

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

COURSE SUBMISSION REQUIREMENTS

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

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

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

Knowledge of the Human Experience	Describe and compare the development of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
	Describe and compare the impact of various systems (artistic, cultural, economic, historical, intellectual, linguistic, political, social and/or spiritual)
	Recognize common questions/concerns humans confront
	Recognize diverse strategies for resolving those concerns
Intellectual Curiosity	Demonstrate an awareness of intellectual connections across a range of disciplines, professions, and/or enduring questions
	Formulate questions that support sustained inquiry, research, and/or creative production
	Foster increased intellectual humility, respect for intellectual difference, and an openness to exploring new ideas or perspectives
	Reflect critically on one's own course of study
Ethical Reasoning	Critically reflect on their own core beliefs and values
	Recognize ethical issues and their social context in a variety of settings
	Evaluate different perspectives on ethical issues, guided by ethical principles and theories
	Develop their own ethical outlook that is supported with cogent reasons

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

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

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

For example, UNC Chapel Hill uses this rationale to distinguish between its historical context-based General Education category and its arts category:

“Courses surveying historical periods in art, photography, film, music, and the like are suitable for fulfilling this [historical] requirement, so long as the *primary* focus remains on developments in the history of the medium and not on aesthetic considerations or matters of form.” ([website](#))

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

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

Human Expression Category-Specific Materials/Responses:

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

Part 1. General Appropriateness of the Course

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

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

Part 2. Required SLOs

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

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

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

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

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

SLO: Intellectual Curiosity

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

SLO: Ethical Reasoning

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

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

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

PART 1: GENERAL APPROPRIATENESS OF COURSE

	Meets Standards	Needs revision	Committee Comments
Fits General Education			
Engaging and Open Content			
Content Appropriate for Human Expression			
Approach Appropriate for Human Expression			

General comments and suggestions for consideration:

PART 2: REQUIRED SLOS

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

General comments and suggestions for consideration:

Final remarks and decision, to be completed by the subcommittee:

- Accept the course, as submitted, for Human Expression.
- Suggested revisions to meet Human Expression requirements: