General Education @ SHIP

A handbook for advisors and their students

Produced by the General Education Council
@ Shippensburg University

September 25, 2018

At Shippensburg University, we want our students to:

develop solid **Foundations**

recognize **Interconnections**

consider the importance of **Citizenship & Responsibility**

understand the **Natural World and Technologies** that surround them

and

appreciate **Creativity & Expression**.

The Mission of General Education @ Shippensburg University

A general education program is a university curriculum shared by all undergraduate students that provides a framework for lifelong knowledge assimilation and development of skills, which are necessary for career readiness and informed citizenship in a democratic society.

General Education @ SHIP is an intentional curriculum with clearly-defined goals informed by the mission of and the liberal arts tradition at Shippensburg University, which emphasizes "critical thinking, critical analysis, quantitative reasoning, communication skills, an ability to form opinions, ideas, and concepts and an ability to argue and defend them" (AMP). Providing students with ample opportunities to develop competencies across multiple disciplines will foster knowledge integration, innovation, and adaptability necessary to solve complex interdisciplinary problems while at the same time "creating awareness of the interdependence among people and ideas and creating openness to differences." (AMP)

Many of our students are, whether they know it or not, preparing for careers and pathways that do not yet exist. We, our network of alumni, and regional employers expect many emerging careers and pathways will require highly developed reading, listening, reasoning, creative thinking, and problem-solving skills. Such personal attributes cannot be turned on like a light switch or found using a search engine; rather, they must be carefully developed within us, practiced, and honed.

Our students have already witnessed rapid changes in the technologies we use, the labor markets we compete in, the ways families and social networks form, and the ways people pursue happiness. Our students are also learning that we are living amidst demographic, economic, and political changes, which were set in motion decades ago, and climatic changes, which were set in motion a century ago. With change come disruptions - abrupt changes to the knowledge bases and skill sets that are prized in the marketplace. Therefore, it is reasonable to expect our students will rely increasingly on the core qualities they developed in general education to react to and move with the disruptive forces that create, expand, or shrink highly specialized labor markets. Moreover, our nation will hold together to the degree to which we communicate respectfully, solve problems ethically, and place a premium on evidence, reasoned debate, and lifelong learning.

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Why do we need a handbook?

This handbook – drawn from the latest set of GEC approved materials – puts into one place all the information needed to help students and advisors understand the goals we have for ourselves and the learning objectives we have for our students. This handbook will be updated periodically as we assess student learning and update the program to foster better learning outcomes.

What is the General Education Council (GEC)?

The GEC is Shippensburg University's faculty-led body of faculty, deans, and students that is responsible for the General Education Program. It is the largest and most broadly representative governing body on campus. The GEC takes direction from the University Mission, our Academic Master Plan, PASSHE policies and procedures, and the MSCHE standards for accreditation. It also recognizes the work accomplished by the Association of American Colleges and Universities.

We have an opportunity to demonstrate we are a student-ready university

We have an opportunity to improve how we attract, engage, and retain students – by putting them first. We can start, for example, by asking, "How do we better prepare this next generation of students?" We can do a better job of demonstrating how our General Education Program and our other academic programs support each other. We can do a better job of illustrating how students with strong general education programs are better prepared to adapt and respond to disruptions after graduation. We must show students how we are helping them develop capacity for critical thinking, lifelong learning, and recognizing interconnections and opportunities while at college and after graduation.

We are helping students to develop their capacities for critical thinking, lifelong learning, and recognizing interconnections and opportunities while in college and after graduation.

The structure of our General Education Program

Our General Education Program is organized using program goals, student learning objectives, and competencies.

Program goals declare our intentions as educators and express what we do for our students. Our program goals provide us with guidelines for assessing the program as a whole: (1) *Are we doing what we say we are doing?* and (2) *How well are we doing it?*

Each program goal has a set of student learning objectives, which declare our expectations about what students are supposed to learn. Our student learning objectives, and the levels of competency associated with each, provide us with guidelines for assessing student learning outcomes: (1) *Are students learning what they are supposed to learn?* and (2) *How well are they learning it?*

The structure of our General Education Program is meant to be shared and discussed. The entire campus community is encouraged to understand our updated program goals, the new student learning objectives, and the levels of competency we are using to evaluate student achievement. We know that students learn specific content, skills, and behaviors - and how to learn in general - so much better when they understand what is expected of them (Berrett, 2015). Our General Education curriculum is now an intentional one.

General Education Themes

The program goals and student learning objectives are organized into five broad curricular themes. The themes are simple organizational statements that are useful for sharing information about our program with a broad audience, which can include potential students and their families, current students, alumni, the public, and ourselves.

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and

appreciate **Creativity & Expression**.

The transition from old to new is already reflected in *myDegreeAudit*

Starting in Fall 2018, all new undergraduate students will be enrolled in the new General Education Program and expected to complete the new program requirements, including UNIV101. *myDegreeAudit*, the planning tool for students and their advisors, is designed to show the new requirements.

Students that were enrolled at Shippensburg University before Fall 2018 OR students who transfer to Shippensburg before Fall 2019 will continue in the old program and complete the old program requirements. *myDegreeAudit* is designed to show these students and their advisors the old program requirements. Enrollment in the old program will decline with each graduating class.

The rest of this document presents the details

The rest of this document presents the curricular details for General Education Program @ SHIP. Table 1 shows the entire curriculum map with all the supporting courses. Pages 8-12 highlight our new program goals and credit requirements. Pages 13-30 highlight the new rubrics that contain our students' learning objectives and levels of competency. Pages 31-35 outline assessment policies and procedures. The end of the document addresses some frequently asked questions.

Still need more information?

Who can I talk to if I have questions about the new General Education Program?

Start by visiting the GEC website: **https://www.ship.edu/gec/** , where you'll find contact data for the Faculty Co-chair and documents pertaining to the new program.

Who can I talk to if I have questions about UNIV101 or the First Year Experience Program?

Start by visiting the FYE website: **https://www.ship.edu/fye/** , where you'll find contact data for the FYE Director, the Faculty Coordinator(s), and the Graduate Assistant(s).

Table 1: Curriculum map of General Education Program goals, credit requirements, rubrics with student learning objectives, and the approved courses that support them. Map last updated in May 2018.

Curricular theme	Credits required	Program goal, Rubric ID	Credits distributed	Supporting courses
FOUNDATIONS	15	First Yr. Sem., U	3	UNIV101
		Writing, W	3	ENG114,115; HON106
		Oral Comm., O	3	HCS100; HON100
		History, H	3	HIS105; HON122
		Quantitative, Q	3	MAT105,107,111,117,181,211,217
INTERCONNECTIONS	9	Diversity, D	at least 3	DS100; ETH100,101,102; FRN150; GEO103; HON102,140,151; PSY101; SPN150; SWK265; WST100
		Global Persp., G	at least 3	ANT105,111; ECO101; FRN204; GEO101; GER150,204; HIS106; HON123,141,160,165,274; PLS141; SPN153,204,385
		Foreign Lang., F	e	CHN101,102,103; FRN101,102,103,202,320; GER101,102,103,203,215; SPN101,102,103,202,330
CITIZENSHIP & RESPONSIBILITY	6 *	Citizenship, S	e	ESS108; HIS201, HON279; PLS100
		Eth. Reason., E	e	HON105; PHL105
		Crit. Reason, R	e	ECO113; GEO140; HCS125; HON130,161; MAT225; PHL101,102; SOC101
NATURAL WORLD & TECHNOLOGIES	9	Nat. World, N	at least 6	ANT121; BIO100,145,150,161,162,208,237; CHM103,105,121; ESS110,111,210; HON108,142,145,159,180,186,196,244; PHY108,110,121,122,205,221
		Technologies., T	e	CSC103,104,120,180; ECO102; HON166,182; MAT219
CREATIVTY & EXPRESSION	6	Literature, L	3	ENG243,248,250; FRN330,331; GER151; HON101,224,249; SPN152,360,361; THE121
		Arts, A	3	ART101,231,232,233,339; HON111,135,208,210,261; IAP111; MUS121,129,227,261
		Creativity, C		{none at this time}
	45		30	TOTALS

* Students are required to earn 6 credits in the Citizenship & Responsibility curriculum by completing two (2) of its three (3) goals.

e Indicates an elective or option. Students may have some flexibility to choose so long as all of the applicable policies are followed.

Program requirements and policies

General Education Program Credit Requirement

Shippensburg University requires all new students to earn 45 general education course credits, including those associated with our new First Year Experience Seminar (UNIV101, 3 credits). This university policy is compliant with PASSHE BOG Policies (1990-06-A): *Academic Degrees* and (1993-01-A): *General Education at State System of Higher Education Universities*; and aligned with policy (1999-01-A): *The Student Transfer Policy*.

Breadth and Depth

The next two policies ensure that all students will develop a breadth of knowledge and have opportunities to pursue some depth of study within the program:

> To ensure students develop a breadth of knowledge, all students may count no more than two (2) courses from the same participating academic program (as indicated by the course prefix) toward their General Education requirements.
>
> To ensure students can pursue some depth of study, all students may count up to two (2) courses from the same participating academic program (as indicated by the course prefix) toward a General Education program goal/curriculum requirement.

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- develop solid **Foundations**
- recognize **Interconnections**
- consider the importance of **Citizenship & Responsibility**
- understand the **Natural World and Technologies** that surround them
- and appreciate **Creativity & Expression**.

A student can be compliant with the policies above if, for example, he applies *Introduction to the Atmosphere* (ESS111) toward his Natural World requirement; applies *Introduction to Environmental Sustainability* (ESS108) toward his Citizenship & Responsibility requirement; and uses no other ESS course elsewhere in his General Education Program ($1 + 1 + 0 \leq 2$).
A student seeking some depth can, for example, apply both *Principles of Biology* (BIO162) and *Field Biology* (BIO208) toward her Natural World requirement and no other Biology course elsewhere in her General Education Program ($2 + 0 \leq 2$).

PASSHE Directed General Education (Prescribed General Education) Policy

General education courses that are required by a major program are considered "directed general education courses" (PASSHE BOG Policy 1999-01-A). So, unless a department and the Registrar's Office have a documented course exception agreement, all directed general education courses/credits must be counted toward a student's general education course/credit requirements and not toward the student's major or cognate requirements. This policy does not apply to minor or certificate programs.

Policies for students that transfer to Shippensburg University

Students who transfer to Shippensburg University from another State System institution with their general education program completed will be recognized by Shippensburg University as having their general education requirements met. Students who transfer with an Associate's Degree or some other form of prior learning will be expected to complete any remaining general education requirements. Prior learning applicable to General Education @ SHIP is recognized either through transfer of course credits or transcripted equivalents. See PASSHE BOG Policy (1993-01-A), *General Education at State System of Higher Education Universities*, for more details. Starting Fall 2019, all undergraduate students who transfer to Shippensburg University will be enrolled in the new General Education Program.

We want our students to build sound ***Foundations***.

Foundational courses coupled with other experiences provide students with opportunities to develop the requisite quantitative, analytical, written communication, and oral communication skills needed to succeed while in college and throughout life after college. Five program goals express the purposes of our foundational courses and how we support student success (Table 2). Each goal has an assessment rubric, identified by a single letter, that outlines what we expect students to learn or accomplish in the supporting courses. All new students are required to earn 15 credits in the foundations curriculum.

At the core of the foundations curriculum is the First Year Experience seminar (UNIV 101), which helps students achieve scholarly and academic success, engage with the university community, foster personal development and well-being, and promote their understanding of diversity and social responsibility. Each section of UNIV 101 is organized around an engaging topic or theme. Discussion is used as the primary form of pedagogy. As is best practice, UNIV 101 section rosters are capped at 20 students. Students enrolled in a section of UNIV101 are scheduled intentionally with sections of HCS 100, ENG 114, ENG 115 (or their Honor's College equivalents) or ENG113, which fosters a cohort effect. Ideally, learning objectives, class assignments, experiential learning, and extra-curricular components are closely coordinated among paired faculty members and staff.

Table 2: What we do for students in our foundations courses.

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a **first year seminar**.	UNIV 101	3	U	Semester 2 in 4-year cycle
Guide and prompt students to locate and organize information with appropriate evidence and language for clear **written communication**.	ENG114,115; HON106	3	W	Semester 1 in 4-year cycle
Guide and prompt students to develop **oral communication** skills necessary to organize and deliver a clear message with appropriate supporting material.	HCS100; HON100	3	O	Semester 2 in 4-year cycle
Guide and prompt students to understand major **historical themes**, applying critical analysis to generate arguments based on appropriate evidence.	HIS105; HON122	3	H	Semester 1 in 4-year cycle
Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate **quantitative reasoning**.	MAT105, 107, 111, 117, 181, 211, 217	3	Q	Semester 3 in 4-year cycle
	Total credits required:	**15**		

We want our students to recognize **Interconnections**

This curriculum will provide students with opportunities to explore human behavior, social interactions, and global communities through humanities and the social and behavioral sciences. Open discourse about the causes and consequences of human behavior and thought, and the interconnectedness of societies revealed by examining traditions and structures, provides a pathway to mutual respect and tolerance in a diverse world.

Three program goals express what we will do for students (Table 3). Each goal has an assessment rubric that outlines what we expect students to learn or accomplish. Students must complete three courses (9 credits) in this curriculum, with at least one course (3 credits) that supports our diversity goal (the 'D' rubric) and at least one course (3 credits) that supports our global perspectives goal (the 'G' rubric). Students have some flexibility to choose how they complete the 9-credit requirement (with or without meeting the foreign language goal).

Table 3: What we do for students in our interconnections courses.

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to evaluate the **diversity** of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.	See page 6	at least 3	D	Semester 3 in 4-year cycle
Guide and prompt students to develop **global perspectives** by analyzing systems and evaluating interrelationships.	See page 6	at least 3	G	Semester 4 in 4-year cycle
Guide and prompt students to understand and demonstrate oral and written communication in a **foreign language** as well as awareness of a foreign culture.	See page 6	elective	F	Semester 4 in 4-year cycle
		Total credits required: **9**		

We want our students to consider the importance of ***Citizenship & Responsibility***

This curriculum will provide students with opportunities to consider the function and development of institutions, as well as their own responsibilities in society. Tools for development of students as informed and responsible citizens can include study of principles and research in social science, analysis of the development of social and political systems and practices, application of critical analysis and reasoning, and contemplation of ethics and values.

Each program goal has an assessment rubric that outlines what we expect students to learn or accomplish (Table 4). Students are required to complete two courses (6 credits) in this curriculum, with each course supporting a different program goal (i.e., we have 3 program goals, pick 2).

Table 4: What we do for students in our citizenship, ethics, and reasoning courses.

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to understand responsible **citizenship** through the development of ideas of citizenship and rights, how society protect or fails to protect basic rights, and avenues for individual or collective action.	See page 6	elective	S	Semester 5 in 4-year cycle
Guide and prompt students to identify ethical theories or guidelines and apply appropriate **ethical reasoning** to reach conclusions and support moral judgments.	See page 6	elective	E	Semester 5 in 4-year cycle
Guide and prompt students to use appropriate **critical analysis and reasoning** to explain and analyze concepts, and apply concepts to issues to determine significance or value.	See page 6	elective	R	Semester 5 in 4-year cycle
	Total credits required:	**6**		

We want our students to better understand the ***Natural World and Technologies*** *that surround them*

Science is the concerted human effort to better understand the history of the natural world and how the natural world works, with observable physical evidence as the basis of that understanding. This curriculum provides students with opportunities to learn how new knowledge is created and to apply scientific principles and technologies that can address historical and contemporary questions.

Two program goals express what we will do for students (Table 5). Each program goal has an assessment rubric that outlines what we expect students to learn or accomplish. Students must complete three courses (9 credits) in this curriculum, with at least two (2) courses (at least 6 credits) focused on the natural world. Students may choose to complete this requirement by taking two (2) natural world courses and one (1) technologies course or by taking three (3) natural world courses.

Table 5: What we do for students in our natural world and technological competency courses.

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the **natural world**.	See page 6	at least 6	N	Semester 6 in 4-year cycle
Guide and prompt students to acquire knowledge, skills, and competencies regarding a broad range of computer **technologies** and software, and to use them responsibly.	See page 6	elective	T	Semester 6 in 4-year cycle
	Total credits required:	**9**		

We want our students to appreciate ***Creativity & Expression***

This part of the curriculum will provide students with opportunities to explore artistic and literary disciplines and their modes of expression, considering the processes by which artistic works are imagined and created as well as the analytical tools for describing and appraising works of art and literature.

Each program goal has an attendant assessment rubric that outlines what we expect students to learn or accomplish (Table 6). Students must complete two (2) courses in this curriculum, with at least one (1) course supporting the literature goal and at least one course supporting either the arts goal or the creative competencies goal.

Table 6: What we do for students in our creativity and expression courses.

Program Goals	Supporting Courses	Required Credits	Assessment Rubric	Assessment Review
Guide and prompt students to comprehend, analyze, and determine the significance for works of **literature**.	See page 6	3	L	Semester 7 in 4-year cycle
Guide and prompt students to describe, analyze, and respond to the scope of works in the **arts**.	See page 6	3	A	Semester 7 in 4-year cycle
Guide and prompt students to demonstrate and apply **creative competencies**, problem solving, and preparation in the realization of a creative work.	See page 6		C	Semester 7 in 4-year cycle
Total credits required:		**6**		

Rubrics – where program goals and student learning objectives are linked.

Each program goal is linked to a small set of student learning objectives via an assessment rubric. Each assessment rubric highlights what the program will do for students (a statement), identifies what students are expected to learn (the rows), and presents an ordinal competency scale (the columns) that describes increasing levels of student accomplishment.

The assessment rubrics (see below) were developed over many years by faculty members in all three colleges and across all three divisions of the College of Arts & Sciences. The rubrics intentionally emphasize core competencies across the curriculum and, so, help to remove barriers to interdisciplinary engagement. Using the rubrics makes it possible to meaningfully aggregate and compare results across the disciplines and provides us with the capacity to follow student development over time. Because the rubrics focus on a small number of key objectives and recognize the spectrum of accomplishment from first years to seniors, they can serve as templates for other programs and used to connect other programs with the General Education Program.

UNIVERSITY 101 CURRICULUM RUBRIC

Program goal: Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first year seminar.

Student learning objective	Level of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar. Alias: *Cultivate Scholarly and Academic Success*	The student fails to develop metacognitive skills through academic engagement; fails to develop appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Defines different metacognitive skills, lists appropriate achievement strategies, and defines college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Explains how metacognitive skills effect their learning and academic success, begins to implement appropriate achievement strategies and college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Interprets how academic exploration shapes their identity as a student-scholar, implements appropriate achievement strategies, and demonstrates college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.	Constructs their identity as a student-scholar, adapts academic skills to support their academic achievement, and consistently demonstrates college-level skills in reading and writing, critical thinking, analytical reasoning and information literacy.
The student engages in opportunities for learning beyond the classroom. Alias: *Engagement with the University Community*	Fails to create relationships with peers, staff, and faculty; fails to use appropriate campus resources, participate in academic and co-curricular activities, or recognize the purpose and traditions of Shippensburg University and higher education.	Describes how relationships with peers, staff, and faculty are important to their student experience, lists appropriate campus resources important to their success, attends campus academic and co-curricular activities, and defines the purpose and traditions of Shippensburg University and higher education.	Identifies peers, staff, and faculty with whom to build relationships, identifies appropriate campus resources and begins to use them, attends academic and co-curricular activities on campus and in the community, and interprets the purpose and traditions of Shippensburg University and higher education for Shippensburg University students.	Initiates relationships with peers, staff, and faculty, explores how to use campus resources appropriately; attends and interprets how academic and co-curricular activities on campus and in the community apply to their class themes, and distinguishes how the purpose and traditions of Shippensburg University and higher education apply to their experience as a Shippensburg University student.	Develops relationships with peers, staff, and faculty, evaluates and assembles appropriate campus resources for specific needs; attends and examines how academic and co-curricular activities on campus and in the community positively impact their success, and incorporates the purpose and traditions of Shippensburg University and higher education into their identity as a Shippensburg University student.

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The student develops strategies and goals to support their personal wellness and academic and professional success. Alias: *Foster Personal Development and Wellness*	Fails to identify appropriate time-management strategies or relevant academic policies and resources; fails to develop professional goals, or recognize how personal wellness contributes to their academic success and professional goals.	Defines time-management strategies, and relevant academic policies and resources related to their academic success; identifies potential professional goals, and recognizes that personal wellness contributes to their academic success and professional goals.	Identifies time-management strategies, relevant academic policies and resources related to their academic success; examines their interest in different professional goals, and explains how personal wellness contributes to academic success and professional goals.	Implements time-management strategies, connects how relevant academic policies and resources relate to their academic success; develops professional goals, and interprets how personal wellness contributes to their academic success and professional goals.	Uses time-management strategies consistently, applies relevant academic policies and resources to support their academic success; explores means to achieve professional goals, and uses their academic and wellness skills to attain those goals.
The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community. Alias: *Promote Understanding of Diversity and Social Responsibility*	Fails to define concepts of diversity, inequality, privilege, and diverse perspectives; does not examine aspects of the shared human experience, nor demonstrate principles of responsible citizenship within and beyond the campus community.	Defines concepts of diversity, inequality, privilege, and diverse perspectives; defines aspects of the shared human experience, and recognizes principles of responsible citizenship within and beyond the campus community.	Explains concepts of diversity, inequality, privilege, and diverse perspectives, examines aspects of the shared human experience and define their relevant values, assumptions and relationships with others, identifies strategies to act upon principles of responsible citizenship within and beyond the campus community.	Interprets concepts of diversity, inequality, privilege, and diverse perspectives, compares and contrasts how their experience connects to a shared human experience, and interprets how that impacts their values, assumptions and relationships with others, and demonstrates responsible citizenship within and beyond the campus community.	Evaluates concepts of diversity, inequality, privilege, and diverse perspectives; assesses how their values, assumptions and relationships with others changes based on their understanding of a shared human experience, and consistently demonstrates responsible citizenship within and beyond the campus community.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully.

ARTS CURRICULUM RUBRIC

Program goal: Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.

Student learning objective	Levels of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student communicates clearly and precisely, with sufficient observational detail about the work of art. Alias: *Descriptive Communication*	The student fails to demonstrate an ability to describe the artistic work.	Begins to demonstrate an organized approach to communication, but the description is vague or subjective with an absence of concrete detail.	Demonstrates consistent application of organization and uses some details to describe the work of art through choices that are accurate and mostly appropriate to the artistic discipline.	Demonstrates clear organization with appropriate and sufficient detail to objectively describe the work of art.	Demonstrates skillful use of communication style, organization, detail and disciplinary conventions to concisely, thoroughly, and objectively describe the work of art.
The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation. Alias: *Analysis and Context*	Fails to identify the artistic elements of the work.	Employs some analytical tools to identify artistic elements, however some aspects of the analysis or citations are incorrect, incomplete or vague.	Employs some analytic tools to identify artistic elements, with clear and accurate use of disciplinary vocabulary and documentation of sources.	Employs analytical tools and source materials to successfully identify and prioritize artistic elements, as they provide accurate and discipline appropriate evaluation of the work's structure and genesis.	Employs analytical tools and diverse sources to masterfully identify and prioritize artistic elements, as they provide accurate and original evaluation of the work, cited according to the highest standards of the academic discipline.
The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary]. Alias: *Interpretation and Response*	Fails to provide interpretation or expression of meaning.	Begins to assign a personal response to the work, although the interpretive expression is vague, generalized or clichéd.	Exhibits a clear and personal response to the work that conveys some meaning, or relevance of the work	Demonstrates a consistently clear, personal and confident response to the work while thoughtfully articulating the relevance of the work.	Demonstrates a personal response to the work that is thought provoking, perceptive, articulate and provides evidence to validate or to challenge existing interpretations or inferences about the work.

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A **competency** is the ability to do something successfully.

CREATIVE CURRICULUM RUBRIC

Program goal: Guide and prompt students to demonstrate and apply creative competencies, problem solving and preparation in the realization of a creative work.

Student learning objective	Levels of Competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student demonstrates competency that implies a commensurate level of technique and training appropriate for realizing the artistic work. Alias: *Creative Competencies*	The student fails to demonstrate the discipline specific artistic or creative competencies appropriate for realization of the work.	Begins to demonstrate discipline specific artistic or creative competencies which are appropriate for the realization of the work.	Demonstrates satisfactory competencies necessary for realizing the work of art, however the work would benefit from further development of these competencies.	Demonstrates proficiency in discipline specific competencies appropriate for realizing the work.	Demonstrates consistency and mastery of those discipline specific competencies necessary for realizing the work.
The student demonstrates the ability to successfully imagine, plan and cultivate a work. Alias: *Problem Solving and Process*	Fails to apply a process or plan for exploration appropriate for the scope of the work.	Applies a process for exploration, however only a single approach is considered and the plan is not sufficiently thought out.	Applies multiple approaches of process and preparation, capable of predicting some potential problems presented by the project without the skill or experience to cope with unexpected challenges.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as the skill to cope with challenges and adjust work accordingly.	Applies multiple approaches to process and preparation, capable of predicting the potential problems presented by the project as well as flexibility in the face of change. Possesses the ability to articulate choices and recognize consequences to develop new and successful strategies.
The student exhibits a unique interpretive and conceptual approach to creating a work. Alias: *Creativity and Transformation*	Fails to exhibit any unique interpretive or conceptual approach.	Relies on a predictable collection of familiar and clichéd ideas or approaches.	Exhibits some examples of novel ideas or unique approaches, however ideas may lack coherence or need more development.	Creates a new and expressive approach that displays unity and coherence, and on an interpretive level these expressive touches make a familiar work appear new and vital.	Creates a new direction in the realization of the project that moves beyond clichés and constraints, exhibiting a degree of risk or tackling controversial topics. The final project is highly expressive, imaginative, coherent, and leaves a lasting impression.

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DIVERSITY CURRICULUM RUBRIC

Program goal: Guide and prompt students to evaluate the diversity of human experience, behavior, and thought, in order to better understand ourselves and others, to respond to the roots of inequality that undermines social justice, while developing awareness regarding diversity in culture, ethnicity, race, gender/gender expression, religion, age, social class, sexual orientation, or abilities.

Student learning objective	Levels of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student understands how diversity and difference characterize and shape the human experience and are critical to the formation of identity. Alias: *Human Diversity*	Fails to demonstrate knowledge of human diversity and does not recognize impact.	Demonstrates minimal knowledge of human diversity but cannot draw conclusions regarding impact.	Applies knowledge of human diversity but not enough to fully support conclusions or viewpoints about impact.	Analyzes the impact of human diversity on behavior, supporting relevant conclusions or viewpoints.	Synthesizes knowledge of human diversity and its impact on behavior that is broad-based with depth, fully supporting relevant conclusions or viewpoints.
The student recognizes historical and cultural roots of inequality, and responds to the need for social justice. Alias: *Roots of Inequality*	Fails to recognize roots of inequality and need for social justice.	Demonstrates minimal understanding of the roots of inequality and the need for social justice.	Illustrates some understanding of historical or cultural roots of inequality and expresses need for social justice.	Integrates multiple facets of historical and cultural roots of inequality and expresses need for social justice.	Reflects thoroughly on historical and cultural roots of inequality, responding to the need for social justice.
The student demonstrates awareness of and manages the influence of personal biases. Alias: *Awareness.*	Fails to express awareness of biases.	Identifies minimal awareness of own biases, even those shared with own cultural group.	Analyzes own biases, expresses preference for those shared with own cultural group.	Examines new perspectives about own biases; seeks out complexities that new perspectives offer.	Integrates insights into own biases; aware of how context shapes them, can recognize and respond to biases in self and others.

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ETHICAL REASONING CURRICULUM RUBRIC

Program goal: Guide and prompt students to identify ethical theories or guidelines and apply appropriate ethical reasoning to reach conclusions and support moral judgments.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student identifies and explains the ethical theory's or approach's essential moral principle or value and its relation to the theory as a whole Alias: *Conceptualization*	The student fails to identify the theory's essential moral principle or value.	Identifies the theory's essential moral principle or value, but cannot explain it or relate it to the theory as a whole.	Identifies the theory's essential moral principle or value, but explains it incompletely and does not relate it to the theory as a whole.	Identifies and explains the theory's essential moral principle or value, but does not relate it to the theory as a whole.	Identifies and explains the theory's essential moral principle or value, and relates it correctly to the theory as a whole.
The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications. Alias: *Application*	Fails to apply the moral principle or value to an action, decision, or issue.	Applies the moral principle or value to an action, decision, or issue in an incomplete way and cannot generate the correct moral judgment or explain its implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment, but cannot explain the implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment, but explains the implications incompletely.	Applies the moral principle or value to an action, decision, or issue, and generates the correct moral judgment, as well as explains the implications completely.
The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches. Alias: *Comparison and Evaluation*	Fails to identify similarities and differences between the theories or guidelines and fails to identify the strengths and weaknesses of the ethical theories or guidelines.	Identifies either similarities or differences between the ethical theories or guidelines or the strengths and weaknesses of the ethical theories or guidelines.	Identifies both similarities and differences between the ethical theories or guidelines and the strengths and weaknesses of the ethical theories or guidelines.	Compares similarities and differences between the ethical theories or guidelines and the strengths and weaknesses of the ethical theories or guidelines.	Compares similarities and differences between the ethical theories or guidelines and the strengths and weaknesses of the ethical theories or guidelines and evaluates the ethical theories or guidelines based upon their strengths and weaknesses.

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FOREIGN LANGUAGE CURRICULUM RUBRIC

Program goal: Guide and prompt students to understand and demonstrate oral and written communication in a foreign language as well as awareness of a foreign culture.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines. Alias: *Oral Communication*	The student fails to demonstrate attainment of oral achievement when engaged in a simple conversation. Most of the utterances are made in English, sometimes with a translation into L1.	Uses mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. Uses memorized questions from the textbook. When having difficulty, negotiation of meaning is initiated, but not sustained. With difficulty, can handle simple transactions that were introduced in class.	Attempts to use sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. Attempts to ask both memorized questions and questions of his/her own. Negotiation of meaning is used. With relative easiness, can handle simple transactions that were introduced in class.	Demonstrates the ability to use complete sentences when dealing with some familiar topics. Uses mainly memorized words and phrases. Asks and answers simple questions although not always accurately. Can handle unknown simple transactions with some difficulty.	Skillful use of original sentence level text to express ideas and thoughts orally on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Negotiates meaning effectively. Asks and answers simple questions accurately. Can handle an unknown simple transaction with accuracy.
The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines. Alias: *Written Communication*	Fails to demonstrate attainment of writing achievement when engaged in a simple writing task. Most of the sentences are done in English, sometimes with a translation into L1.	Writes mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. With difficulty, can handle simple writing tasks that were introduced in class.	Attempts to write sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. With relative easiness, can handle simple writing tasks that were introduced in class.	Demonstrates the ability to use complete sentences when writing about familiar topics. Uses mainly memorized words and phrases. Can handle unknown simple writing tasks with some difficulty.	Skillful use of original sentence level text to express ideas and thoughts in writing on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Can handle an unknown simple writing task with accuracy.
The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives. Alias: *Cultural Awareness*	Fails to demonstrate target culture awareness. Unable to identify key products and the relationship with the practices and the perspectives of the target culture.	Identifies, but cannot explain the relationship of a few cultural products with the practices and the perspectives of the target culture.	Identifies and explains minimally the relationship of some cultural products with the practices and the perspectives of the target culture.	Identifies and explains the relationship of the most familiar cultural products with the practices and the perspectives of the target culture.	Identifies and explains in detail the relationship of well-known and less well-known cultural products with the practices and the perspectives of the target culture.

See the glossary or the other rubrics for definitions of program goal, student learning objective, and competency.

GLOBAL PERSPECTIVES CURRICULUM RUBRIC

Program goal: Guide and prompt students to develop global perspectives by analyzing systems and evaluating interrelationships.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student understands, compares and contrasts the factors in human and/or natural systems that contribute to the range of interactions (i.e., and/or inequality, complexity, instability) among/between groups, cultures, states, regions or nations. Alias: *Factors and Interactions*	The student fails to understand the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Understands but is unable to compare and contrast the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Describes an understanding of the factors that allows them to compare and contrast the possible range of interactions among/between groups, cultures, states, regions or nations.	Analyzes and evaluates the relative contributions of the factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.	Produces sophisticated and workable solutions to address complex social problems through analysis and synthesis of the study of such factors that contribute to the possible range of interactions among/between groups, cultures, states, regions or nations.
The student understands and/or uses appropriate quantitative data representations (e.g., graphs, maps, data sets, models, etc.) and/or qualitative sources relevant to the topic of study. Alias: *Representation and Sources*	Fails to understand or use appropriate quantitative data representations or qualitative sources in even relatively simple cases.	Understands when quantitative data representations and/or qualitative sources in relatively simple cases are appropriate.	Explains which kind of quantitative data and/or qualitative sources are appropriate for relatively simple cases.	Evaluates the pros and cons of the appropriateness of quantitative data representations and/or qualitative sources in more complex cases.	Synthesizes across various quantitative data representations and/or qualitative sources to develop a conclusion.
The student has developed the capacity to understand the interrelationships among multiple perspectives (such as personal, social, cultural, disciplinary, environmental, local, and global) when exploring subjects within natural and/or human systems. Alias: *Perspectives*	Fails to exhibit understanding of the interrelationships among multiple perspectives when exploring subjects within natural and/or human systems.	Identifies multiple perspectives while maintaining a value preference for own perspective when exploring subjects within natural and/or human systems.	Identifies and explains multiple perspectives in a neutral way when exploring subjects within natural and/or human systems.	Evaluates and applies multiple perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions, acknowledging own.	Synthesizes multiple perspectives when exploring subjects within natural and/or human systems, including critique of own perspective.

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HISTORICAL THEMES CURRICULUM RUBRIC

Program goal: Guide and prompt students to understand major historical themes, applying critical analysis to generate arguments based on appropriate evidence.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student demonstrates knowledge and understanding of major historical themes or trends. Alias: *Knowledge and Understanding*	The student fails to demonstrate awareness of the major historical themes or trends.	Demonstrates a limited awareness of major historical themes or trends.	Describes some historical background support in discussion of major historical themes or trends.	Applies appropriate historical background that supports discussion of major historical themes or trends.	Incorporates appropriate and thorough historical background that supports discussion of major historical themes or trends.
The student uses persuasive evidence that demonstrates an awareness of historical chronology, causation, and context while employing disciplinary standards. Alias: *Sources and Evidence*	Fails to use evidence of any kind; disciplinary standards not carefully followed.	Uses limited historical evidence to explain ideas with little to no understanding of the roles of chronology, causation, and context ; disciplinary standards not carefully followed.	Uses some historical evidence to further explore ideas that are not fully integrated or coherent with respect to chronology, causation, and context ; shows awareness of disciplinary standards.	Uses persuasive historical evidence that is well integrated with respect to chronology, causation, and context to support the development of ideas; disciplinary standards are followed.	Uses persuasive and appropriate historical evidence that is expertly drawn upon with respect to chronology, causation, and context to advance coherent ideas; disciplinary standards are carefully followed.
The student uses language that is organized and clear, and demonstrates an ability to draw comparisons and/or construct historical arguments. Alias: *Application of Language and Critical Thinking Skills in an Historical Context*	Fails to establish historical comparisons or connections and meaning is lost by lack of language control.	Presents limited understanding of historical comparisons or connections and meaning is partially lost by lack of language control.	Illustrates language and analysis that are largely clear, but some gaps in syntax, analytical rigor, and/or historical knowledge are still a distraction.	Applies language that is readable and historical analysis is logical with few errors or conceptual gaps.	Incorporates language that is correct, edited, proofread, and contains no or very few errors; analysis incorporates an ability to make sophisticated comparisons and connections.

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LITERATURE CURRICULUM RUBRIC

Program goal: Guide and prompt students to comprehend, analyze, and determine the significance of works of literature.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student comprehends the text. Alias: *Comprehension*	The student fails to comprehend the text(s).	Demonstrates minimal comprehension of the text(s).	Demonstrates incomplete comprehension of the text(s).	Demonstrates satisfactory comprehension of the text(s).	Demonstrates thorough comprehension of the text by using general background knowledge and/or contextual material to draw more complex inferences.
The student identifies and explains relations among ideas, text structure, or other textual features to show how they support an advanced understand of the text as a whole or of its parts. Alias: *Analysis*	Fails to identify the literary elements of the text(s).	Identifies a few literary elements of the text(s).	Identifies several literary elements of the text(s).	Identifies and explains multiple literary elements of the text(s).	Articulates a sophisticated explanation and evaluation of relationships among ideas and texts.
The student articulates a close and critical interpretation of primary texts, drawing conclusions that move beyond summary. Alias: *Interpretation and Significance*	Fails to articulate an understanding of the text(s) or to use interpretive strategies to move beyond summary.	Begins to articulate an understanding of the text(s) and employs minimal interpretive strategies to draw conclusions and move beyond summary.	Employs some interpretive strategies to read texts closely and critically; draws some conclusions about texts that move beyond summary.	Exhibits an understanding of how to read primary texts closely and critically; regularly interprets and draws conclusions about texts that move beyond summary.	Articulates a sophisticated understanding of multiple ways of reading primary texts closely and critically; consistently and effectively interprets and draws conclusions about texts that move beyond summary.

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NATURAL WORLD CURRICULUM RUBRIC

Program goal: Guide and prompt students to understand the scientific method and resulting principles and theories, critically evaluating data to answer questions about the natural world.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student understands how the scientific method involves experimentation or empirical observations that are used for the development, testing, and application of models, theories, or laws. Alias: *Scientific Method*	The student fails to demonstrate understanding of the scientific method.	Recalls some steps of the scientific method but does not understand how experimentation or empirical observations are used for the development, testing, and application of models, theories, or laws.	Recalls all steps of the scientific method and begins to offer an explanation of how experimentation or empirical observations are used for the development, testing, and application of models, theories, or laws.	Accurately explains how experimentation or empirical observations associated with the scientific method are used for the development, testing, and application of models, theories, or laws.	Thoroughly explains and evaluates which results from experimentation or empirical observations are most significant in the development, testing, and application of models, theories, or laws.
The student demonstrates a broad understanding of scientific principles and theories specific to the discipline, and can explain their origins. Alias: *Scientific Principles*	Fails to demonstrate understanding of scientific principles and theories.	Defines some basic scientific principles and theories, with some errors in understanding.	Accurately describes basic scientific principles and theories and able to make some connections to their origins.	Explains more complex scientific principles and theories as well as their origins.	Goes beyond explanation and synthesizes complex scientific principles and theories with clear understanding of their origins.
The student critically evaluates scientific information and/or solves problems using scientific data. Alias: *Data and Problem-Solving*	Fails to critically evaluate scientific information and/or solve problems.	Begins to recognize when scientific information is either accurate or flawed or begins to identify the appropriate way to use scientific data to solve a problem.	Consistently recognizes when scientific information is either accurate or flawed and attempts to develop solutions to problems with some errors in logic or calculations.	Provides an accurate interpretation of scientific information or develops solutions to problems with few errors and draws reasonable conclusions from the solution.	Critically analyzes scientific information and thoughtfully solves problems using scientific data and makes intuitive conclusions from the solution. Generalizes patterns of data to larger systems.

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ORAL COMMUNICATION CURRICULUM RUBRIC

Program goal: Guide and prompt students to develop oral communication skills necessary to organize and deliver a clear message with appropriate supporting material.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student clearly organizes text to convey a central message. Alias: *Organization*	The student fails to demonstrate an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, central message not conveyed.	Employs some elements of organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, but central message not fully conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation, and central message conveyed.	Employs clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) with cohesive content and compelling central message.
The student uses supporting material (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is generally credible, relevant and derived from reliable and appropriate sources. Alias: *Supporting Material*	Fails to use supporting materials or establish the presenter's credibility/authority on the topic.	Uses insufficient supporting materials to document information or analysis, and establish the presenter's credibility/authority on the topic.	Uses some appropriate supporting materials to document information or analysis, and begin to establish the presenter's credibility/authority on the topic.	Uses sufficient supporting materials to document information or analysis, and establish the presenter's credibility/authority on the topic.	Uses a variety of well-chosen supporting materials to document information or analysis, and convincingly establish the presenter's credibility/authority on the topic.
The student delivers presentation with posture, gestures, eye contact, and use of the voice to enhance the effectiveness. Alias: *Delivery*	Fails to use delivery techniques that minimize distraction and promote understanding of the presentation.	Uses delivery techniques that occasionally detract from the understandability of the presentation, speaker appears uncomfortable.	Uses delivery techniques that make the presentation understandable, but speaker appears tentative.	Uses delivery techniques that make the presentation understandable and interesting, and speaker appears comfortable.	Uses delivery techniques that make the presentation compelling, and speaker appears polished and confident.

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QUANTITATIVE REASONING CURRICULUM RUBRIC

Program goal: Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student is able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words). Alias: *Interpretation*	The student fails to demonstrate ability to explain information presented in mathematical forms.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about the information.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Provides accurate explanation of information presented in mathematical forms.	Provides accurate explanation of information presented in mathematical forms and develops appropriate inferences based on that information.
The student is able to perform calculations and draw appropriate conclusions based on them. Alias: *Analysis*	Fails to demonstrate the ability to perform appropriate calculations.	Calculations attempted are both unsuccessful and not comprehensive; tentative judgments are drawn from the calculations, but uncertain about drawing conclusions.	Calculations attempted are either unsuccessful or not comprehensive; commonsense judgments or plausible conclusions are drawn from the calculations.	Calculations attempted are essentially correct and comprehensive; competent judgments or reasonable conclusions are drawn from the calculations.	Calculations attempted are correct and comprehensive, and presented elegantly; thoughtful judgments or insightful conclusion are drawn from the calculations.
The student can express quantitative evidence in support of an argument (considering what evidence is used, and how evidence is formatted, presented, and contextualized). Alias: *Communication*	Fails to demonstrate the ability to present an argument for which quantitative evidence is pertinent.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate numerical support.	Uses quantitative information, but does not effectively connect it to the argument.	Uses quantitative information in connection with the argument, though evidence may be presented in a less-than-completely effective format or some parts of the explication may be uneven.	Uses quantitative information in connection with the argument and presents it in an effective format; explicates with consistently high quality.

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Critical analysis and Reasoning curriculum rubric

Program goal: Guide and prompt students to use appropriate critical analysis and reasoning to explain and analyze concepts, and apply concepts to issues to determine significance or value.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student identifies and explains an essential concept, as well as the relation to other relevant concepts. Alias: *Conceptualization*	The student fails to identify the concept.	Identifies the concept, but the explanation is inaccurate, incomplete, and not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate, but incomplete and not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate and complete, but it is not related correctly to other relevant concepts.	Identifies the concept and the explanation is accurate, complete, and related correctly to other relevant concepts.
The student identifies the basic parts of the concept and their relation to each other, as well as demonstrating understanding of the concept based upon the analysis. Alias: *Analysis*	Fails to identify the basic parts of the concept.	Identifies the basic parts of the concept, but cannot restate their relation to each other and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and restates their relation to each other in an incomplete way and cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and summarizes their relation to each other completely, but cannot demonstrate understanding of the concept based upon the analysis.	Identifies the basic parts of the concept and establishes their relation to each other completely, and demonstrates understanding of the concept based upon the analysis.
The student applies the concept to a case or issue and determines the significance or value of the case or issue in relation to the concept, as well as its implications. Alias: *Evaluation*	Fails to apply the concept to a case or issue.	Applies the concept to the case or issue, but cannot demonstrate the significance or value of the case or issue in relation to the concept, and cannot analyze the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately but incompletely, and cannot analyze the implications.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely, but cannot analyze the implications completely.	Applies the concept to the case or issue and demonstrates the significance or value of the case or issue in relation to the concept accurately and completely, as well as distinguishes the implications accurately and completely.

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CITIZENSHIP AND SOCIETY CURRICULUM RUBRIC

Program goal: Guide and prompt students to interpret mathematical forms, analyze through calculations, and communicate quantitative reasoning.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student understands the ways societies protect or fail to protect the basic rights of individuals and groups. Alias: *Civil Rights and Liberties*	The student fails to demonstrate understanding of the ways societies protect individual rights.	Defines the ways societies protect individual rights, but with errors or gaps.	Consistently defines and recognizes concepts of individual rights, with some errors and attempts to apply these concepts to address contemporary problems.	Explains civil rights and civil liberties with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues.	Clearly explains and applies concepts of civil rights and civil liberties to evaluate and address ethical and practical issues.
The student understands how societies and communities address collective issues. Alias: *Individual and Collective Action*	Fails to demonstrate understanding of how societies and communities address collective action problems.	Defines how societies address collective action problems, but with errors or gaps.	Consistently defines and recognizes concepts of collective action problems, with some errors and attempts to apply these concepts to address contemporary problems.	Explains individual and collective action with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.	Clearly explains individual and collective action and applies them to evaluate and address ethical and practical issues.
The student understands that individuals and societies have responsibilities to each other and to the common good. Alias: *Responsibilities of Citizenship*	Fails to demonstrate understanding of the responsibilities for individuals and societies toward the common good.	Defines responsibilities for individuals and societies toward the common good, but with errors or gaps.	Consistently defines and recognizes responsibilities for individuals and societies toward the common good, with some errors and attempts to apply these concepts to address contemporary problems.	Explains responsibilities for individuals and societies toward the common good, with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.	Clearly explains responsibilities for individuals and societies toward the common good, and applies them to evaluate and address ethical and practical issues.

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TECHNOLOGY CURRICULUM RUBRIC

Program goal: Guide and prompt students to achieve technological competency through appropriate use of common software to gather, analyze, and manipulate data.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student is able to apply knowledge of a range of computer technologies to complete projects and tasks (including, but not limited to web/mobile technology). Alias: *Information Technology*	The student fails to demonstrate knowledge of a range of computer technologies to complete projects and tasks	Demonstrates minimal knowledge of a range of computer technologies to complete projects and tasks	Applies general knowledge of a range of computer technologies to complete projects and tasks	Applies specific knowledge of a range of computer technologies to complete projects and tasks	Applies advanced features of computer technologies to complete projects and tasks
The student is able to use software and systems to collect, gather and analyze data for projects and tasks. Alias: *Software and systems*	Fails to demonstrate the use of software and systems to collect, gather and analyze data for projects and tasks	Demonstrates minimal use of software and systems to collect, gather and analyze data for projects and tasks	Applies general use of software and systems to collect, gather and analyze data for projects and tasks	Applies specific use of software and systems to collect, gather and analyze data for projects and tasks	Applies advanced features of software and systems to collect, gather and analyze data for projects and tasks
The student is able to apply an awareness of ethics and/or security standards while using information technology. Alias: *Appropriate use*	Fails to demonstrate an awareness of ethical and/or security standards when using technology	Demonstrates an awareness of ethical and/or security standards when using technology	Applies general awareness of ethical and/or security standards when using technology	Applies specific awareness of ethical and/or security standards when using technology	Evaluates ethical and/or security dilemmas and makes informed decisions when using technology

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully.

WRITTEN COMMUNICATION CURRICULUM RUBRIC

Program goal: Guide and prompt students to locate and organize information with appropriate evidence and language for clear written communication of ideas.

Student learning objective	Level of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
The student produces clearly worded and organized text that conveys the logic used to make an assertion. Alias: *Logic and order*	The student fails to demonstrate awareness of the correct form or structure.	Begins to develop a sense of order to convey an idea, and basic organizational structure is apparent.	Shows awareness of the correct form or structure, and logic is employed to make an assertion.	Presents a clear organizational pattern for the reader, with consistent and effective use of logic and structure to support assertion.	Superior development of organizational patterns, and excellent use of logic throughout the writing assignment to support assertion.
The student uses appropriate evidence to support assertions, with documentation of sources in accordance disciplinary conventions. Alias: *Sources and evidence*	Fails to use evidence to support assertions.	Uses scarce support to explain or substantiate assertions; attempts to document sources.	Provides some support for assertions but ideas not fully integrated with the argument; documents sources but may not fully adhere to disciplinary conventions.	Provides support for assertions with credible evidence that it is well integrated into the argument; shows an awareness of the standards for documentation in the discipline.	Uses advanced reasoning and engaging scholarly evidence to supports original argument; carefully documents evidence in accordance with disciplinary conventions.
The student uses language that is controlled, readable, clear, proofread, and suitable for the discipline. Alias: *Control of language and syntax*	Fails to convey meaning due to lack of control.	Attempts to control language but meaning impeded because of weak syntax and consistent errors in usage.	Controls language to convey meaning clearly, but syntax and grammar are still a distraction.	Controls language such that it is readable with few exceptions, but contains some errors in usage and grammar.	Thoughtfully controls language that is correct, edited, proofread, and contains very few errors.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully.

How does a department or academic program participate in General Education @ SHIP?

A general education course is an approved undergraduate-level course (or its equivalent) that 1) prompts and guides students to achieve general education learning objectives; 2) is used to foster assessment of student learning; and 3) prompts and guides students to develop knowledge, values, or skills that are associated with a specific field of study. Our general education courses are organized by the goals we have for the program.

Departments and academic programs wanting to participate in our General Education Program may apply to do so in one of two ways. The first involves submitting a General Education Course Proposal form to the University Curriculum Committee (UCC). The proposal must:

1. demonstrate that a course (i.e., all sections of the course), is designed to help the university accomplish one of its general education goals by helping students to accomplish all the accompanying student learning objectives[1,2];

   and

2. be approved by the GEC, the UCC, the Forum, and the President.

Departments may choose to add additional student learning objectives that support the goals of other programs (e.g., their major or minor programs), but they may not alter or omit any of the general education student learning objectives.

As part of its regular review of course proposals, the UCC seeks and receives recommendations from the GEC whenever a proposed change might affect the General Education Program. The GEC's recommendation reflects: 1) whether or not students taking the course, *as it has been proposed*, will have ample opportunities to develop competency in all the general education student learning objectives; and 2) whether or not the sponsoring program has agreed to foster assessment of student learning outcomes and the General Education Program as a whole.

Participating academic departments and programs may offer different courses that support different general education goals, *but all sections of the same general education course must support the same goal and, for each of its attendant student learning objectives, work toward developing similar levels of competency*. To remain a participating department or academic program, it must:

1. offer its general education courses within the assessment cycle;
2. foster assessment of student learning; and
3. foster assessment of the General Education Program.

Secondly, an academic department or program may choose to submit a "General Education '190' Special Topic proposal" directly to the GEC. The '190 option' was created to promote creativity and flexibility within the General Education Program and to allow faculty to quickly introduce important topics to a broad audience. The GEC's decision to approve (or not approve) a '190' proposal reflects: 1) whether or not students taking the course, *as it has been proposed*, will have ample opportunities to develop competency in all of the attendant student learning objectives; and 2) whether or not the sponsoring program has agreed to foster assessment of student learning outcomes and the General Education Program as a whole. Like all special topic courses at SHIP, each '190' course may be offered no more than four times. Should a participating department or academic program want to continue offering the special topic, then it must apply to the UCC to convert its trial '190' version into regular course.

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[1] For now, each general education course may officially support one general education program goal only (i.e., adopt one rubric only).

[2] Academic programs may propose to offer courses at any undergraduate level (100, 200, 300, or 400), but they should be aware of PASSHE's directed general education policy and its requirement to apply earned credits toward a student's general education credit requirements and not double-count the same credits toward a student's major credit requirement.

A culture of meaningful assessment

Our curricular programs are assessed so we can know if they are achieving our stated goals and so we can find ways to improve their outcomes. Accordingly, the entire campus community is developing a culture of meaningful assessment by constantly seeking answers to three questions:

1. *Are students learning what they need to learn?*

   This question can be answered in parts by: a) looking at each student learning objective and assessing the quality of outcomes produced; and b) evaluating whether or not students have ample opportunity to demonstrate that they've learned what they need to.

2. *Are we doing what we say we're doing?*

   This question can be answered in parts by evaluating: a) participation among departments and programs; b) how the GEC is coordinating the program; c) institutional support for the program and the GEC.

3. *If 'no' to either question above, then how do we improve the program?*

   If a no, then we need to consider why and decide how we can better allocate resources to improve specific learning outcomes or the program in general.

Assessment is a continuous process with periodic reporting

Assessment data are to be collected by sampling student work across all sections of a general education course, including sections taught by adjunct faculty, and evaluating the work using the relevant rubric. Each sample should be sufficient in size and it should represent the full range of student achievement and all persons leading the course.

General Education Assessment @ SHIP is organized by program goal and uses a sliding 4-year cycle of self-study, reporting, and revision (Table 7). This workflow dovetails with MSCHE's new 8-year reaccreditation cycle (Figure 1).

Table 7: Schedule of periodic self-study in the General Education Program.

Year	Spring	Fall
2018		Goals W
2019	Goals U and O	Goals Q, D and H
2020	Goals G and F	Goals S, E, and R
2021	Goals N and T	Goals L, A, and C
2022	Whole Program Review	Goals W and H
2023	Goals U and O	Goals Q and D
2024	Goals G and F	Goals S, E, and R
2025	Goals N and T	Goals L, A, and C
2026	Whole Program Review	repeat the 4-year cycle

Opening and closing the loop

Before the beginning of a designated semester, the GEC will engage the campus community in *calibration meetings* (one for each program goal under review). During each calibration meeting, the GEC will lead facilitated discussions about the program goal, student learning objectives, and levels of competency; any prior reports; any approved changes; assessment and sampling methods; strategies and tactics; setting benchmarks; and reporting requirements.

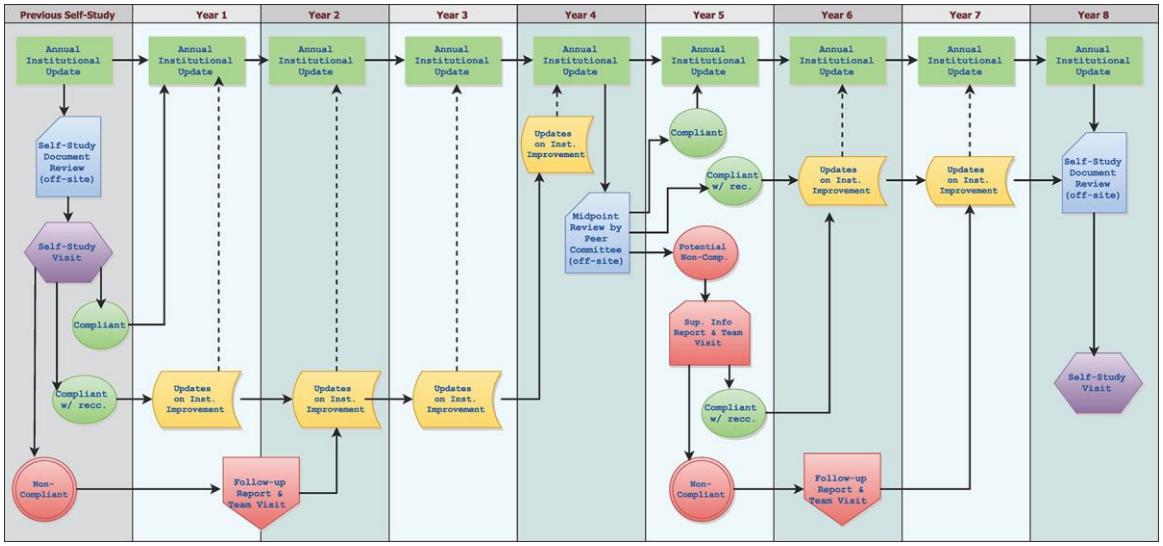

Figure 1. The new MSCHE cycle for reaccreditation is now an 8-year cycle with annual reporting requirements and a "mid-point" peer-review.

Each participating department is required to send at least one representative to its calibration meeting, but all faculty members leading a general education section are strongly encouraged to attend. To this end, it might be helpful for departments to designate a general education assessment coordinator. Faculty members may review student artifacts together to help the group gauge how well students are developing competency across the curriculum or how others are recognizing competency across the curriculum.

Meanwhile, departments will use the designated semester to review the assessment data they've collected over the previous four years (recognizing that four years of data will only be available after the assessment cycle has been in place for four years) and any prior assessment reports. Departmental review should address all the components shown in the attached five column model, including the total number of students taught, the sample size used to assess student learning, and the numbers of students at each competency level. Most importantly, the departments must show they've considered how to use their findings to prompt improvements in student learning. Each department should deliver a completed report to the GEC no later than the end of October (March) for fall (spring) semester.

Use of Results

It is important to note that the results of assessing student learning outcomes will be be used to improve student learning in our General Education Program (and to satisfy mandatory reporting requirements); the assessment data will not be used to evaluate any individual student, faculty member, or staff member, or to make high stakes decisions about individuals.

Every faculty member that leads students through a general education course has the academic freedom to prompt and guide students to:

1. achieve our general education learning objectives in accordance with the best practices of their discipline or academic program; and
2. develop discipline-specific knowledge or skills in accordance with the best practices of their discipline or academic program.

Each faculty member also has the attendant professional responsibility to:

1. tell or show students what they are expected to learn or accomplish;
2. provide students with ample opportunity to achieve the desired level of competency associated with each student learning objective (see the rubric for guidance).

The GEC Assessment Committee will complete feedback reports, by program goal, by the end of November (April). At the end of the designated assessment semester (last week of classes in December or May), an assessment feedback meeting will be used to review the GEC Assessment Committee reports.

Example assessment report to be submitted by participating departments to the GEC

Program goal	Guide and prompt students to describe, analyze, and respond to the scope of works in the arts.			
Academic semester	Fall 2021	Representative:	Dr. Abcdefghijk	
College	College of Arts & Sciences			
Department	Art			
Student learning objective	Level of competency	Assessment Method and Criteria for Success	Summary of Data Collected (# students)	How the results are being used to improve student learning and/or the program.
The student writes or speaks clearly and precisely, with sufficient observational detail about the work of art.	Unsatisfactory	1,2	3	4,5,6
	Emerging			
	Developing			
	Proficient			
	Mastery			
The student uses appropriate and discipline specific vocabulary to identify and prioritize the significant artistic elements found in the work while also analyzing the context surrounding its creation.	Unsatisfactory	1,2	3	4,5,6
	Emerging			
	Developing			
	Proficient			
	Mastery			
The student provides interpretation that expresses an articulate, thoughtful, and personal response to the meaning of a work of art, considering the relevance of the work at a variety of levels [symbolic, metaphorical, emotional, cultural, artistic, historical, contemporary].	Unsatisfactory	1,2	3	4,5,6
	Emerging			
	Developing			
	Proficient			
	Mastery			
Any other student learning objectives that the department might use.	No report is required by the GEC.			

Directions for reviewers: Use this template for each general education student learning objective.

COLUMN 3: ASSESSMENT METHOD & CRITERIA FOR SUCCESS

1. Describe the assignment(s) that were used to prompt learning outcomes?

2. Do the assignment(s) provide students with ample opportunity to demonstrate what they know and how well they know it?

COLUMN 4: SUMMARY OF DATA COLLECTED

3. How were student outcomes sampled for inclusion in this assessment? Is the sample size large enough to draw meaningfully inferences?

COLUMN 5: USE OF RESULTS

4. Based on observed distribution of competencies, is the student learning objective being met?

5. How are the results being used?

6. What resources are necessary to address goals not met?

Strengths of the assessment report:

_____

_____

_____

_____

Constructive feedback and opportunities for growth for your assessment report:

_____

_____

_____

_____

Notes from meeting with the Department:

_____

_____

_____

_____

A culture of periodic program revision

Our General Education Program is now an evolving program. This section presents policies for adding or removing courses to the Program, for proposing changes to the rubrics used to assess student learning, and for adding or removing program goals.

Process for proposing add to, alter, or remove courses from the General Education Program

1. Coming soon, but still under review.

Process for proposing changes to the university's assessment rubrics

1. Coming soon, but still under review.

Process for proposing changes to university's General Education Program Goals

1. Coming soon, but still under review.

More FAQs

The general education course my department has been offering for the last 10 years already helps students meet more than the 3 learning objectives listed on the new rubric. Does this mean we have to drop the learning objectives that are not on the rubric?

No, keep doing what you're doing well! The GEC expects many departments will add content- or discipline-specific learning objectives along side our university's general education objectives. The additional objectives your department uses likely helps it to achieve goals associated with its major or minor programs, its accreditation requirements, or with some other professional standards. If so, then your department likely evaluates those additional objectives during its major or minor program assessments. Just keep in mind that all sections of the same general education course must support the same set of general education learning objectives and work toward developing similar levels of competency.

I can see how the new flexibility options will be helpful to many students, but it seems like they will require the student and advisor to pay closer attention to what the student is taking.

Yes, the new flexibility options will, in effect, require students and advisors to be more intentional about the courses students choose to complete their general education requirements.

PASSHE's Directed General Education credit policy disallows general education course credits from being double-counted toward major program credit requirements. Doesn't this policy create a potential problem for students that change their major?

Yes. It is possible that a student majoring in subject "A" who has earned credits in general education course "B" later changes their major to subject "B." The student and new advisor will want to review the student's transcript in *myDegreeAudit* and resolve any conflicts between the system-wide policy and departmental requirements. The default response will be to apply the student's earned credits in course "B" toward the general education credit requirement only.

Does PASSHE's Directed General Education credit policy apply to minor or certificate programs?

No.

Can courses be removed from the General Education Program?

Yes. A general education course can be removed from the program if: 1) a participating department or program submits a UCC proposal on its own behalf to remove one of its courses, and the proposal is approved; or 2) the GEC submits a UCC proposal on behalf of the university to remove a course for non-compliance, and the proposal is approved. In the later case, the course will still exist, but new students completing the course will not be able to apply the earned credits toward the university's General Education requirements.

Who can I talk to if I have questions about the new General Education Program?

Start by visiting the GEC website: **https://www.ship.edu/gec/** , where you'll find contact data for the Faculty Co-chair and documents pertaining to the new program. Most likely, you'll also be put in touch with one of:

Dr. Sherri Bergsten (Biology)
Dr. Scott Drzyzga (Geography-Earth Science)
Dr. Kirk Moll (Library)

Who can I talk to if I have questions about UNIV101 or the new First Year Experience Program?

Start by visiting the FYE website: **https://www.ship.edu/fye/**, where you'll find contact data for the Director of the program, the Faculty Coordinator(s), and the Graduate Assistant(s).

Glossary

A **competency** is the ability to do something successfully.

A **general education course** is an approved undergraduate-level course (or its equivalent) that 1) prompts and guides students to achieve general education learning objectives; 2) is used to foster assessment of student learning; and 3) prompts and guides students to develop knowledge, values, or skills that are associated with a specific field of study. Our general education courses are organized by program goal.

> A **directed general education course** is a general education course that is prescribed or required by a major program. Directed general education courses may be used by students to satisfy the major or cognate requirements of major programs, but any credits associated with such courses must be counted toward the general education credit requirement and not double-counted toward the major credit requirement. This PASSHE policy took effect August 15, 2015 and was clarified on October 6, 2016.

A **participating program** is an academic program that offers one or more general education courses, fosters assessment of student learning outcomes, and helps the GEC to periodically assess the General Education Program.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired result or outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual result. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A general education **theme** is an organizational device that is used to describe a set of related general education program goals without academic jargon. A theme is easy to express to a lay audience. A theme does not guide program assessment or assessments of student learning outcomes.

NOTE: We have found the terms 'learning objective' and 'learning outcome' to be defined inconsistently throughout the body of educational assessment literature, so we adopted the plain English meanings of the words 'objective' (something sought, a desired result) and 'outcome' (something realized, an actual result) and moved forward. These plain English meanings are also consistent with their longtime uses in the natural and computer sciences.

Courses that support the new General Education Program (as of May 2018)

Table 2: General education course numbers and titles (with corresponding rubric IDs). See page 6 for the curriculum map.

University First Year Experience
UNIV101: First Year Experience Seminar (U)

Anthropology
ANT105: Great Discoveries in Archaeology (G)
ANT111: Cultural Anthropology (G)
ANT121: Physical Anthropology (N)

Art
ART101: Art Appreciation (A)
ART231: Art History I (A)
ART232: Art History II (A)
ART233: Art History III (A)
ART339: History of American Art (A)

Biology
BIO100: Basic Biology (N)
BIO145: Environmental Biology (N)
BIO150: Human Biology (N)
BIO161: Prin. Biology: Cell Structure & Function (N)
BIO162: Prin. Biology: Organismal Diversity (N)
BIO208: Field Biology (N)
BIO237: Human Anatomy & Physiology (N)

Chemistry
CHM103: A Cultural Approach (N)
CHM105: An Observational Approach (N)
CHM121: Chemical Bonding (N)

Computer Science
CSC103: Overview of Computer Science (T)
CSC104: Programming in Python (T)
CSC120: Intro. Comp. Sci. & Metacognition (T)
CSC180: Microcomputer Basic (T)

Disability Studies
DS_100: Intro. Disability Studies (D)

Economics
ECO101: Prin. Macroeconomics (G)
ECO102: Prin. Microeconomics (T)
ECO113: Prin. Economics (R)

English / Literature
ENG114: Academic Writing (W)
ENG115: Advanced Academic Writing (W)
ENG243: The Art of the Film (L)
ENG248: Intro. Culturally Diverse Lit. of the U.S. (L)
ENG250: Intro. Literature (L)

Earth Space Science
ESS108: Intro. Environmental Sustainability (S)
ESS110: Intro. Geology (N)
ESS111: Intro. to the Atmosphere (N)
ESS210: Physical Geology (N)

Ethnic Studies
ETH100: Intro. Ethnic Studies (D)
ETH101: Intro. African-American Studies (D)
ETH102: Intro. Latino Studies (D)

Geography
GEO101: World Geography (G)
GEO103: Geography of the US and Canada (D)
GEO140: Human Geography (R)

Human Communication
HCS100: Intro. Human Communication (O)
HCS125: Survey of Communication Studies (R)

History
HIS105: Historical Foundation of Global Cultures (H)
HIS106: Thinking Historically in a Global Age (G)
HIS201: Early U.S. History (S)

Interdisciplinary Arts
IAP111: Intro. Interdisciplinary Arts (A)

Mathematics
MAT105: Mathematics for Liberal Studies (Q)
MAT107: Mathematical Models Applied to Money (Q)
MAT111: Fundamentals of Mathematics II (Q)
MAT117: Applied Statistics (Q)
MAT181: Applied Calculus (Q)
MAT211: Calculus I (Q)
MAT217: Statistics I (Q)
MAT225: Discrete Mathematics (R)

Music
MUS121: Intro. Music (A)
MUS129: American Popular Music (A)
MUS227: Opera and Music Theatre (A)
MUS261: World Music (A)
MAT219: Data Science (T)

Philosophy
PHL101: Intro. Philosophy (R)
PHL102: Critical Thinking (R)
PHL105: Ethical Theories and Problems (E)

Physics
PHY108: Astronomy (N)
PHY110: Physics for Society (N)
PHY121: Intro. Physics I - Lecture (N)
PHY122: Intro. Physics II - Lecture (N)
PHY205: Inter. Physics I (N)
PHY221: Fundamentals of Physics I (N)

Political Science
PLS100: U.S. Government and Politics (S)
PLS141: World Politics (G)

Psychology
PSY101: General Psychology (D)

Sociology
SOC101: Intro. Sociology: Society and Diversity (R)

Social Work & Gerontology
SWK265: Understand. Diversity for Social Work Practice (D)

Theatre
THE121: Intro. Theatre (L)

Women's Studies
WST100: Intro. Women's Studies (D)

Modern Languages
CHN101: Beginner's Chinese (F)
CHN102: Beginner's Chinese II (F)
CHN103: Intermediate Chinese (F)
FRN101: Beginning French I (F)
FRN102: Beginning French II (F)
FRN103: Intermediate French (F)
FRM150: French Civilization (D)
FRN202: Inter. Conversation Through the Media (F)
FRN204: Ideas, Cultures from French-Speaking World (G)
FRN320: French for the Professions (F)
FRN330: Masterpieces of French Literature (L)
FRN331: Masterpieces of Francophone Literature (L)
GER101: Beginning German I (F)
GER102: Beginning German II (F)
GER103: Inter. German (F)
GER150: German Civilization (G)
GER151: German Cinema (L)
GER203: Inter. German Communication (F)
GER204: Contemporary German Culture (G)
GER215: German for the Professions (F)
SPN101: Beginning Spanish I (F)
SPN102: Beginning Spanish II (F)
SPN103: Intermediate Spanish (F)
SPN150: Spanish Civilization and Culture (D)
SPN152: Latino Literature (L)
SPN153: Latino Pop Culture (G)
SPN202: Inter. Conversation (F)
SPN204: Ideas, Cultures from Spanish-Speaking World (G)
SPN361: Masterpieces in Spanish-American Lit. (L)
SPN330: Spanish for the Professions (F)
SPN360: Masterpieces of Spanish Literature (L)
SPN385: Aspectos De La Civilizacion Hispana (G)

For students in the Honors College
HON100: Intro. to Human Communication (O)
HON100: Intro. to the Theatre (L)
HON102: Intro. to Women's Studies (D)
HON105: Ethical Theories and Problems (E)
HON108: Astronomy (N)
HON111: Intro. to Interdisciplinary Arts (A)
HON122: Hist. Foundation of Global Cultures (H)
HON123: Thinking Historically in a Global Age (G)
HON130: Intro. to Philosophy (R)
HON135: Art History III (A)
HON140: Geography of the US & Canada (D)
HON141: World Geography (G)
HON142: Intro. to the Atmosphere (N)
HON145: Environmental Biology (N)
HON151: General Psychology (D)
HON159: Physical Anthropology (N)
HON160: Cultural Anthropology (G)
HON161: Introduction to Sociology (R)
HON165: Principles of Macroeconomics (G)
HON166: Principles of Microeconomics (T)
HON180: Physics for Society (N)
HON182: Overview of Computer Science (T)
HON186: Human Biology (N)
HON196: A Cultural Approach (N)
HON208: Opera and Music Theatre (A)
HON210: Intro. to Music (A)
HON224: The Art of the Film (L)
HON244: Intro. to Geology (N)
HON249: Intro. to Literature (L)
HON261: World Music (A)
HON274: Intro. to International Politics (G)
HON279: US Government & Politics (S)

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