

COLLEGE *of* CHARLESTON

General Education Assessment Workshop

Saturday, November 17, 2012

General Education Assessment Workshop: Saturday, November 17, 2012

English/Academic Writing Group 7

Cassie Thomas	ENGL	thomasc@cofc.edu
Julia Eichelberger	ENGL	eichelbergerj@cofc.edu
Amy Mecklenburg-Faenger	ENGL	mecklenbergfaengera@cofc.edu
Chris Warnick	ENGL	warnickc@cofc.edu
Jannette Finch	GE/LIBR	finchj@cofc.edu
Christa Poparad	LIBR	poparadce@cofc.edu
Angela Flenner	AIE/LIBR	flennera@cofc.edu

Mathematics/Logic Group 3

Bob Mignone	GE/MATH	mignoner@cofc.edu
Andrew Przeworski	AIE/MATH	przeworskia@cofc.edu
Debby Jeter	MATH	jeterd@cofc.edu

Natural Science Group 9

Jaap Hillenius	BIOL	hilleniusw@cofc.edu
John Peters	BIOL	petersj@cofc.edu
Brian Scholtens	BIOL	scholtensb@cofc.edu
Chris Korey	FYE/BIOL	koreyc@cofc.edu
Linda Jones	PHYS	jonesl@cofc.edu
Narayanan Kuthirummal	PHYS	kuthirummaln@cofc.edu
Wendy Cory	CHEM	coryw@cofc.edu
Mitch Colgan	GEOL	colganm@cofc.edu
Vijay Vulava	GEOL	valuvav@cofc.edu

History Group 5

Bernard Powers	HIST	powersb@cofc.edu
Bill Olejniczak	HIST	olejniczakw@cofc.edu
Rich Bodek	HIST/JWST	bodekr@cofc.edu
Anton Vander Zee	HONORS/ENGL	vanderzeeal@cofc.edu
Jon Hale	TEDU/HIST	halejn@cofc.edu

Humanities Group

18

Tim Johnson	CLAS	johnsonts@cofc.edu
Deborah Boyle	PHIL	boyled@cofc.edu
William Russell	AIE/ENGL	russellw@cofc.edu
Robert Russell	HCPC	russellr@cofc.edu
Todd McNerney	THTR	mcnerneyt@cofc.edu
Alison Piepmeier	WGST	piepmeiera@cofc.edu
Alison Smith	FREN/WGS	smitha@cofc.edu
Malte Pehl	INTL	pehlm@cofc.edu
Mary Beth Heston	ARTH/ASST	hestonm@cofc.edu
Tessa Garton	ARTH	gartont@cofc.edu
Blake Stevens	MUSC	stevensb@cofc.edu
Zeff Bjerken	RELS	bjerkenz@cofc.edu
Karen Berg	GE/HISP	bergk@cofc.edu
John Walsh	GE/FREN	walshj@cofc.edu
Mark Del Mastro	HISP	delmastromp@cofc.edu
Shawn Morrison	FREN	morrison@cofc.edu
Kristen Gentile	CLAS	gentilekm@cofc.edu
Nancy Nenno	GERM	nennon@cofc.edu

Social Sciences Group

9

Amy Kolak	PSYC	kolaka@cofc.edu
Roxane DeLaurell	GE/LEGAL ST	deLaurellr@cofc.edu
Phil Jos	POLI	jos@cofc.edu
Leigh Moscovitz	COMM	moscovitzl@cofc.edu
Celeste LeCroix	COMM	leCroixc@cofc.edu
Mark Witte	ECON	wittem@cofc.edu
Bill Danaher	SOCY	danaherw@cofc.edu
Dana Cope	ANTH	coped@cofc.edu
Lynn Cherry	Speaker/COMM	cherryl@cofc.edu

ALSO ATTENDING

5

Mary Allen	California State University	
Gioconda Quesada	AIE/MKTG	quesadag@cofc.edu
Lynne Ford	AA/POLI	fordl@cofc.edu
Bev Diamond	AA/MATH	diamondb@cofc.edu
Kay Smith	AEX/ENGL	smithkh@cofc.edu
Cathy Boyd	Registrar	boydc@cofc.edu

TOTAL

56

General Education Assessment

Background Material

- Communication on timeline for General Education Assessment (Provost George Hynd, September 27, 2012)
- Memorandum from President Benson (October 3, 2012)
- Invitation to General Education Assessment Workshop (October 24, 2012)
- Current Undergraduate Catalog description of Liberal Arts and Sciences General Education Requirements (pp. 19-20)
- Approval Criteria and Student Learning Outcomes for Academic Writing, History, Natural Science, Mathematics/Logic, Foreign Languages, Humanities, and Social Science.
- Position: Faculty Coordinator for General Education

Ford, Lynne E

From: Hynd, George
Sent: Thursday, September 27, 2012 11:22 AM
To: Deans; Chairs
Subject: General Education Assessment
Attachments: GenEd Outcomes (Final).docx

Importance: High

Dear Deans, Associate Deans, Chairs and Program Directors,

As you know, assessment of General Education is of vital importance to the College. Faculty representatives of the Committee on General Education and the Committee on Assessment of Institutional Effectiveness have worked together this summer and early fall to devise an assessment plan that is both workable and most likely to generate the feedback on student learning necessary for continuous improvement. This assessment plan is based on the approval criteria which were developed by faculty and adopted by the Faculty Senate on February 7, 2012. The Committee on General Education currently uses the approval criteria to review new courses proposed by departments to satisfy a general education distribution requirement (e.g. social sciences, humanities, math/logic, etc.). The committees have converted the approval criteria to measurable learning outcomes (see learning outcomes attachment).

Thus, in moving forward, all courses approved for general education credit will have specific learning outcomes attached to them. In addition, courses within each distribution requirement will share learning outcomes and student performance relative to those outcomes will be assessed using a common GE assessment metric (a rubric or other appropriate tool) developed by faculty. These learning outcomes may be demonstrated with a variety of types of assignments, and, of course, all instructors are free to include additional learning outcomes in their courses.

Here is the timeline for general education assessment this year:

Fall 2012

- General Education and Assessment Committee members will meet with the Deans, Associate Deans and Department Chairs from each School to review the new GE learning outcomes and further develop the assessment process.
- The GE and Assessment committees, in collaboration with faculty from the disciplines that offer or wish to offer General Education courses, will identify and develop appropriate metrics (including rubrics, embedded common exam questions, etc.) for each set of General Education outcomes. Workshops for the various broad disciplines will be scheduled this semester.
- Departments should initiate a review process to determine which courses they wish to include in the GE curriculum.
- A Faculty Coordinator for General Education will be selected.

Spring, 2013

- Departments will submit the courses they wish to include in the GE curriculum to the General Education Committee. Departments must demonstrate that these courses meet the approval criteria for their distribution

category and include the appropriate GE learning outcome(s), as well as appropriate assignments/assessments that measure these outcomes, to be evaluated with the appropriate rubric for the broad discipline. Departments may choose which courses to submit. Only courses approved for General Education status under the new process will count for General Education credit beginning with the 2014-15 catalog and beyond.

- All GE courses which the departments will bring forward for review and which will be offered in spring, 2013, will include the appropriate GE outcomes and faculty teaching these courses should be certain that there are assignments specifically designed to measure the outcomes on their syllabi for spring semester.
- At the end of spring semester, a sample GE course instructors selected and informed in advance will turn in selected artifacts (papers, essays, exam question answers, projects, or other assignments designed to measure GE outcomes) to a General Education Assessment subcommittee comprised of representatives from their broad discipline (humanities, social science, science, etc.) to evaluate all the artifacts using a common assessment rubric. Each disciplinary assessment committee will use the appropriate GE rubrics to evaluate these artifacts, compile the data, and report their findings to the Faculty Coordinator for General Education.

Summer, 2013

- The Faculty Coordinator for General Education, Associate Deans and the Office of Institutional Effectiveness and Planning will evaluate the data and report to the Provost, Deans, Chairs and the GE and Assessment committees, which will use the report to reflect on the GE curriculum and recommend refinements to the assessment process.. Departments will be expected to discuss and respond to these recommendations. Initially all general education requirements will be assessed, but thereafter, a regular assessment cycle will be established.

Assessment of general education is a high priority for Academic Affairs. The learning outcomes for general education reflect the underlying philosophy of our general education requirements within the context of liberal arts and sciences at the College. Thus the steps from learning outcomes to assessment and reporting should be relatively simple and straightforward, leading to positive change and growth in student learning. This year is important in setting a sustainable pattern for future years and I appreciate everyone's efforts in making these positive changes.

~ George

George W. Hynd
Provost & Executive Vice President
The College of Charleston
Randolph Hall 210
66 George Street
Charleston, SC 29424

Phone #: 843-953-5527
Email: hyndg@cofc.edu

MEMORANDUM

TO: Lynn Cherry
Speaker of the Faculty

FROM: P. George Benson *PGB*
President

DATE: October 3, 2012

SUBJECT: Assessment of General Education

Last month, I was pleased to address the first meeting of the Faculty Senate for the new academic year. While I discussed several topics that have significant consequences for the health and vitality of our community, I am writing today to underscore the importance of my remarks on our progress toward the effective assessment of our general education curriculum.

I have reviewed the College's assessment work for the past several years. In addition, I met earlier this semester with two consultants who we brought to the College to help us prepare for our SACS fifth-year interim report. The consultants' work included a critique of the College's approach to general education assessment.

After some reflection, I now share the conclusion previously reached by some other faculty and administrators at the College: Our general education curriculum and the learning outcomes associated with general education are difficult to assess in ways that facilitate continuous improvement. The College must move quickly and decisively to rectify this situation.

As announced at the Senate meeting, *Provost Hynd and I are, officially and formally, asking the Faculty Senate and the responsible College committees to make certain that, by the end of the current academic year, we have taken steps to make the assessment of our general education curriculum more efficient, less cumbersome, and more effective.* We have reached the point where, in my opinion, delays in achieving our goals for general education assessment should not be accepted by the faculty or the administration.

To be clear, I am not calling for a new or substantially revised general education curriculum. The most straightforward path to effective general education assessment is to make prompt revisions to our "Statement of Purpose for the Common Distribution Requirements," as described on p. 19 of the *Undergraduate Catalog*.

Provost Hynd and the Office of Academic Affairs will work with everyone who must be involved to facilitate the timely completion of this important work on general education assessment. Please contact me if I can assist the Senate in this matter.

cc: George Hynd
Beverly Diamond
Lynne Ford
Penelope Brunner
Brian McGee
Jim Posey
Kay Smith
Bob Mignone
Dan Greenberg
Shawn Morrison
Burton Callicott
Bob Podolsky

October 24, 2012

Dear Colleague:

On Saturday, November 17, Academic Affairs will host a one-day workshop on general education assessment at the Citadel Beach House from 9:00a until 3:00p. This extraordinary session is designed to fast-track our progress in this critical area.

The Context

The General Education curriculum at the College is delivered with a 7-category distribution requirement (English, Natural Science, Social Science, Foreign Language, History, Humanities, and Mathematics/Logic). As an organizational framework, the distribution has survived two serious revision efforts in the last twenty years. Pursuant to the last reform attempt, a "Statement of Purpose for the Common Distribution Requirements" including five broad goals with 17 sub-goals with another 4 sub-goals associated with study in the major, was adopted and added to the catalog. Unfortunately, the competency-based curriculum designed to support these goals was not adopted and so we are left with a curricular disconnect. For several years we have tried to reconcile the distribution as the way we track a student's progress toward completing the degree requirements with the broad goals in an attempt to assess student learning in general education. It cannot be done. Those goals must be removed from the catalog and replaced with a smaller number of student learning outcomes that can be assessed.

At this point we need to acknowledge that our lack of assessment is a serious threat to the institution. In an October 3 memo to Speaker Lynn Cherry, President Benson wrote "Our general education curriculum and the learning outcomes associated with general education are difficult to assess in ways that facilitate continuous improvement. The College must move quickly to rectify this situation." He continued, "As announced at the Senate meeting, Provost Hynd and I are, officially and formally, asking the Faculty Senate and responsible College committees to make certain that, by the end of the current academic year, we have taken steps to make the assessment of our general education curriculum more efficient, less cumbersome, and more effective."

Progress in this regard has already been made. Last year, faculty created and the Faculty Senate adopted "approval criteria" for each of the seven categories. From the approval criteria, the General Education Committee has extracted two common measurable student learning outcomes for each category. We are now ready to come together again to design guidelines for assignments appropriate to each outcome and common assessment metrics to assess student performance relative to each outcome. In some cases, like mathematics/logic, the metric might be common exam questions. In other areas, we need to create common assessment rubrics that can be applied to examples of student work regardless of course or discipline.

The Plan for November 17

To facilitate our work, we have invited Dr. Mary Allen to conduct the Saturday Workshop. Dr. Allen is the former director of the California State University Institute for Teaching & Learning and a professor *emerita* of Psychology from California State University, Bakersfield. She has published books on the assessment of academic programs and general education, and she has offered assessment presentations and workshops at AAHE, AAC&U, SACS, and WASC conferences. Dr. Allen runs a fast-paced practical workshop designed to familiarize participants with the creation, application, and use of assessment rubrics and the resulting information to make decisions necessary to improve student learning.

Our plan is to include a faculty member or two from each discipline that teaches General Education courses. Prior to coming to the workshop, each of you will be asked to carefully review the approval criteria and student learning outcomes for the category (or categories) that your discipline teaches in; and then to select an existing assignment from your general education course(s) that is or could be modified to align with the two learning outcomes. At the workshop, we will divide into groups organized by distribution category.

Each group will have two tasks for the day. While assignments will vary by course, faculty member, and discipline, the first task at the workshop is to identify common elements/guidelines for signature assignments so that when that particular outcome is being assessed, an appropriate assignment with common design elements can be embedded in the course and similar student work can be collected for assessment. The second task, based on Dr. Allen's presentation and with her help, is to develop a common assessment rubric for the outcome. By day's end, you will have two major accomplishments to share with your departmental colleagues for discussion, feedback, and pilot-testing.

Moving Forward Beyond November 17

Armed with guidelines for signature assignments tied to each outcome within each distribution category and with a common assessment rubric (or metric of some kind) to apply to student work, we will be in a good position to move forward quickly with the next stage. Each department or program will be invited to submit courses for review and approval by the General Education Committee. In order to "count for" general education, a course must demonstrate that it conforms to the approval criteria for the category, carry the two student learning outcomes for that category, and include an assignment consistent with the common guidelines developed at the workshop tied to at least one of the outcomes.

At some date certain in the future, only the courses approved by the General Education Committee can be used by students to fulfill the General Education requirements. Selecting this date will require consultation with the Faculty Senate, schools and departments, the RO, and other stakeholders on campus.

Next, we will create and publish an assessment cycle that identifies a set of outcomes for assessment each academic year. Departments teaching courses carrying those outcomes will be notified in advance, a random selection of course sections will be identified, and the faculty teaching those sections will be asked to collect and submit clean copies of student work for the assignment(s) linked to the outcome(s).

To assess that work, 6-8 faculty teaching in the distribution category will convene at the conclusion of each semester to apply the common rubric to the work collected. Faculty engaged in this important institutional work will be compensated. Together we will develop expertise in assessment and in making meaning of the results our assessment efforts yield. Conversations based on those results will include the entire campus and inform future decisions at the course, department, and institutional levels to improve student learning.

All of this work requires a great deal of organization and planning. To our detriment we have not had any single person or office dedicated to coordinating all of the facets of general education including assessment. The provost has created a new position: Faculty Coordinator of General Education. The position description is attached for your consideration.

Acknowledging your Time and Talent

Participants in the Saturday Workshop will be compensated \$500 for the day. You may elect to receive this compensation as a stipend, as a credit at the bookstore, or as a credit toward professional conference travel or other professional support (technology, materials, etc.). A continental breakfast

and lunch will be provided. We will make sure there is time to socialize with colleagues and enjoy our beautiful off-campus location.

Your Key Role

You have been invited to participate in this workshop because of your prior engagement with curriculum development, general education, assessment and your current role as a faculty leader. We recognize that asking faculty to give up a Saturday at the very busiest time of the semester is extraordinary; however, this is critical work and there seems no other way to get it done quickly and with the efficiency required by our current situation.

If you are unable to attend or you believe another colleague is more appropriate for this work, please suggest a replacement. We would appreciate your reply no later than Thursday, November 1, to FordL@cofc.edu. We will provide you with a packet of information and an agenda prior to the workshop.

Signed,

Bob Mignone
Chair, Committee on General Education

Shawn Morrison
Chair, Committee on Institutional Effectiveness

- Complete a minimum of 31 credit hours at the College of Charleston with at least 15 taken in the major field at the 200 level or above.
- Meet all prerequisite and course requirements in the major field and degree requirements for the second baccalaureate degree program.
- Earn a cumulative grade point average of 2.0 or higher in course work completed for the major and second baccalaureate degree programs. Some programs require a GPA greater than a 2.0; see specific major requirements in the "Schools" section of the catalog.

NOTE: A student may not earn a BA and a BS in the same subject, even with the additional 31 credit hours for another degree.

**CofC students completing a major in the same degree program previously awarded will not receive a second diploma. However, the permanent record (transcript) will reflect the additional major. In the case of multiple majors in different degree programs, the student will choose the degree to be earned and posted on the diploma if the student has not satisfied the requirements to be awarded more than one degree as noted above (earned less than 153 credit hours).*

***Students earning an A.B. degree will earn that degree in place of the B.A. or B.S. normally earned with the major.*

Undergraduate Catalog Requirements

Students with continuous enrollment have the option of fulfilling all the graduation requirements from the Undergraduate Catalog under which they entered the College or all the requirements from any subsequent catalog. Students who withdraw and then return to the College must follow the graduation requirements from the Undergraduate Catalog under which they are re-admitted or any subsequent catalog, provided the student maintains continuous enrollment.

Statement of Purpose for the Common Distribution Requirements of the College of Charleston's Undergraduate Curriculum

Graduates of the College of Charleston complete a challenging course of study that will prepare them to function intelligently, responsibly, creatively, and compassionately in a multifaceted, interconnected world. While their work in the major of their choice will give students specialized knowledge and skills in that discipline or profession, the College's distribution requirement will equip each student, regardless of major, with crucial intellectual skills in analysis, research, and communication. Their coursework in the liberal arts and sciences will offer students a broad perspective on the natural world and the human condition, and will encourage them to examine their own lives and make useful contributions to their own time and place. Over the course of their undergraduate careers, all College of Charleston students will develop the following intellectual skills, areas of knowledge, and dispositions:

- I. **Research and Communication in Multiple Media and Languages**, including proficiency in
 - Gathering and using information

Effective writing and critical reading

Oral and visual communication

Foreign language

- II. **Analytical and Critical Reasoning**, including

Mathematical and scientific reasoning and analysis

Social and cultural analysis

Interdisciplinary analysis and creative problem-solving

- III. **Historical, Cultural, and Intellectual Perspectives**, including knowledge of

Human history and the natural world

Artistic, cultural, and intellectual achievements

Human behavior and social interaction

Perspectives and contributions of academic disciplines

- IV. **International and Intercultural Perspectives**, gained by

Knowledge of international and global contexts

Experiencing, understanding, and using multiple cultural perspectives

- V. **Personal and Ethical Perspectives**, including experiences that promote

Self-understanding, curiosity and creativity

Personal, academic, and professional integrity

Moral and ethical responsibility

Community and global citizenship

- VI. **Advanced Knowledge and Skills in Major Area of Study**, consisting of

Skills and knowledge of the discipline

Sequence of coursework that fosters intellectual growth

Coursework that extends and builds upon knowledge and skills gained from the core curriculum

The ability to transfer the skills and knowledge of the major into another setting

Liberal Arts and Sciences General Education Requirements

Students are urged to pay special attention to both the selection of and scholastic emphasis on the courses within the liberal arts and sciences general education degree requirements. These courses are designed to provide the students with a solid foundation for further study and an essential part of the undergraduate's education.

The College may administer placement examinations to determine the level at which entering students are prepared to begin their work in a foreign language and mathematics.

For all undergraduate degrees, the total number of credit hours must include the following:

First-Year Experience: All students who have completed less than one year of college when they enter the College of Charleston must complete a First-Year Seminar (FSYM) or a Learning Community (LC) during their first year. (Further

information on completing the requirement can be found in the First Year Experience section).

English: complete ENGL 110, Introduction to Academic Writing, a four-credit-hour course in effective writing, critical reading, gathering and using information. (A degree candidate must enroll in ENGL 110 in the first year and each semester after that until the English requirement has been fulfilled.)

History: six credit hours: complete one course in pre-modern history and one course in modern history from the list of approved courses satisfying the history requirement. The two courses do not have to be taken from the same department or in sequence.

Natural Science: eight credit hours: an introductory or higher sequence from one of the following: astronomy, biology, chemistry, geology, or physics, of which two credit hours must be earned in the accompanying laboratories.

Mathematics or Logic: six credit hours of approved courses in mathematics or logic, in any combination.

Foreign Languages, Classical or Modern: (ENGL excluded) 0 – 16 credit hours: satisfactory completion of 202 or its equivalent, or demonstration of proficiency at that level. (For foreign language courses that range from 101 – 202, successful completion of a higher-level course prohibits the student from taking a lower-level course in the same language for credit.)

NOTE: Native Speakers of Languages Other Than English: No native speaker of a language other than English will be awarded foreign language placement credit for proficiency in his or her first language. However, a student whose native language is not English, who has received formal instruction or can demonstrate a high level of literacy in his or her first language, may be exempted from further language study. Such students may exempt the general education requirement for language study by successfully completing a minimum of 12 credit hours at the College. For waivers, contact the School of Languages, Cultures, and World Affairs.

Social Science: six credit hours from one or two of the following: anthropology, communication (selected courses), economics, political science, psychology, or sociology. (For a listing of social science courses, visit the Academic Advising & Planning website.)

Humanities: 12 credit hours from the following areas with no more than six credit hours in any one of the following areas:

1. British or American literature
2. Any foreign literature
3. Art history (not courses in studio art)
4. Music (not courses in practice or performance of music)
5. Theatre (not courses in practice or performance of theatre)
6. History (excluding the classes used to satisfy the general education history requirement)
7. Philosophy
8. Religious studies
9. Communication (selected courses)

(Certain interdisciplinary courses may also be applied to the humanities requirement. For a listing of humanities courses, visit the Academic Advising & Planning website.)

First-Year Experience

843.953.2017
fye.cofc.edu
fye@cofc.edu

The First-Year Experience is an academic course(s) designed to provide students with the skills that are necessary for success at the College of Charleston. All students who have completed less than one year of college when they enter the College of Charleston must complete a First-Year Seminar (FYSM), Learning Community (LC), or an Honors College First-Year Experience course during their first year. FYE course descriptions, credit hours and the requirements that each course will satisfy can be found in the *First-Year Experience Academic Guide for 2012-2013* or at fye.cofc.edu.

A First Year Seminar, a Learning Community, or an Honors College First Year Experience course will satisfy elective, general education, or major requirements. A First-Year Seminar (FYSM) focuses on topics within or across academic disciplines of study. First-Year Seminars are small courses (generally between 20-25 students), with narrow topics of study, taught by roster faculty members. A Learning Community links two or more courses, often around an interdisciplinary theme or problem. All Learning Communities and First-Year Seminars include a weekly Synthesis Seminar. The Synthesis Seminar includes an hour of discussion and reflection led by a Peer Facilitator who is an upper-level student at the College. Most FYE courses contain social events and class trips that allow FYE students to get to know faculty and peers outside of the classroom.

Successful completion of the First-Year Experience is part of the general education curriculum that is required for graduation. Students required to complete a First-Year Experience must complete it within their first three consecutive academic terms. For students entering in the Fall, the consecutive terms include Fall, Spring and Summer. For students entering in the Spring, the consecutive academic terms include Spring, Summer, and Fall. Once students begin the FYE, they must be continuously enrolled until they have completed the requirement. Failure to complete the requirement in the first two academic terms will result in a registration hold until the requirement is completed in the third academic term. Students who fail to complete the requirement in their first three academic terms must satisfy the requirement by continuously enrolling in a Learning Strategies class until they successfully pass the course.

Major Requirements

Declaring your major is instrumental to your academic success at the College of Charleston. This will help you plan the most efficient and beneficial path to your degree. Currently enrolled, degree-seeking undergraduate students must declare a major no later than the second semester of their sophomore year. Specific declaration deadlines will be determined by the department through which you are advised. Failure to do so may result in a registration hold and/or delay of graduation. Students can submit their major declaration requests online through the Program of Study Management (POSM) channel located on the Academic Services tab in MyCharleston.

Academic Writing Requirement: The primary purpose of Academic Writing courses is to teach academic writing with an emphasis on effective writing, critical reading, gathering and using information.

Academic Writing Student Learning Outcomes:

- Students construct persuasive arguments, analyze the arguments of others, and incorporate research material that includes persuasive evidence from experts.
- Students analyze and evaluate numerous examples of academic writing, conduct library research, and incorporate academic research materials in their papers.

To receive general education credit in first year writing, a course must:

1. Require that students generate a minimum of 20 pages of graded writing.
2. Require that formal writing make up at least 50% of the course grade.
3. Assign formal papers requiring students to construct persuasive arguments, analyze the arguments of others, and incorporate research material that includes persuasive evidence from experts.
4. Require that students analyze and evaluate numerous examples of academic writing, conduct library research, and incorporate academic research materials in their papers.
5. Provide several opportunities for individualized feedback by the instructor and revision by the student.
6. Enroll no more than 20 students.

Approved Courses (FOR EXAMPLE ONLY—PROCESS OF REVIEW INCOMPLETE):

ENGL 110 (4 cr)

Note: A degree candidate must enroll in ENGL 110 in the first year and each semester after that until the English requirement has been fulfilled.

History Requirement: complete one course in pre-modern history and one course in modern history from the list of approved courses satisfying the history requirement. The two courses do not have to be taken from the same department or in sequence.

Pre-Modern History: The primary purpose of courses in Pre-Modern History is to develop knowledge of the history of human civilizations, societies, and cultures in the pre-modern era.

Pre-Modern History Student Learning Outcomes

- Students demonstrate knowledge of the history of human civilization, societies, and cultures and an awareness of the historical experience of the pre-modern era.
- Students demonstrate that they can situate primary historical records of the pre-modern era in their contexts and use these sources to construct historical arguments.

To receive general education credit in pre-modern history, a course must:

1. Develop knowledge of the history of human civilizations, societies, and cultures and an awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of the pre-modern era.
2. Require that students situate primary historical records in their contexts and use these sources to construct historical arguments.
3. Cover substantial historical developments and periods within the pre-modern period, rather than only specific episodes.

Approved Courses (FOR EXAMPLE ONLY—PROCESS OF REVIEW INCOMPLETE):

CLAS 105
HIST 101, HIST 103, HIST 115
HONS 120
JWST 210

Modern History: The primary purpose of courses in Modern History is to develop knowledge of the history of human civilizations, societies, and cultures in the modern period.

Modern History Student Learning Outcomes

- Students demonstrate knowledge of the history of human civilization, societies, and cultures and an awareness of the historical experience of the modern era.
- Students demonstrate that they can situate primary historical records of the modern era in their contexts and use these sources to construct historical arguments.

To receive general education credit in modern history, a course must:

1. Develop knowledge of the history of human civilizations, societies, and cultures and an awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of the modern era.
2. Require that students situate primary historical records in their contexts and use these sources to construct historical arguments.
3. Cover substantial historical developments and periods within the modern period, rather than only specific episodes.

Approved Courses (FOR EXAMPLE ONLY—PROCESS OF REVIEW INCOMPLETE):

HIST 102, HIST 103, HIST 116
HONS 130
JWST 215

Natural Science Requirement: An introductory or higher sequence from one of the following: astronomy, biology, chemistry, geology, or physics, of which two credit hours must be earned in the accompanying laboratories.

Natural Science: The primary purpose of courses in Natural Science is the study of fundamental principles of natural or physical science.

Natural Science Student Learning Outcomes

- Students apply physical/natural principles to analyze and solve problems.
- Students demonstrate an understanding of the impact that science has on society.

To receive general education credit in natural science, a course must:

1. Provide experience in the practice of science as a part of a coordinated 2-course sequence, both with accompanying labs to provide appropriate depth.
2. Apply physical/natural principles to analyze and solve problems.
3. Be in a 2-course sequence that provides an appreciation for the impact science has on society.

Approved Courses (FOR EXAMPLE ONLY—PROCESS OF REVIEW INCOMPLETE):

BIOL 101 (4cr) and BIOL 102 (4cr)

BIOL 111 (3cr), BIOL 111L (1cr) and BIOL 112 (3cr), BIOL 112L (1cr)

HONS 151 (3cr), HONS 151L (1cr) and HONS 152 (3cr), HONS 152L (1cr)

CHEM 101 (3cr), CHEM 101L (1cr) and CHEM 102 (3cr), CHEM 102L (1cr)

CHEM 111 (3cr), CHEM 111L (1cr) and CHEM 112 (3cr), CHEM 112L (1cr)

HONS 153 (3cr), HONS 153L (1cr) and HONS 154 (3cr), HONS 154L (1cr)

GEOL 101 (3cr), GEOL 101L (1cr) and GEOL 105 (3cr), GEOL 105L (1cr)

GEOL 103 (3cr), GEOL 103L (1cr) and GEOL 105 (3cr), GEOL 105L (1cr)

HONS 155 (3cr), HONS 155L (1cr) and HONS 156 (3cr), HONS 156L (1cr)

PHYS 101(3cr), PHYS 101L (1cr) and PHYS 102 (3cr), PHYS 102L (1cr)

PHYS 111 (3cr), PHYS 111L (1cr) and PHYS 112 (3cr), PHYS 112L (1cr)

HONS 157 (3cr), HONS 157L (1cr) and HONS 158 (3cr), HONS 158L (1cr)

Mathematics/Logic Requirement: Six credit hours of approved courses in mathematics or logic, in any combination.

Mathematics or Logic: The primary purpose of courses in Mathematics or Logic is the modeling of phenomena in mathematical terms.

Math/Logic Student Learning Outcomes

- Students model phenomena in mathematical terms.
- Students apply the models to answer questions and establish results.

To receive general education credit for Mathematics and/or Logic, a course must:

1. Have as its primary purpose the modeling of phenomena in mathematical terms.
2. Study the theory supporting the modeling at a level of abstraction sufficient to deduce results about the mathematical objects (such as sets, probability distributions, graphs, algorithms, formal languages, functions, etc.) arising from the theory.
3. Expand the students' knowledge of mathematics beyond what is required by MATH 101 and any of the course's prerequisites.

Approved Courses (FOR EXAMPLE ONLY—PROCESS OF REVIEW INCOMPLETE):

MATH 103, MATH 104, MATH 105, MATH 111, MATH 120, MATH 220, MATH 250
PHIL 120

Foreign Languages Requirement: (ENGL excluded) 0 – 16 credit hours: satisfactory completion of 202 or its equivalent, or demonstration of proficiency at that level. (For foreign language courses that range from 101 – 202, successful completion of a higher-level course prohibits the student from taking a lower-level course in the same language for credit.) *NOTE: Native Speakers of Languages Other Than English: No native speaker of a language other than English will be awarded foreign language placement credit for proficiency in his or her first language. However, a student whose native language is not English, who has received formal instruction or can demonstrate a high level of literacy in his or her first language, may be exempted from further language study. Such students may exempt the general education requirement for language study by successfully completing a minimum of 12 credit hours at the College. For waivers, contact the School of Languages, Cultures, and World Affairs.*

Foreign Languages, Classical or Modern: The primary purpose of courses in Classical or Modern Foreign Languages is to learn a language other than English.

Student Learning Outcomes

- Students read, write, and understand languages other than English.
- Students use their knowledge of languages other than English to analyze the perspectives of historical and/or modern cultures that can be obtained only through reading and/or listening to that language.

To receive general education credit in foreign languages, a course must:

1. Require that students learn how to read, write, and understand languages other than English.
2. Require that students use languages other than English to learn about the perspectives of historical and/or modern cultures that can be obtained only through the language.

Approved Courses (FOR EXAMPLE ONLY—PROCESS OF REVIEW INCOMPLETE):

Arabic (ARBC 101, 102, 201, 202)
Chinese (CHNS 101, 102, 201, 202)
French (FREN 101, 102, 201, 202)
Ancient Greek (GREK 101, 102, 201, 202)
German (GRMN 101, 102, 201, 202)
Hebrew (HBRW 101, 102, 201, 202)
Hindi (HNDI 101, 102, 201, 202)
Italian (ITAL 101, 102, 201, 202)
Japanese (JPNS 101, 102, 201, 202)
Latin (LATN 101, 102, 201, 202)
Portuguese (PORT 101, 102, 201, 202)
Russian (RUSS101, 102, 201, 202)
Spanish (SPAN101, 102, 201, 202)

Humanities Requirement: 12 credit hours from the following areas with no more than six credit hours in any one of the following areas (British or American literature, any foreign literature, art history (not courses in studio art), music (not courses in practice or performance of music), theatre (not courses in practice or performance of theatre), History (excluding the classes used to satisfy the general education history requirement), philosophy, religious studies, and communication (selected courses).

Humanities: The primary purpose of courses in the Humanities is to examine particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

Humanities Student Learning Outcomes

- Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.
- Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

To receive general education credit in humanities, a course must:

1. Analyze how ideas are represented, interpreted, or valued in these cultural expressions.
2. Examine relevant primary source materials as understood by the appropriate discipline(s).
3. Require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Approved Courses (FOR EXAMPLE ONLY—PROCESS OF REVIEW INCOMPLETE):

ARTH 101, ARTH 102, ARTH 103, ARTH 104, ARTH 105

ENGL 201, ENGL 202, ENGL 203, ENGL 204, ENGL 207, ENGL 212, ENGL 216, ENGL 233, ENGL 234

CLAS 101, CLAS 102, CLAS 103, CLAS 104, CLAS 105

HIST 201, HIST 202, HIST 211, HIST 212, HIST 213, HIST 214, HIST 215, HIST 216, HIST 217, HIST 218

HPCP 199, HPCP 275

MUSC 131, MUSC 230, MUSC 232

PHIL 101, PHIL 150, PHIL 155, PHIL 165, PHIL 170, PHIL 175, PHIL 180, PHIL 185

SPOL 150

Selected Interdisciplinary Courses:

AAST 200, AFST 101, AMST 200, ASST 101, ASST 105, JWST 200, JWST 230, LACS 101, WGST 200

Social Science Requirement: six credit hours from one or two of the following: anthropology, communication (selected courses), economics, political science, psychology, or sociology.

Social Science: The primary purpose of courses in the Social Sciences is to provide students with explanations for human behavior, social interaction, and/or social institutions.

Social Science Student Learning Outcomes

- Students demonstrate an understanding of how empirical evidence and the varieties of social scientific methods of inquiry provide explanations for human behavior, social interactions, and/or social institutions.
- Students demonstrate an understanding of the impact the social sciences have on society.

To receive general education credit in social science, a course must:

1. Provide a survey of a particular social science discipline or demonstrate ways in which the (more narrowly focused) material being covered in the course connects to other areas in the social sciences more generally.
2. Expose students to empirical evidence and the varieties of social scientific methods of inquiry.
3. Examine the impact the social sciences have on society.

Approved Courses (FOR EXAMPLE ONLY—PROCESS OF REVIEW INCOMPLETE):

ANTH 101

ECON 200 or HONS 200, ECON 201 or HONS 212

INTL 100

SOCY 101, SOCY 103

PSYC 103, HONS 163

POLI 101 or HONS 165, POLI 103 or HONS 166, POLI 104

URST 201

Faculty Coordinator for General Education

The Liberal Arts and Sciences General Education requirements serve all students, regardless of major, and reflect broadly the common values of the liberal arts and sciences distributed across seven areas of the curriculum. The Faculty Coordinator for General Education will be primarily responsible for coordinating curriculum development and assessment related to the common requirements.

Specific duties include:

- Liaison to the schools and academic departments contributing courses to General Education
- *Ex officio* member of the Committee on General Education and the Assessment of Institutional Effectiveness Committee, coordinating the points of intersection between these two faculty committees
- Coordinator of common assessment initiatives, including collecting artifacts, training faculty in assessment techniques, scheduling the assessment cycle, and reporting the results to relevant committees, departments, and campus-wide constituents
- Coordinates with Director of the First Year Experience on common assessments
- Prepares an annual report on the state of General Education at the College, based primarily on assessment results as well as other available forms of feedback (graduate exit surveys, etc); convenes relevant committees, faculty, staff, and students to discuss the report and determine the best use of the results to promote continuous improvement
- Works directly with the AVP for Institutional Effectiveness and Planning in preparing assessment reports for SACS as required by the reaffirmation cycle
- Schedules regular faculty development opportunities on topics relevant to general education and assessment
- Monitors operating budget in support of duties.

Qualifications:

Tenured member of the faculty, evidence of experience with curriculum development and assessment, and active participation in college-wide service required. Senior Instructors are eligible to apply.

Terms of the Appointment:

Three year term, renewable for one term for a total of six years; half-time teaching responsibilities in the home department; 11 month position compensated with 2/9ths stipend. Home department will be supported with additional adjunct support in the short-term. Successful candidate will have access to faculty development support for own use beginning at time of hire. Position reports to the Associate Provost for Curriculum and Academic Administration.

Preferred Start Date: January 2, 2013 (Spring semester).

APPLICATIONS DUE by 5:00p November 21, 2012. Electronic applications welcome--please send to FordL@cofc.edu. Deliver hard-copy applications to Academic Affairs, 210 Randolph Hall.

Workshop Materials

Dr. Mary Allen
California State University