



COMMITTEE ON INSTRUCTION AND CURRICULUM

15-16 CIC 20
Monday, January 04, 2016
Senate final amendments 2/24/16

TO: The Academic Senate
FROM: The Committee on Instruction and Curriculum (CIC)
SUBJECT: 15-16 CIC 20: General Education Learning Outcomes
PURPOSE: Approval of the Academic Senate
ACTION REQUESTED: That the Academic Senate approve the Learning Outcomes, effective upon the signature of the President

BACKGROUND INFORMATION:

The General Education subcommittee was formally charged with developing the GE learning outcomes for the semester curriculum pursuant to [15-16 ASCD 1](#) early in the Fall Quarter, 2015. The subcommittee members received assigned time from the Semester Conversion Initiative and met weekly throughout the quarter.

Lower division area C has been more formally stated so that there are now 3 distinct sub-areas: “Arts” (C1), “Humanities” (C2), and “Creative Expression” (C3). It will no longer be the case that courses will be broadly approved for “lower division area C”. It is also now explicitly stated in areas C and D that 3 of the 4 courses must come from different disciplines, as indicated by course prefix.

The subcommittee additionally recommended that the word count for required writing in C4 and D4 courses be increased and mandates “critical feedback by the instructor to students throughout the semester.” Accordingly, the course cap for those courses will be 30.

For C4, D4, and B6, the subcommittee attempted to maintain the spirit of the existing learning outcomes. For the lower division requirements, the subcommittee focused on the Executive Order.

The subcommittee indicates that it will no longer approve courses for more than one GE area (A-D; there may be exceptions for Area E for transfer students).

This document does not address the “overlay” requirements. That policy will come later. The Subcommittee approved the proposal on December 14, 2015. On January 4, 2016, CIC, unanimously approved the proposal and forwarded it to the Academic Senate.

Proposed General Education Learning Outcomes:

PREAMBLE

PRINCIPLES

- CSU East Bay General Education (GE) Learning Outcomes for Areas A-E were aligned with the requirements of [Executive Order 1100](#) - General Education Breadth Requirements
- In order to qualify for General Education credit, a course must embed the required outcomes for that area.
- Completion of Area C (12 semester units) and Area D (12 semester units) must include courses from at least 3 different disciplines, as represented by course prefix.
- Upper-division GE courses shall be taken no sooner than the term in which upper-division status is attained, as required in EO 1100.
- Required oral communication outcomes will be enforced for online courses and recorded forms are allowed to accommodate the online environment.
- Courses will not be approved for more than one of GE Areas A - D.

REQUIREMENTS

- In cases where a course has an external examination for credit (AP, IB, CLEP), GE area approval shall be consistent with the Chancellor's Office (CO) recommendations.
- For each learning outcome and area characteristic, GE course applications will require a brief narrative explaining how students will develop and demonstrate that outcome/characteristic. Evidence must include specific activities and assignments.
- As part of GE Program assessment, departments offering GE courses will be asked to provide sample student artifacts as described in their GE area proposals.
- GE requirements completed under the quarter calendar will be honored as completed under the semester calendar in keeping with CSU East Bay's [Student Pledge](#) and EO 1100.

RECOMMENDATIONS

- That the Dean of Undergraduate Studies be charged, as soon as possible after the GE submission deadline, to undertake an ongoing programmatic review of current and potential GE offerings in order to ensure sufficient access to students under semesters.
- Starting in 2018, the clock should start on the enforcement of [13-14 CIC 4](#) - Renewal of General Education Classes.

LEARNING OUTCOMES

Area A - English Language, Communication, and Critical Thinking (9 semester units)

A1 - Oral Communication (3 semester units)

As appropriate, American Sign Language may be substituted for oral communication.

Students will be able to

1. speak effectively when making oral presentations in English;
2. explain the principles of effective oral communication, including form, content, context, and style;
3. advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner; and
4. critically evaluate oral presentations.

A2 - Written Communication (3 semester units)

Students will be able to

1. write effectively in English;
2. explain the principles and rhetorical perspectives of effective writing, including its form, content, context, and style;
3. advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner; and,
4. practice the discovery, critical evaluation, and reporting of information.

A3 - Critical Thinking (3 semester units)

Students will be able to

1. understand logic and its relation to language, and elementary inductive and deductive reasoning, and formal and informal fallacies;
2. demonstrate the ability to distinguish among different sorts of claims, such as statements of opinion, reasoned judgments, proofs, and articles of faith; and
3. develop the ability to identify, analyze, evaluate, and present arguments; reason inductively and deductively; and construct arguments both to support and refute claims.

Area B - Scientific Inquiry and Quantitative Reasoning (12 semester units)

B1 - Physical Science (3 semester units)

Students will be able to

1. demonstrate knowledge of scientific theories, concepts, and data about the physical sciences;
2. demonstrate an understanding of scientific practices, including the scientific method; and
3. describe the potential limits of scientific endeavors, including the accepted standards and ethics associated with scientific inquiry.

B2 - Life Sciences (3 semester units)

Students will be able to

1. demonstrate knowledge of scientific theories, concepts, and data about the life sciences; ‘
2. demonstrate an understanding of scientific practices, including the scientific method; and
3. describe the potential limits of scientific endeavors, including the accepted standards and ethics associated with scientific inquiry.

B3 - Laboratory Activity

Laboratory activities that are not a component of B1 or B2 course must have a pre- or co-requisite of a B1 or B2 course in the same discipline.

Course characteristic:

- courses will emphasize collaboration in a laboratory setting.

Students will be able to

1. apply their knowledge of scientific theories, concepts, and data about the physical and life sciences through laboratory activities;
2. apply their understanding of scientific practices, including the scientific method in a laboratory setting; and
3. demonstrate accepted standards and ethics associated with scientific inquiry, while completing laboratory activities.

B4 - Mathematics/Quantitative Reasoning (3 semester units)

B4 courses shall have an explicit intermediate algebra prerequisite.

In B4 courses, students will not just practice computational skills, but will engage in more complex mathematical work.

Students will be able to

1. explain and apply basic mathematical concepts; and
2. solve problems through quantitative reasoning.

B6 - Upper Division Science Inquiry and Quantitative Reasoning (3)

B6 courses shall have an explicit prerequisite of completion of GE B4

Courses in B6 may focus on any area of the sciences, including mathematics.

Students will be able to

1. demonstrate advanced and/or focused science or quantitative content knowledge in a specific scientific field, using appropriate vocabulary and referencing appropriate concepts (such as models, uncertainties, hypotheses, theories, and technologies);
2. apply advanced quantitative skills (such as statistics, algebraic solutions, interpretation of graphical data) to scientific problems and evaluate scientific claims;
3. demonstrate understanding of the nature of science and scientific inquiry and the experimental and empirical methodologies used in science to investigate a scientific question or issue; and
4. apply science content knowledge to contemporary scientific issues (e.g. global warming) and technologies (e.g. cloning), where appropriate.

Area C - Arts and Humanities (12 semester units)

Area C courses may include participation in individual aesthetic, creative experiences; however, it excludes courses that solely emphasize skills development.

Completion of Area C must include courses from at least 3 different disciplines as represented by course prefix.

C1- Arts (3 semester units)

Students will be able to

1. demonstrate an appreciation of the arts using their intellect, imagination, sensibility, and sensitivity;
2. respond to aesthetic experiences in the arts and develop an understanding of the integrity of both emotional and intellectual responses; and
3. in their intellectual and subjective considerations, demonstrate an understanding of the relationship among the self, the creative arts, and culture.

C2 - Humanities (3 semester units)

Students will be able to

1. show appreciation for the humanities using their intellect, imagination, sensibility, and sensitivity;
2. develop their affective and cognitive faculties through studying great works reflecting the rich diversity of human imagination and/or inquiry; and
3. Engage in critical self-reflection relating themes in the humanities to the students' own lives

C3- Creative and Physical Expression (3 semester units)

Students will be able to

1. exhibit their intellect, imagination, sensibility and sensitivity through substantive active participation in creative and/or physical endeavors;
2. communicate constructively about the creative works of others, including established and emerging artists, writers, or performers; and
3. through their creative expression, develop an understanding of the interrelationship between the self and the creative arts.

C4 - Upper Division Arts or Humanities (3 semester units)

C4 courses shall have an explicit prerequisite of completion of GE A1, A2, A3.

C4 courses will have maximum capacity of 30.

Course characteristics:

- advanced writing requiring a minimum of 4,000 assigned words (informal writing, drafts of papers, tests, exams, and other written work) with critical feedback provided by an instructor to students throughout the semester;
- critical thinking and information literacy that includes at least one assignment requiring the students' analysis and/or research, using evidence to support a conclusion,
- oral communication or manual communication (sign language) involving at least one activity, assignment, or component involving oral communication or manual communication (sign language) or an original recorded presentation.
- at least one classroom activity, assignment, or component that requires students to collaborate with their peers.

Students will be able to

1. demonstrate an understanding of and ability to apply principles, methodologies, value systems, and thought processes employed in the arts and humanities;
2. analyze cultural production as an expression of, or reflection upon, what it means to be human; and

3. demonstrate how the perspectives of the arts and humanities are used by informed, engaged, and reflective citizens to benefit local and global communities .

Area D - Social Sciences (12 semester units)

Courses that emphasize skills development and professional preparation are excluded from Area D.

Completion of Area D must include courses from at least 3 different disciplines as represented by course prefix.

D1-3 - Social Sciences (9 semester units)

Students will be able to

1. specify how social, political, economic, and environmental systems and/or behavior are interwoven;
2. explain how humans individually and collectively relate to relevant sociocultural, political, economic, and/or environmental systems—how they produce, resist, and transform them;
3. discuss and debate issues from the course's disciplinary perspective in a variety of cultural, historical, contemporary, and/or potential future contexts; and
4. explore principles, methodologies, value systems, and ethics employed in social scientific inquiry.

D4 - Upper Division Social Sciences (3)

D4 courses shall have an explicit prerequisite of completion of GE A1, A2, A3.

D4 courses will have maximum capacity of 30.

Course characteristics:

- advanced writing requiring a minimum of 4,000 assigned words (informal writing, drafts of papers, tests, exams, and other written work) with critical feedback provided by an instructor to students throughout the semester;
- critical thinking and information literacy that includes at least one assignment requiring the students' analysis and/or research, using evidence to support a conclusion.
- oral communication or manual communication (sign language) involving at least one activity, assignment, or component involving oral communication or manual communication (sign language) or an original recorded presentation.
- at least one classroom activity, assignment, or component that requires students to collaborate with their peers.

Students will be able to

1. analyze how power and social identity affect social outcomes for different cultural and economic groups using methods of social science inquiry and vocabulary appropriate to those methods;
2. demonstrate an understanding of and ability to apply accurately disciplinary concepts of the social or behavioral sciences; and
3. demonstrate an understanding of and the ability to effectively plan or conduct research using an appropriate method of the social or behavioral sciences.

Area E Lifelong Learning and Self-Development (3 semester units)

For native first-year students

- this requirement will be satisfied via 2 units of General Studies and 1 unit of information literacy (see CIC 40, 2014-2015) as part of the first year experience.

For transfer students who have not already satisfied Area E prior to transfer

- Courses may address topics such as human behavior, sexuality, nutrition, physical and mental health, stress management, physical literacy, information literacy, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning.

Students will be able to

1. develop intellectual, practical, and/or physical skills and abilities that will serve them throughout their lives;
2. apply their learning to other pursuits within and outside of the classroom; and
3. demonstrate the capacity to make informed and ethical decisions.