modify their membership to a number between three and seven; the GEOC will approve this request if it considers the subcommittee's workload warrants this change.

If any of these seats go unfilled by the end of a given semester's election process, it is the responsibility of the GEOC to ask the Membership and Elections Committee to send out a call for volunteer(s) to temporarily fill the position for a semester and appoint a replacement. The Membership and Elections Committee will continue to call for nominations for the vacant position at each normal election time (fall and spring) until a candidate is found. In such an event, the term of office will be reduced by the amount of time that the position was vacant to keep the rotation of membership off the committee constant.

The GEOC may alter its subcommittee structure and membership with the consent of the Faculty Senate.

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[6] GEOC Advisory Subcommittees description and structure was taken from the Faculty Senate Bylaws revision: geoc-subcommittee-motion-passed-11-9-21.pdf.

Section 7. GEOC Curriculum Approval Guide *(approved 4/26/22, minimum rubrics approved 5/17/22)*

The vetting process for potential General Education courses will take place using Curriculog, SU's online curriculum management tool. That includes:

- current courses that were not previously a part of General Education,
- current General Education courses that are seeking a new General Education criteria designation, and
- new courses to the University's curriculum.

Course proposals will be routed through the Undergraduate Curriculum Committee (UCC) only if they are new or substantially modified courses. All courses will be vetted by the appropriate GEOC Advisory Subcommittees and will then be sent to the GEOC for approval. In addition to demonstrating how the course will meet all required SLOs (for the General Education requirement category), the appropriate GEOC Advisory Subcommittee will determine what is required for a course to be approved. The requirements will vary among General Education categories. Details of evaluation criteria and rubrics for each General Education requirement are found in the Appendices to these Standing Rules.

CURRICULOG

Curriculog serves as the University's main tool in guiding curriculum through the approval process. Faculty/Staff may access Curriculog by using the following link: https://salisbury.curriculog.com and signing on by using their Duo-Protected SU username and password.

GENERAL EDUCATION CURRICULUM REVIEW PROCESS

1. Originator launches proposal in Curriculog
2. Department Curriculum Committee, if applicable (1-2 weeks)
3. Academic Chair (1 week)
4. School/College Committee (1-4 weeks)
5. Dean (1 week)
6. SCED/P12 and/or TEC, if applicable (for new courses and substantive changes to existing courses) (1-4 weeks for each)
7. Undergraduate Curriculum Committee, if applicable (for new courses and substantive changes to existing courses) (1-4 weeks)
8. GEOC Subcommittee based on General Education category (1-4 weeks) **
9. GEOC (1-4 weeks) ***
10. Provost Office (1-2 weeks)
11. Provost (1-2 weeks)
12. University Editor (1 week)
13. Registrar's Office (2 weeks – 2 months*)
14. Appears in Academic Catalog (September 15 for spring changes; February 15 for fall changes)

*Time varies depending on date of offerings and complexity of change.

** For courses requesting multiple General Education categories, the faculty course originator will create multiple Course Proposals in Curriculog, one for each General Education category. A course may only have multiple General Education category tags if one tag is for an SU Signature Outcome (Civic and Community Engagement, Diversity and Inclusion, or Environmental Sustainability). These multiple Course Proposals will all be considered through Steps 2-7 as one course. Once the course moves to Step 8, each Course Proposal for the specific General Education category will be routed to the appropriate GEOC Advisory Subcommittee from whence it will move on to Step 9 as each Subcommittee completes its review and recommends the Course Proposal for approval. This process allows a course to be simultaneously considered for multiple General Education categories, as appropriate, and streamlines the timeline for approval. It also enables a course to be approved for inclusion in the Academic Catalog regardless of whether it is approved for all proposed General Education categories.

*** Process and timeline for rebuttals of GEOC or GEOC Advisory Subcommittee negative decision: Each GEOC Advisory Subcommittee will provide actionable feedback to proposing faculty for any course proposal that

they reject. Proposing faculty can then reapply for a given General Education designation after addressing the requested modifications. There are no limits to the number of times a course may be re-proposed for a given General Education category. In the event that a proposing faculty member believes that they are at an impasse with a given GEOC Advisory Subcommittee, they may petition the GEOC for a review of their proposal. To make an appeal, proposing faculty should write a detailed response to the GEOC Advisory Subcommittee feedback and explain why they cannot or will not make the requested modifications.

Please note that the evaluation criteria and rubrics have been approved by the GEOC and the Faculty Senate. Any appeal must state whether, in the applicant's view:

- criteria are being applied improperly or
- criteria are unfair, inappropriate, or otherwise should be revised.

Any such assertion should be well-supported within the appeal document and must be accompanied with the specific remedies requested.

A copy of the appeal must be sent to the relevant GEOC Advisory Subcommittee, who will be given the opportunity to write their own response to the appeal, for the use of the GEOC in their review.

The GEOC will consider this appeal within four weeks and report its decision and rationale to the applicant within one additional week. If these timelines cannot be met by the GEOC, a notification with the reason and an expected timeline will be made to the applicant. The GEOC is the final recourse for appeal, barring direct intervention by the Faculty Senate.

MINIMUM REQUIRED MATERIALS FOR GEOC REVIEW

1. Cover Letter/Rationale/Justification
   A. A. Rationale must include sound justification as to why this course meets the requirements for the requested General Education category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the designated General Education category. In the event the originator wants a course to count for more than one General Education category, they will need to write a specific rationale for each category application in Curriculog. [7]
   B. Refer to each requested General Education category-specific list of criteria and evaluation rubric for category-specific requirements.
3. Course Syllabus
4. Example Assignment(s)
5. Example Assessment(s)

EXPECTATIONS FOR COURSES TO MEET GENERAL EDUCATION CATEGORY REQUIREMENTS

Criteria and rubrics developed by GEOC Advisory Subcommittees – Spring 2022 – included in Appendices as follows:

A. Civic and Community Engagement
B. Diversity and Inclusion
C. Environmental Sustainability
D. First Year Seminar
E. Communicating Through Writing
F. Quantitative Analysis
G. Human Expression
H. Humanity in Context
I. Social Configurations
J. Social Issues
K. Hands-on Science
L. Solutions Through Science
M. Personal Wellness
N. Experiential Learning

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[7] UCC Curriculum Guide, p7

Minimum Rubric Evaluation Criteria for Student Learning Outcomes

| Diversity and Inclusion | Critically examine their own personal beliefs, attitudes, and biases about marginalization of people and cultures in the United States and/or across the world |
| | Critically examine the practices that lead to that marginalization |

| Environmental Sustainability | Communicate the concept of environmental sustainability |

Critical Thinking and Reasoning	Analyze evidence to support or create interpretations, arguments, or claims
	Identify and analyze the connection between evidence and claims
	Evaluate the strength and weaknesses of conclusions and opinions
	Determine the scope of evidence needed for original arguments

| Effective Reading | Extrapolate ideas from writing |
| | Apply reading strategies to different learning purposes |

Emerging and Enduring Global Issues	Demonstrate attentiveness to diversity (across the spectrum of difference with respect to those issues)
	Explicate how their actions affect global and/or local communities
	Collaborate to address pressing and enduring issues equitably
	Consider and discuss emerging and/or enduring issues

Ethical Reasoning	Critically reflect on their own core beliefs and values
	Recognize ethical issues and their social context in a variety of settings
	Evaluate different perspectives on ethical issues, guided by ethical principles and theories
	Develop their own ethical outlook that is supported with cogent reasons

Information Literacy	Decide the range and scope of needed information
	Access information effectively
	Evaluate information critically and ethically
	Use information effectively to accomplish specific purposes
	Use information ethically

Intellectual Curiosity	Demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions
	Formulate questions that support sustained inquiry, research, and/or creative production
	Foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives
	Reflect critically on one's own course of study

Intercultural Competence	Demonstrate knowledge of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts
	Demonstrate self-awareness of effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts
	Demonstrate behaviors to support effective and appropriate interactions that build and enhance relationships in a variety of cultural and/or linguistic contexts

Knowledge of the Human Experience	Describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
	Describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
	Recognize common questions/concerns humans confront
	Recognize diverse strategies for resolving those concerns

Knowledge of the Physical World	Describe some of the major concepts in science to explain natural phenomena
	Evaluate the quality of scientific information on the basis of methods used to generate it

Oral Communication	Prepare purposeful oral communication appropriate to the audience, purpose, and context
	Deliver purposeful oral communication appropriate to the audience, purpose, and context
	Reflect upon purposeful oral communication appropriate to the audience, purpose, and context

Personal Health and Wellness	Demonstrate knowledge of emotional health and wellbeing
	Identify common sources of stress
	Develop strategies to improve emotional wellness outcomes
	Demonstrate knowledge of personal finances necessary to promote lifelong financial wellness
	Demonstrate financial literacy necessary to promote lifelong financial wellness
	Demonstrate knowledge of physical health and wellbeing
	Demonstrate knowledge of risk factors for chronic disease
	Identify the impact of proper dietary and exercise practices in (infectious and/or chronic) disease prevention and management
Quantitative Reasoning	Interpret models and/or solve quantitative problems from different contexts with real-world relevance
	Create reasonable arguments supported by quantitative evidence
	Communicate reasonable arguments supported by quantitative evidence in effective formats
Scientific Reasoning	Identify and use empirical evidence to describe/explain natural phenomena through application of the scientific method
	Identify and use empirical evidence to predict natural phenomena through application of the scientific method
	Use scientific principles to design strategies to answer open-ended questions
	Use scientific principles to evaluate strategies to answer open-ended questions
	Use scientific principles to implement strategies to answer open-ended questions
Understanding the Human World	Explore humanity's change over time
	Apply method(s) of interpretation for understanding the human world
	Evaluate human experience through narratives and context
Written Communication	Express themselves through writing appropriate for different purposes, audiences, and situations
	Compare and understand different styles of writing
	Connect evidence to claims in multiple writing assignments
	Effectively apply strategies to revise and improve writing

Appendix A: Civic and Community Engagement Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Course Submission Requirements

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
   a. Rationale must include sound justification as to why this course meets the requirements for the Civic and Community Engagement (CCE) category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the CCE category.
      i. CCE SLO: Students will demonstrate knowledge and skills necessary to participate actively in civic and community life.
   b. CCE category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Civic and Community Engagement Category-Specific Materials/Responses:

1. Recommended supplementary material: Community partnerships are integral to CCE. As a result, faculty are encouraged to provide evidence of a community partnership or interest from community partners. Evidence can range from email communications to formal memoranda of understanding.
2. Narrative explanations responding to the questions below (Area 1, 2, 3). Narrative responses should point as specifically as possible to discrete elements of the syllabus, course objectives, assignments, or planned community partnerships. Narrative responses should be no longer than 2 single-spaced pages (1,000 words) in total, not including syllabi or other materials.

Area 1: Learning Outcomes and Course Integration

How does CCE relate to course objectives and student outcomes?

How are students prepared for the CCE component?

- What practices, concepts, or strategies will you use to directly and intentionally prepare students for active civic participation in a diverse and democratic society?
- How are those practices, concepts, or strategies grounded in or extending from the ways of knowing related to your discipline or area of inquiry?
- How will you integrate the assignment into your course (e.g., readings, timeline, deadlines)?

What activities will you utilize to prepare students with knowledge, skills, values, and dispositions for active involvement in their future communities?

- How will you incorporate student reflection into the CCE component?
- How will you prepare students to adopt an asset-based approach to this work?
- What are the possible benefits to students, faculty, and/or community partners from this component?
- What are the possible risks to students, faculty, and/or community partners from this component?

Area 2: Civic and Community Engagement (CCE)

What are the engagement actions taken by students through which they will learn and/or apply course objectives, skills, and/or behaviors?

- ■ What are the planned opportunities for students to work with community stakeholders outside of the classroom setting?

Provide evidence of partnerships or points of access that will facilitate your proposed component. Evidence could include formal MOUs, email correspondence, or existing relationships. Points of access could include direct contacts, committee memberships, or materials or meetings that are open to the public.

How will students share evidence of what they have gained and accomplished through their CCE?

- ■ How will course activities adopt an asset-based approach to community interactions that forwards a desire for "mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity"?
- ■ What public presentations might students do that draw upon the preparation, action, and reflection stages of their experience?

Area 3: Course Assessment

How will you evaluate, assess, or grade the CCE component?
What evidence will show that students have the opportunity to meet learning objectives?

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for CCE. Each rubric connects to the ideas of the areas above.

A submission is deemed as meeting a suitable threshold when there is evidence in the "Meets Expectations" (right-hand) column in each area.

Area 1 Rubric: To be completed by the subcommittee		
Revisions Areas to change to meet criteria	**Criteria** Standards for civic and community engaged courses	**Meets Expectations** Evidence of target engagement
	Course Integration Clear connection between CCE components/purposes and course objectives / student outcomes	
	Theoretically Grounded The CCE experience is based on best practices for the discipline.	
	Academic/Intellectual Goal The engagement integrates, builds, and/or applies academic knowledge for students.	

General comments and suggestions for consideration:

Area 2 Rubric: To be completed by the subcommittee		
Revisions Areas to change to meet criteria	**Criteria** Standards for civic and community engaged courses	**Meets Expectations** Evidence of target engagement
	Partnership The proposed component involves collaboration with community partners, whether established or in development	
	Outcomes for Partners The CCE experience results in a beneficial outcome or deliverable for the public, community, and/or partner(s).	
	Dissemination The resulting knowledge or products are disseminated for or with the community.	

General comments and suggestions for consideration:

Area 3 Rubric: To be completed by the subcommittee		
Revisions Areas to change to meet criteria	**Criteria** Standards for civic and community engaged courses	**Meets Expectations** Evidence of target engagement
	Assessment Expectations Clear description of how faculty will assess student performance in CCE	
	Substantial Component The CCE experience accounts for 30% of course time or grade. [1]	

General comments and suggestions for consideration:

Final remarks and decision, to be completed by the subcommittee:
❑ Accept the course, as submitted, for CCE.
❑ Suggested revisions to meet CCE requirements:

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[1] The rationale for CCE to account for 30% of course grade: To be tagged as a CCE course, the CCE component is an important piece. Students should not be able to "fail" or drastically underperform in the CCE component and still receive a strong grade. A basic expectation of 30% suggests that students must perform well in the CCE component in order to make an overall course grade of C or better.

Appendix B: Diversity and Inclusion Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
   a. Rationale must include sound justification as to why this course meets the requirements for the Diversity and Inclusion (D&I) category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the Diversity and Inclusion category.
      i. Diversity and Inclusion SLO: Students will critically examine their own personal beliefs, attitudes, and biases about human diversity and the marginalization of people and cultures in the United States and/or across the world and the practices that lead to that marginalization.
   b. Diversity and Inclusion category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Diversity and Inclusion	Critically examine their own personal beliefs, attitudes, and biases about marginalization of people and cultures in the United States and/or across the world
	Critically examine the practices that lead to that marginalization

Diversity and Inclusion Category-Specific Materials/Responses:

1. Narrative explanations responding to the questions below (Area 1 and 2). Narrative responses should point as specifically as possible to discrete elements of the syllabus, course objective and assignments. Narrative responses should be no longer than the specified limit, not including syllabi or other materials.

Area 1: Course Learning Goals

What are the learning goals/outcomes for the proposed course? (150-word limit)

Area 2: Learning Outcomes and Course Integration

Courses proposed for the Diversity and Inclusion category should demonstrate at least the primary SLO identified above as pertinent to the specific field of study. Courses may also demonstrate any number of the following sub-SLOs. Although a particular course may not demonstrate all these outcomes, measurable Diversity and Inclusion objectives should be evident throughout the course. A set specific number of these SLOs are not required; however, all Diversity and Inclusion tagged courses must focus on at least the primary SLO identified above and faculty need to speak to how they meet the SLO(s) in this proposed course.

Describe how the proposed course meets the primary SLO identified above. (150-word limit)

Briefly describe how any Diversity and Inclusion sub-SLO(s) are met in the proposed course. Each included sub-SLO should be discussed. (250-word limit)

Sub-SLOs:

- D&I-1: Examine the intersections of inequity based on dimensions of identity, including, but not limited to, class, race, gender, LGBTQIA+, disability, national origin, and/or religion.
- D&I-2: Identify specific mechanisms by which racism may influence stakeholder outcomes, including, but not limited to, health, wellness, longevity, and prosperity.
- D&I-3: Identify ways to address systemic stakeholder inequity based on the dimensions of identity in the United States and/or across the world.
- D&I-4: Describe the history of issues related to diversity, social and economic inequities, and political power in the United States and/or across the world.
- D&I-5: Analyze the current social, political, artistic, and/or economic lives and contributions of historically marginalized people in the United States and/or across the world.
- D&I-6: Analyze the various institutions and power structures that create and maintain social, economic, and political inequality in the United States and/or across the world; and identify those that offer redress for these issues.

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for Diversity and Inclusion. Each rubric connects to the ideas of the areas above.

Every proposal needs to meet standards (score of 3) in every area of the rubric for full approval. Comments will be provided for any item marked below 3 (developing and does not meet standards). Faculty will be encouraged to review feedback and resubmit their course proposals if they receive developing (score of 2) in any of the following assessment categories.

Course Content Rubric: To be completed by the subcommittee			
Objectives and Outcomes			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course outcomes and objectives reflect the identified D&I SLO(s) with a high level of specificity, detail, and currency.	Course outcomes and objectives consistently reflect the identified D&I SLO(s).	Course outcomes and objectives reflect the identified D&I SLO(s) but may require clarification or detail to make the connections clear.	Course outcomes and objectives do not reflect the identified D&I SLO(s) or make only a cursory reference to the diversity and inclusion outcomes

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee			
Course Description			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course description references identified D&I SLO(s) as an explicit and fully integrated purpose of the course. The course description may reflect a high level of innovative or creative pedagogy.	Course description references identified D&I SLO(s) as an explicit purpose of the course.	Course description references identified D&I SLO(s) as a primary purpose of the course, but not the central purpose of the course, despite the syllabus content.	Course description does not reference identified D&I SLO(s) as a central purpose of the course.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee			
Course Rationale			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
The course author(s) have made a detailed and well-supported case in the curriculum proposal for why this course meets the identified D&I SLO(s). Both the content and pedagogical evidence is strong.	The course author(s) have made a well-supported case in the curriculum proposal for why this course meets the identified D&I SLO(s).	The course author(s) have made a case in the curriculum proposal for why this course meets the identified D&I SLO(s), but the proposal may need clearer evidence.	The course author(s) have not made a compelling case in the curriculum proposal for why this course meets the identified D&I SLO(s) or has made the case without any substantive evidence of either content or pedagogy.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee			
Course Materials			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course readings, materials, and authors are current, relevant, and specifically address the identified D&I course outcomes. Course materials may be unusually creative or innovative in form or content.	Course readings, materials, and authors are current, relevant, and specifically address the identified D&I course outcomes.	Course readings, materials, and authors address the identified D&I course outcomes, but their relevance to the course or their currency and relevance may need clarification.	Course readings, materials, and authors are not current, not relevant, or do not adequately and specifically address the identified D&I course outcomes.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee			
Integration of Course Materials			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course materials that advance the identified D&I SLOs are integrated throughout the course and not an occasional or cursory feature of the course. The integration may be unusually innovative, creative, or cutting edge.	Course materials that advance the identified D&I SLOs are integrated throughout the course and not an occasional or cursory feature of the course.	Course materials that advance the identified D&I SLOs are integrated in the course but may need clarification as to how they are related to the SLOS or to the course assessments.	Course materials that advance the identified D&I SLOS are not fully integrated throughout the course or are merely an occasional and cursory feature of the course.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee			
Course Activities and Formative Assessment			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course activities, homework, and assignments are thoroughly assessed throughout the course with clear and compelling connections to the identified D&I course outcomes.	Course activities, homework, and assignments are consistently assessed with clear connections to the identified D&I course outcomes.	Course activities, homework, and assignments are assessed with connections to the identified D&I course outcomes, but some of those connections may need refinement or clarification.	Course activities, homework, and assignments are not assessed or do not clearly reference the identified D&I course outcomes.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee			
Course Assessments			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
Course assessments that advance the identified D&I SLOS are integrated throughout the course as a well-designed system of continual assessment, feedback, and support toward meeting the D&I SLOs.	Course assessments that advance the identified D&I SLOs are integrated throughout the course and not an occasional or cursory feature of the course.	Course assessments are placed within the course but may need clearer connections to the identified D&I SLOs or course outcomes.	Course assessments do not advance the identified D&I SLOs or are only a cursory or superficial feature of the course.

General comments and suggestions for consideration:

Course Content Rubric: To be completed by the subcommittee			
Final Assessment			
Exemplary 4	Meets Standard 3	Developing 2	Below Standard 1
The final course assessment (final exam, paper, presentation, etc.) specifically demonstrates that students have met all the course outcomes related to the identified D&I SLOs.	The final course assessment (final exam, paper, presentation, etc.) demonstrates that students have met all the identified course outcomes.	The final course assessment (final exam, paper, presentation, etc.) addresses some course outcomes but may need clarification as to whether all identified SLOs are met.	There is no final course assessment, or the assessment is largely irrelevant to the course outcomes and identified D&I SLOs.

General comments and suggestions for consideration:

Final remarks and decision, to be completed by the subcommittee:
- ❏ Accept the course, as submitted, for Diversity and Inclusion.
- ❏ Suggested revisions to meet Diversity and Inclusion requirements:

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Appendix C: Environmental Sustainability Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
   a. Rationale must include sound justification as to why this course meets the requirements for the Environmental Sustainability category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the Environmental Sustainability category.
      i. Environmental Sustainability SLO: Students will describe the interconnections of natural, human, and social systems, including strategies to improve ecological integrity, human well-being, and/or social equity.
   b. Environmental Sustainability category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Environmental Sustainability	Communicate the concept of environmental sustainability

Environmental Sustainability Category-Specific Materials/Responses:

Courses that meet the criteria for the Environmental Sustainability criteria examine one or more aspects of environmental sustainability (as defined in the SLO above) or explore issues using environmental sustainability thinking, methods, or theoretical lenses. Faculty submitting a course for the Environmental Sustainability category must specify how environmental sustainability is integrated into the course's student learning goals and outcomes, learning activities, and assessment of student learning.

Environmental Sustainability (ES) courses concentrate on understanding and communicating the concept of environmental sustainability and doing at least one of the following: (1) applying cultural and ethical perspectives, (2) identifying and using scientific evidence, (3) analyzing sustainability issues across multiple scales, (4) developing skills or expertise necessary to implement sustainable solutions, or (5) understanding the interconnections between multiple disciplines.

1. For course proposals in the Environmental Sustainability category, the course syllabus will include sequences of readings and course topics, ideally assignment dates, and course grade breakdowns relating to the tagged area.
2. Narrative explanations responding to the questions below (Area 1, 2, 3, and 4). Narrative responses should point to discrete elements of the syllabus, course objectives, and assignments. Narrative responses should be no longer than 2 single-spaced pages (1,000 words) each, not including syllabi or other materials.

Area 1: Centering Environmental Sustainability

Explain how the proposed course meets the Environmental Sustainability SLO.

To determine if a course fits the sustainability criteria, the course must address the Environmental Sustainability SLO and the minimum rubric evaluation criteria: Effectively communicate the concept of environmental sustainability.

Area 2: Supporting Second Criteria

Explain how environmental sustainability and your selected second criteria relate to the course objectives and SLOs.

Each course that meets the Environmental Sustainability category must also substantively address one or more of the following criteria (see the sustainability course criteria matrix for more detail):

- Identify and apply cultural and ethical perspectives to the study of environmental sustainability.
- Identify and apply scientific evidence and critical thinking skills to understand the study of environmental sustainability.
- Apply environmental sustainability problems and problem-solving approaches across multiple scales (e.g., "individual," "community," "nation-state," or "local," "regional," and "global").
- Develop the technical skills or expertise necessary to investigate sustainability problems and/or implement responses to sustainability problems.
- Use the interconnections between multiple disciplines to explain how the economy, society, cultures, energy, and the environment are interrelated.

Area 3: Course Activities

Explain the practices, concepts, or strategies you use to teach sustainability and your selected second criteria (e.g., lectures, readings, lab activities).

Area 4: Course Assessments

Explain how you will integrate sustainability assessments into your course (e.g., writing assignments, exams/quizzes, timeline, deadlines).

Course Proposal Evaluation Criteria and Rubrics

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for Environmental Sustainability. Each rubric connects to the ideas of the areas above.

Area 1 Rubric: To be completed by the subcommittee		
Centering Environmental Sustainability: Explain how the proposed course meets the Environmental Sustainability SLO.		
Requires Revisions (Yes/No)	Criteria	Meets Expectations (Yes/No)
	Course Integration Clear and substantial identification of how the course connects individual actions to natural systems as they relate to environmental sustainability.	
	Course Integration Clear and substantial identification of how the course connects individual actions to social systems as they relate to environmental sustainability.	
	Course Integration Clear and substantial identification of how the course integrates environmental sustainability, aligning with the goal to improve ecological integrity, human well-being, and social equity.	

General comments and suggestions for consideration:

Area 2 Rubric: To be completed by the subcommittee		
Supporting Second Criteria: Explain how environmental sustainability and your selected second criteria relate to the course objectives and SLOs.		
Requires Revisions (Yes/No)	**Criteria**	**Meets Expectations** (Yes/No)
	Course Integration Clear and substantial connection between environmental sustainability and the purpose/course objectives/student outcomes.	
	Theoretically Grounded Environmental sustainability is based in relevant disciplinary and/or interdisciplinary approaches	

General comments and suggestions for consideration:

Area 3 Rubric: To be completed by the subcommittee		
Course Activities: Explain the practices, concepts, or strategies you use to teach sustainability and your selected second criterion (e.g., lectures, readings, lab activities).		
Requires Revisions (Yes/No)	**Criteria**	**Meets Expectations** (Yes/No)
	Description Clear and concise statement of how sustainability will be taught.	
	Methodological Approach(es) Content and approaches reflect understanding of sustainability topics and methods grounded in best practices within sustainability studies.	
	Student Engagement Clear and substantive student engagement with sustainability topics, methods, or thinking (SLOs) via student learning activities (e.g., lectures, readings, assignments).	

General comments and suggestions for consideration:

Area 4 Rubric: To be completed by the subcommittee		
Course Assessments: Explain how you will integrate sustainability assessments into your course (e.g., writing assignments, exams/quizzes, timeline, deadlines).		
Requires Revisions (Yes/No)	**Criteria**	**Meets Expectations** (Yes/No)
	Assessment Expectations Clear description of how faculty will assess student learning in environmental sustainability.	
	Substantial Component The environmental sustainability content accounts for a substantive amount of course time or grade	

General comments and suggestions for consideration:

Final remarks and decision, to be completed by the subcommittee:
 ❑ Accept the course, as submitted, for Environmental Sustainability.
 ❑ Suggested revisions to meet Environmental Sustainability requirements:

Environmental Sustainability Course Criteria Matrix

This resource outlines the Environmental Sustainability requirements and provides examples of how these requirements can be applied in lower- and upper-level courses. Additional documents including the requirements rubric and a matrix of suggested student learning outcomes associated with the sustainability required criteria are provided to assist faculty with these submissions.

1st Requirement	Lower Level	Upper Level
REQUIRED OF ALL: Understand and be able to effectively communicate the concept of environmental sustainability.	**Demonstrate an understanding** of the meaning of environmental sustainability and how individual actions are linked to it.	**Explain** how environmental sustainability connects to, and is applied within, a given course of study.
2nd Requirement: Select at Least One Option	Lower Level	Upper Level
OPTION 1: Identify and apply cultural and ethical perspectives to the study of environmental sustainability.	**Recognize** differences in normative values between individuals, groups, and cultures, and understand how these differences guide their behavior and impact sustainability visions. **Identify** societal impediments to solving sustainability problems and how individual and collective action can overcome these impediments.	**Evaluate** how stakeholder interests, values, needs, and influences become key drivers in problems and systems. **Work collaboratively** and in multidisciplinary teams to develop or discuss cultural and ethical perspectives to the study of environmental sustainability. **Describe** and key historical and cross-cultural ideas of the future of sustainability and how different groups have different ideas about the future.
OPTION 2: Identify and apply scientific evidence and critical thinking skills to understand the study of environmental sustainability.	**Evaluate** the role and effectiveness of a broad range of methods of inquiry and analysis. **Describe** current scientific evidence of significant threats to environmental sustainability, including their likely causes and potential responses to these threats.	**Evaluate** scientific evidence and use critical thinking skills to assess the validity of contrasting sustainability claims. **Work collaboratively** to develop or discuss scientific evidence related to environmental sustainability.

OPTION 3: Analyze sustainability issues across multiple scales (e.g., "individual," "community," "nation-state," or "local," "regional," and "global").	**Demonstrate a understanding** of how individual activities and impacts on natural systems are imbedded within larger communities, as well as natural and social systems.	**Evaluate** sustainability-related concepts of the future, such as short-term versus long-term trends, uncertainty, path dependency, likelihood, plausibility, consistency and desirability. **Define** physical, social and symbolic/analytical system boundaries **and explain** different ways of bounding problems and systems for sustainability problem-solving (problem framing) across multiple scales.
OPTION 4: Develop technical skills or expertise necessary to implement sustainable approaches or solutions	**Identify** societal impediments to solving sustainability problems and how individual and collective action can overcome these impediments. **Apply** technical or professional skills or standards to sustainability issues.	**Invent** or **Practice** new technical skills or applications to promote sustainability **Work collaboratively** to develop sustainability solutions.
OPTION 5: Understand the interconnections between multiple disciplines to explain how economies, societies, cultures, energy, and the environment are interrelated.	**Understand** the concepts and methods of different academic disciplines and the way in which these can address sustainability challenges. **Explain** sustainability principles, including socio–ecological system integrity, livelihood sufficiency and opportunity, and social and intergenerational equity.	**Explain** the structure, behavior and functionality of systems (e.g., water, energy, cities and ecosystems), including the interconnections among environmental, social and economic sub-systems. **Discuss** complex features of systems relating to sustainability, including diversity, redundancy, tipping points/thresholds, non-linearity, externalities, resilience, vulnerability, social justice, emergence, and agency.

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Appendix D: First Year Seminar Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
   a. Rationale must include sound justification as to why this course meets the requirements for the First Year Seminar (FYS) category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the FYS category.
      i. Critical Thinking and Reasoning: Students will be able to analyze evidence to support or create interpretations, arguments, or claims; identify and analyze the connections between evidence and claims; evaluate the strength and weaknesses of conclusions and opinions; and determine the scope of evidence needed for original arguments.
      ii. Effective Reading: Students will be able to extract and construct meaning by interacting with written language.
      iii. Information Literacy: Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; and use information ethically and effectively to accomplish a specific purpose.
      iv. Oral Communication: Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
      v. Written Communication: Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.
      vi. Intellectual Curiosity: Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
   b. FYS category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Critical Thinking and Reasoning	Analyze evidence to support or create interpretations, arguments, or claims
	Identify and analyze the connection between evidence and claims
	Evaluate the strength and weaknesses of conclusions and opinions
	Determine the scope of evidence needed for original arguments

Effective Reading	Extrapolate ideas from writing
	Apply reading strategies to different learning purposes

Information Literacy	Decide the range and scope of needed information
	Access information effectively
	Evaluate information critically and ethically
	Use information effectively to accomplish specific purposes
	Use information ethically

Oral Communication	Prepare purposeful oral communication appropriate to the audience, purpose, and context
	Deliver purposeful oral communication appropriate to the audience, purpose, and context
	Reflect upon purposeful oral communication appropriate to the audience, purpose, and context

Written Communication	Express themselves through writing appropriate for different purposes, audiences, and situations
	Compare and understand different styles of writing
	Connect evidence to claims in multiple writing assignments
	Effectively apply strategies to revise and improve writing

Intellectual Curiosity	Demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions
	Formulate questions that support sustained inquiry, research, and/or creative production
	Foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives
	Reflect critically on one's own course of study

Salisbury University, as a center of learning, research, culture, and community, requires a First Year Seminar (FYS) for all students in their first year (including transfer students). FYS courses are an introduction to a Salisbury University education that encourages exploration of relevant issues or enduring questions from multiple perspectives. The courses are content and inquiry-driven and not exclusive to one discipline or major. For this reason, FYS courses combine learning with mentorship and a student focused approach. FYS courses address a specific topic or theme in a way that is both rooted in the knowledge of the instructor and provides to students an understanding of the natural connections of inquiry between disciplines. They can be used to introduce students to a contemporary or enduring problem, a geography, culture or period in time, a body of literary or creative engagement, a sustained scientific investigation, a domain of professional practice, or a new way of thinking or knowing the world. In FYS courses, students will acquire foundational skills and expectations for educational and professional success, as well as an increased awareness of SU and its resources.

FYS are designed, assessed, and approved with specific outcomes in mind.

FYS PROGRAM OUTCOMES
FYS courses will provide opportunities to:
- Achieve the elaborated SLOs at the lower-division level
- Become familiar with the wide range of academic and community resources available on campus to support student success
- Become aware of the value of academic knowledge, methodology, expertise, specialization, and disciplines
- Demonstrate preparedness for academic work and life
- Gain awareness of a range of topics, academic fields of study, and areas of professionalization
- Display a clear understanding of sources of knowledge and their uses
- Engage with problems of consequence through the critical analysis of materials (texts, data, images, etc.)
- Prepare for future academic challenges

FYS Category-Specific Materials/Responses:

1. FYS rationale (maximum of 150 words per question) answering the following prompts. Each response is an opportunity to provide evidence of alignment with outcomes. **Faculty need not respond to every question; however, responses taken as a whole should demonstrate alignment between the FYS program and the proposed course.**
    a. What is the principal course topic and its intellectual value for an FYS? What fundamental questions does your course address?
    b. Why is it important to teach this course?
    c. How has your background, training, achievements, or other experience inspired you to design and teach this course?
    d. How does this topic address the academic needs of a new SU student?
    e. What consideration has been given to the diversity of students and the wide range of academic paths served by this course?
    f. How does this seek to broaden the perspective of a new student?
    g. What disciplines are relevant or connected to this course design?
    h. If a student wishes to explore future aspects of this topic, what current SU courses would follow naturally from this course design?
2. Completed FYS SLO Course Matrix with evidence to support the inclusion and assessment of each FYS category SLO in the proposed course.

FYS SLO COURSE MATRIX

All rows and columns do not need to be filled for every SLO; however, evidence for addressing each SLO in the course must be provided.

Note: This table is provided here for planning purposes. The first three columns will be available as fillable fields in Curriculog. Subcommittee comments will be entered separately.

Critical Thinking			
WHERE or WHEN (syllabus or course structure)	**Course Content** (Readings & Materials)	**Course Activities** (Assignments, Assessments, & Activities)	**Subcommittee Evaluation** (approval or feedback)

Oral Communication			
WHERE or WHEN (syllabus or course structure)	**Course Content** (Readings & Materials)	**Course Activities** (Assignments, Assessments, & Activities)	**Subcommittee Evaluation** (approval or feedback)

Written Communication

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Information Literacy

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Effective Reading

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

Intellectual Curiosity

WHERE or WHEN (syllabus or course structure)	Course Content (Readings & Materials)	Course Activities (Assignments, Assessments, & Activities)	Subcommittee Evaluation (approval or feedback)

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for FYS. Each rubric connects to the ideas of the areas above.

A submission is deemed as meeting a suitable threshold when there is evidence to satisfy all elements in the FYS Course Evaluation Rubric.

Course Evaluation Rubric: To be completed by the subcommittee			
Criteria	Yes	No/ Partial	Feedback
The course rationale is complete and well-developed.			
A complete course syllabus is submitted.			
FYS course provides an opportunity to:			
Become familiar with the wide range of academic and community resources available on campus to support student success *(Rationale Prompt A, C, D, E, F)*			
Become aware of the value of academic knowledge, methodology, expertise, specialization, and disciplines *(Rational Prompt B, C, E, G, H)*			
Demonstrate preparedness for academic work and life *(Rational Prompt D, E, G)*			
Gain awareness of a range of topics, academic fields of study, and areas of professionalization *(Rationale Prompt A, B, C, E, F, G, H)*			
Display a clear understanding of sources of knowledge and their use *(Rationale Prompt A, D, G)*			
Engage with problems of consequence through the critical analysis of materials (texts, data, images, etc.) *(Rationale Prompt B, F)*			
Prepare for future academic challenges *(Rationale Prompt D, G, H)*			
Achieve the elaborated SLOs at the lower division level *(See FYS SLO Course Matrix)*			

Final remarks and decision, to be completed by the subcommittee:
    ❑ Accept the course, as submitted, for FYS.
    ❑ Suggested revisions to meet FYS requirements:

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Appendix F: Quantitative Analysis Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
   a. Rationale must include sound justification as to why this course meets the requirements for the Quantitative Analysis category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcome assigned to the Quantitative Analysis category.
      i. Quantitative Reasoning: Students will be able to interpret models and/or solve quantitative problems from different contexts with real-world relevance; create and communicate reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).
   b. Quantitative Analysis category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Quantitative Reasoning	Interpret models and/or solve quantitative problems from different contexts with real-world relevance
	Create reasonable arguments supported by quantitative evidence
	Communicate reasonable arguments supported by quantitative evidence in effective formats

Quantitative Analysis Category-Specific Materials/Responses:

1. Complete the Criteria Worksheet, providing evidence of student engagement with SLOs and descriptions of assessment types (150-word limit for each response).

Note: This table is provided here for planning purposes. The last three columns will be available as fillable fields in Curriculog.

Criteria Worksheet: Quantitative Analysis

Required of All Courses			
Criteria: Students will …	**Evidence of Student Engagement**	**Assessment Types**	**Description**
Critically evaluate mathematical products (tables, graphs, mathematical equations) and identifies the limitations and capabilities of knowledge.			

Complete at the least the FIRST THREE of the following			
Criteria: Students will …	**Evidence of Student Engagement**	**Assessment Types**	**Description**
a) Interpret models and/or solve quantitative problems from different contexts with real world relevance.			
b) Create reasonable arguments supported by quantitative evidence (e.g., using words, tables, graphs, and/or mathematical equations).			
c) Communicate reasonable arguments supported by quantitative evidence (e.g., using words, tables, graphs, and/or mathematical equations).			
d) Demonstrate a variety of mathematical principles and the methods of data analysis.			
e) Apply or demonstrate the use of quantitative analyses in a variety of different contexts to construct explanations and/or solve problems.			

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for Quantitative Analysis.

Criteria Checklist Rubric: To be completed by the subcommittee		
Required of All Courses		
Criteria: Students will …	**Course Meets Criteria?**	**Comments**
Critically evaluate mathematical products (tables, graphs, mathematical equations) and identify the limitations and capabilities of knowledge.	❑ **Yes** ❑ **No** ❑ **Unclear**	

QUANTITATIVE REASONING: COURSE MUST MEET **AT LEAST THE FIRST THREE** OF THE FOLLOWING		
Criteria: Students will …	**Course Meets Criteria?**	**Comments**
a) Interpret models and solve quantitative problems from different contexts with real world relevance.	❑ **Yes** ❑ **No** ❑ **Unclear**	
b) Create reasonable arguments supported by quantitative evidence (e.g., using words, tables, graphs, and/or mathematical equations).	❑ **Yes** ❑ **No** ❑ **Unclear**	

c) Communicate reasonable arguments supported by quantitative evidence (e.g., using words, tables, graphs, and/or mathematical equations).	❑ **Yes** ❑ **No** ❑ **Unclear**	
d) Demonstrate a variety of mathematical principles and methods of data analysis.	❑ **Yes** ❑ **No** ❑ **Unclear**	
e) Apply or demonstrate the use of quantitative analyses in a variety of different contexts to construct explanations and/or solve problems.	❑ **Yes** ❑ **No** ❑ **Unclear**	
Total number of criteria met by course proposal:		**/5**

COURSE DESCRIPTION & OBJECTIVES

Based on the course syllabus, assign an appropriate rating to course description and objectives in relation to the required Student Learning Outcomes.

5	4	3	2	1
Description and objectives show an exceptional emphasis on the required student learning outcomes.	Description and objectives show a clear emphasis on the required student learning outcomes.	Description and objectives adequately address the required student learning outcomes.	Description and objectives make limited reference to the required student learning outcomes.	Description and objectives make no reference to the required student learning outcomes.

COURSE FOCUS

Based on the course syllabus, assign an appropriate rating to the course focus by determining what percentage of the course content deals with the required Student Learning Outcomes.

5	4	3	2	1
90-100% of the course appears to be related to the student learning outcomes	80-89% of the course appears to be related to the student learning outcomes	70-79% of the course appears to be related to the student learning outcomes	50-69% of the course appears to be related to the student learning outcomes	0-49% of the course appears to be related to the student learning outcomes
100% 90%	80%	70%	0%	0%

EVIDENCE OF STUDENT LEARNING

Based on the following Criteria Checklist, assign an appropriate rating to course assessments in relation to the required Student Learning Outcomes.

5	4	3	2	1
Assessments far exceed the minimum requirements for ensuring student learning outcomes.	Assessments exceed the minimum requirements for ensuring student learning outcomes.	Assessments meet the minimum requirements for ensuring student learning outcomes.	Assessments do not meet the minimum requirements for ensuring student learning outcomes.	Assessments need significant improvement to ensure student learning outcomes.

Final remarks and decision, to be completed by the subcommittee:
- ❑ Accept the course, as submitted, for Quantitative Analysis.
- ❑ Suggested revisions to meet Quantitative Analysis requirements:

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Appendix G: Human Expression Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
    a. Rationale must include sound justification as to why this course meets the requirements for the Human Expression category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the Human Expression category.
        i. Knowledge of the Human Experience: Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual systems; and recognize common questions and/or concerns humans confront and the diverse strategies for resolving those concerns.
        ii. Intellectual Curiosity: Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
        iii. Ethical Reasoning: Students will critically reflect on their own core beliefs and values; recognize ethical issues and their social context in a variety of settings; evaluate different perspectives on ethical issues, guided by ethical principles and theories; and develop their own ethical outlook that is supported with cogent reasons.
    b. Human Expression category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Minimum Rubric Evaluation Criteria for SLOs (per GEOC Standing Rules):

Knowledge of the Human Experience	Describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
	Describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
	Recognize common questions/concerns humans confront
	Recognize diverse strategies for resolving those concerns

Intellectual Curiosity	Demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions
	Formulate questions that support sustained inquiry, research, and/or creative production
	Foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives
	Reflect critically on one's own course of study

Ethical Reasoning	Critically reflect on their own core beliefs and values
	Recognize ethical issues and their social context in a variety of settings
	Evaluate different perspectives on ethical issues, guided by ethical principles and theories
	Develop their own ethical outlook that is supported with cogent reasons

Salisbury University's General Education model contains two categories for humanities courses: Humanity in Context and Human Expression. A single course cannot be submitted to both; you must choose one or the other. Please consult the definitions and examples to help you choose which category is most appropriate for your course.

	Humanity in Context (HC)	Human Expression (HE)
Official Definition:	"Critical and comparative analysis of humanity, emphasizing the role of history, culture, and/or language in human issues."	"Exploration of the different ways individuals and societies have and continue to express themselves and communicate the human experience."
Subcommittee Elaboration:	HC describes the analysis of humanity in its **lived experiences and historical or cultural contexts**. In other words, the focus is on what humans do and how they live, rather than what they create. Courses that focus primarily on the ideas, cultural production, or performance of humans rather than lived experiences should be proposed to HE.	HE describes the analysis of the ideas, works of literature/art, or performances of humans, treating **cultural production and mode of expressio**n as the primary object of study. In other words, the focus is on what humans create, not how they live or what they do. Courses that focus primarily on the lived experiences of humans should be proposed to HC.

Some courses may treat both the works of cultural production and the historical or cultural context that surrounded them: good teachers of literature or art will supply historical or cultural context; good teachers of history and culture will use literature or art as primary sources. Our barometer should be which component is more *fundamental* to the course.

For example, UNC Chapel Hill uses this rationale to distinguish between its historical context-based General Education category and its arts category:
"Courses surveying historical periods in art, photography, film, music, and the like are suitable for fulfilling this [historical] requirement, so long as the *primary* focus remains on developments in the history of the medium and not on aesthetic considerations or matters of form." (website)

Here are some hypothetical "borderline" courses and where they might best fit:

Humanity in Context (HC)	Human Expression (HE)
Medieval Art History	Art Appreciation
Childhood in the 19th Century	Children's Literature
Shakespeare's England	Shakespeare's Tragedies
French Culture and Food	Francophone Poetry
Myths and Reality of the Samurai	The Samurai in Film
Digital Humanities: The Silk Road	Digital Humanities: The Novel

Human Expression Category-Specific Materials/Responses:
In addition to the minimum required materials, the syllabus should include a course schedule (which should show topics, readings, in-class activities, and assignments) as well as course goals, grading, and assessments. Provide an example prompt and rubric for all major assignments in the course.

Part 1. General Appropriateness of the Course

In complete sentences, answer the following questions (300-word limit).

1. In what ways does this course fit the goals and expectations of General Education? Is it open to all students with no prerequisites?
2. How does the course engage students in a variety of assignments and assessments? How does the course make learning interesting, relevant, and open to a wide range of student backgrounds?
3. Why is this course appropriate for Human Expression category (defined above) in terms of content?
4. Please describe how Human Expression is the lens (pedagogical method/approach) for how your course explores this content.

Part 2. Required SLOs

Provide a paragraph (200-500 words per SLO) that describes your rationale for how the SLO is addressed in the course activities and assessments. Your explanation should show how the course will satisfy ALL the elements of the SLO (though not necessarily to the same degree) over the entire duration of the course.

1. What activities and assessments will help your students achieve the SLO – Knowledge of Human Experience?
2. What activities and assessments will help your students achieve the SLO – Intellectual Curiosity?
3. What activities and assessments will help your students achieve the SLO – Ethical Reasoning?

Fill in the SLO category charts to track the activities and assessments related to each SLO. In the chart, include reference to your included course proposal materials (syllabi, assignment prompts, example activity directs, etc.).

Note: This table is provided here for planning purposes. The second two columns will be available as fillable fields in Curriculog. Subcommittee comments will be entered separately.

SLO: Knowledge of the Human Experience			
Goal: Students will be able to:	Course Activities	Course Assessments	Committee Comments (For Committee Use Only)
Describe and compare the **development** of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)			
Describe and compare the **impact** of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)			
Recognize common questions/ concerns humans confront			
Recognize diverse strategies for resolving those concerns			

SLO: Intellectual Curiosity			
Goal: Students will be able to:	**Course Activities**	**Course Assessments**	**Committee Comments (For Committee Use Only)**
Demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions			
Formulate questions that support sustained inquiry, research, and/or creative production			
Foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives			
Reflect critically on one's own course of study			

SLO: Ethical Reasoning			
Goal: Students will be able to:	**Course Activities**	**Course Assessments**	**Committee Comments (For Committee Use Only)**
Critically reflect on their own core beliefs and values			
Recognize ethical issues and their social context in a variety of settings			
Evaluate different perspectives on ethical issues, guided by ethical principles and theories			
Develop their own ethical outlook that is supported with cogent reasons			

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for Human Expression. Each rubric connects to the ideas of the areas above.

PART 1: GENERAL APPROPRIATENESS OF COURSE			
	Meets Standards	**Needs revision**	**Committee Comments**
Fits General Education			
Engaging and Open Content			
Content Appropriate for Human Expression			
Approach Appropriate for Human Expression			

General comments and suggestions for consideration:

PART 2: REQUIRED SLOS			
	Meets Standards	**Needs revision**	**Committee Comments**
Knowledge of Human Experience (overall)			
Describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)			
Describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social, and/or spiritual)			
Recognize common questions/ concerns humans confront			
Recognize diverse strategies for resolving those concerns			
Intellectual Curiosity (overall)			
Explore different ways of thinking and a diverse range of topics			
Approach unfamiliar ideas and perspectives with open-mindedness			
Engage in open-ended learning experiences in different settings, from a variety of sources			
Take initiative in intellectual inquiry			
Ethical Reasoning (overall)			
Critically reflect on their own core beliefs and values			
Recognize ethical issues and their social context in a variety of settings			
Evaluate different perspectives on ethical issues, guided by ethical principles and theories			
Develop their own ethical outlook that is supported with cogent reasons			

General comments and suggestions for consideration:

Final remarks and decision, to be completed by the subcommittee:
- ❏ Accept the course, as submitted, for Human Expression.
- ❏ Suggested revisions to meet Human Expression requirements:

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GENERAL EDUCATION ASSESSMENT

The GEOC requests additional time to draft specific standing rules for General Education Assessment and therefore has left this section as a placeholder only. General Education Assessment details and timeline will be shared with all faculty for comment and be submitted to Faculty Senate for approval once the more time-sensitive work of establishing the course proposal and approval process has been completed.