TO: The Academic Senate  

FROM: Committee on Instruction and Curriculum  

SUBJECT: Application of Courses for GE  

PURPOSE: For Action by the Academic Senate  

ACTION REQUESTED: That the Academic Senate approve the applications of the following courses for General Education (G.E.) for the indicated Areas for the 04-11 and earlier catalogs.

(Area D1-3) Introduction to Hospitality and Tourism  HOS 1100

(Areas C1-3) Elementary Dari II  MLL 1562 *
(Areas C1-3) Elementary Pashto II  MLL 1552 *

(Area C4) Views of the Afterlife  PHIL 3433
(Area C4) Philosophy of Education  PHIL 3701

(Area B6) Foundational Chemistry  CHEM 3011

BACKGROUND  
INFORMATION: These course applications were approved by the G.E. Subcommittee at its meeting on January 24, 2011. CIC unanimously approved these courses (9/0/0) for the G.E. areas indicated above at its meeting on February 7, 2011.

All supporting documents (i.e., course syllabus, GE approval form) for this course are available for review on the 2/7/11 CIC Sharepoint meeting workspace. The web link for this workspace is: https://sharepoint.csueastbay.edu/sites/AcademicSenate/CIC%20Meeting1/CIC%202010-11/default.aspx?InstanceID=20110207&Paged=Next&p_StartTimeUTC=20101004T210000Z&View=%7b6842E988%2d6057%2d45F1%2d8A87%2dFCD2E573C776%7d

*NOTE: When reviewing 10-11 CIC 7, 10-11 CIC 10 and 10-11 CIC 17 revised, it becomes evident that a student will clear GE areas C1, C2, and C3 if each course in the series (MLL 1551-2-3) or (MLL 1561-2-3) is completed.

(attachments)
NEW COURSE REQUEST

1. DEPARTMENT: HOSPITALITY, RECREATION AND TOURISM

2. ALPHABETICAL PREFIX (all capitals): HOS
   COURSE NUMBER: 1100

   FULL TITLE in Catalog: INTRODUCTION TO HOSPITALITY AND TOURISM

   ABBREVIATED TITLE in Course Inventory (max 30 spaces): INTRO HOSPITALITY & TOURISM

   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION (40 words maximum):

   a) Course Content: Establish the basic knowledge about hospitality and tourism including travel, roles in the industry, sector functions, history of travel and tourism. Explore the cultural, environmental, and economic impacts of tourism and hospitality on localities, regions, and countries.  A-F grading only.

   b) Grading Pattern (if not A-F): graded

   c) Credit Restrictions: none

   d) Repeatability: no

   e) Cross-listing/Primary Department: Secondary Department:

   f) Prerequisites: no

   g) Co-requisites: None

   h) Miscellaneous Course Fee: None

   i) Hours/Week of Lecture: 4

   j) Hours/Week of Activity or Lab: none

4. COURSE INVENTORY DATA

   (First Segment) (Second Segment)

   a) Instructional Format: Discussion

   b) Class Hours/Week: 4

   c) Student Credit Units: 4

   d) Course Classification Number: C-4

   e) Workload K-factor: 1.0

   f) Weighted Teaching Units: 4.0

   g) Normal Limit/Capacity: 30

5. FIRST QUARTER AND YEAR OF OFFERING: Winter 2010
6. **GENERAL EDUCATION-BREADTH REQUIREMENT(s) OR U.S. HISTORY-INSTITUTIONS REQUIREMENT(s) to be satisfied, with justification:**

   NONE

7. **JUSTIFICATION FOR/PURPOSE OF THE NEW COURSE** (including use of course in department programs, if any):

   The depth of knowledge about both hospitality and tourism was too large to adequately cover in REC 1000. Students in all areas will be better served through two courses. This class will be a required course for all majors.

8. **RESOURCE IMPLICATIONS** of the new course:

   Course has been taught as a REC 1000 with full registration of 8 sections per quarter.

9. **CONSULTATION** with other affected departments and program committee:

   a) The following department(s) has (have) been consulted and raise **no objections**:

      All the departments in the College of Education and Allied Studies have been consulted and there are no objections.

   b) The following department(s) has (have) been consulted and **raise concerns**:

      Department: N/A
      Concern: N/A

10. **CERTIFICATION OF DEPARTMENT APPROVAL** by the chair and faculty.

    Chair: __________________________ Original Signed By Dr. Melany Spielman  
    Date: 6/05/09

11. **CERTIFICATION OF COLLEGE APPROVAL** by the dean and faculty review body, and of REVIEW BY THE ASSOCIATE VICE PRESIDENTS, Academic Programs/Graduate Studies and Academic Resources/Administration

    Dean/Associate Dean: __________________________ Original Signed by Dr. Jodi Servatius  
    Date: 06/09/09
Application for General Education Credit
for Lower Division Social Science Course (Area D1-3)

Course title **Introduction to Hospitality and Tourism**  Course number **HOS 1100**
Maximum enrollment **75**

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. **Please be as specific as possible in your explanations, describing topics, readings, assignments, activities and assessments that illustrate how the course supports students' acquisition of the learning outcomes.** Remember, there may be no one on the review committees who has any knowledge of your discipline. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template to address ALL of the following learning outcomes.

Courses in this area acquaint students with fundamental principles and methods of inquiry, theoretical problems, and applications grounded in social science disciplines whose field of study is human behavior in its social environment.

1. Students will demonstrate, orally and in writing, recognition of the application of disciplinary concepts derived from at least three social or behavioral sciences in the study of human behavior, individually and in society.

   a) State at least two standard or basic theories and models
   
   - **J. Crompton's Push/Pull Model** - Modeling individuals' travel motivations by dividing them into pull factors (attractions and other destination’s attributes) and push factors (personal needs). (Week 3)
   
   - **L. Festinger's Cognitive Dissonance Theory** - This theory from the field of psychology is used in the field of hospitality and tourism to stress on the importance of understanding consumers’ decision making process and expectations and to avoid situations of discrepancies when the reality of service delivery settings and/or products and services don’t meet consumers’ expectations resulting in a mental shock (dissatisfaction); such a situation presents loyalty, service quality and word of mouth/marketing consequences/implications. (Week 9).
   
   - **S. Plog's model of Allocentricity and psychocentricity** – A model that is used by hospitality and tourism professionals to understand which destinations individuals would ideally like to visit based on personality profile. (Week 3).

   b) Define key disciplinary terms
   
   - **Fam Tours** – Arranging and organizing trips/visits for members of the travel trade (e.g. meeting planners, tour operators, travel agencies, etc.) with the purpose to familiarize them with the destination and/or the hospitality/tourism establishment’s products and services so they are better prepared to sell and describe to potential consumers. (Week 9)
   
   - **Sustainable Tourism** – Developing tourism to improve the socio-cultural, economic, physical and environmental aspects of a place (Week 3)
   
   - **TIPS** – Training for Intervention Procedures by Servers. A program with the objective to inform subjects about alcohol and its effects on consumers,
detecting signs of intoxication and helping consumers avoid overdrinking. (Week 7)

• World Cultural & Culinary Tourism – World cultural feasts or festivals or activities such as architecture, museums, religion, cuisine, arts, history and sciences. (Week 3).

c) Identify professional applications of disciplinary concepts
• Hospitality and Tourism marketing and promotion
• Tourism planning, development and policy.
• Hospitality Management and Hospitality Law
• Global Hospitality and Tourism awareness

2. Students will demonstrate, orally and in writing, recognition of the inquiry methods used by at least one of the social or behavioral science disciplines.

• Identify key research issues
• To what extent that individuals’ demographic and lifestyle characteristics affect the way they select hospitality and tourism products and services?
• With the diminishing of world travel barriers and higher accessibility, how can a hospitality/tourism establishment/destination successfully cater to various individuals from various cultures?
• How can a hospitality/tourism establishment/destination attract, promote and develop diversity in its workforce and offerings?

• Describe how hypotheses or research questions are formed
• Research questions are formed through conceptual organization, organizations of ideas, collection of facts and objective observations.

• List examples of data that are examined
• Industry Resources – Travel and Tourism Research Association reports
• Industry Research Studies – Smith Travel Research (STR) on hospitality and tourism trends
• Faculty & Students – findings from past quantitative and qualitative research studies

• Describe how data are analyzed
• Data are already analyzed through the use of statistical package such as SPSS or SAS.

3. Students will demonstrate, orally and in writing, the ability to describe how human diversity and the diversity of human societies influence our understanding of human behavior, individually and in societies, both local and global

• In Weeks 3, 5, 6 and 9 we examine world’s tourism new reality with impacts of newly emerging tourism generating countries (e.g. China, India, Brazil, and others) on world tourist arrivals and the challenges and the opportunities that the new reality has created in the following areas: hospitality and
tourism research, cross-cultural training in settings such as hotel and restaurants and other venues, new products/services development in various hospitality and tourism sectors, and innovative marketing practices to reach the newly emerged segments.

4. Students will demonstrate, orally and in writing, some knowledge of the political, social, and/or economic institutions of a country other than the United States.
   - In Week 2, we examine service philosophies practiced in various cultures
   - In Week 3, we examine international political systems and affairs and their effects on tourism development
   - In Week 3, we explore various tourism systems from around the world (e.g. attractions, transportation, facilities/services)
   - In Weeks 5 and 6, we discuss world cuisines and hotels with their unique elements
   - In Week 9, we discuss unique tourism marketing and development issues to be considered when marketing and/or developing ventures in overseas markets (e.g. Middle East, China, etc.).

5. Students will demonstrate, orally and in writing, the ability to describe major positions and contrasting arguments made on one or more significant contemporary issue area confronting US society as applied to human behavior. (Possible areas include: biomedical and health issues, class, crime, discrimination, education, energy, environment, gender, global economy, immigration, military intervention abroad, poverty, race, technology.)
   - In Week 3, we discuss critical issues related to the challenges and impacts of extending tourism development and marketing to rural areas in America with the critical task of making sure that the socio-cultural and environmental elements of such areas are protected.
   - In week 5 and 6, and 7 we discuss expectations from U.S. establishments to implement practices that can accommodate diversity-related and cross-cultural characteristics not only for guests but employees as well. With more immigrants and seniors joining the workforce, U.S. establishments (e.g. hotels and restaurants) are pressed to implement procedures that secure the integration of such segments in the workplace and to promote understanding and belonging for all employees.
NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. DEPARTMENT: Modern Languages and Literatures

2. ALPHABETICAL PREFIX: MLL

   COURSE NUMBER: 1562

   FULL TITLE in Catalog: Elementary Dari II

   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION
   a) Course Content: Introduction to speaking, listening, reading, and writing of Dari, one of two official languages of Afghanistan. Prerequisites: MLL 1751 or instructor’s approval
   b) Prerequisite(s): MLL 1751 or instructor’s approval
   c) Co-requisite(s): No
   d) Credit Restrictions: No
   e) Repeatability: No
   f) If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter: N/A
   g) Cross-listing: No.
   h) Primary Department: Modern Languages and Literatures
   i) Secondary Department: No
   j) Grading Pattern: A-F & CR/NC
   k) Hours/Week of Lecture: 4
   l) Hours/Week of Activity or Lab: None
   m) Taught entirely on-line, on-ground, or hybrid (both): On-ground

4. COURSE INVENTORY DATA

   a) Instructional Format: Seminar
   b) Course Classification Number: C-5
   c) Class Hours/Week: 4
   d) Student Credit Units: 4
   e) Workload K-factor: 1
   f) Weighted Teaching Units: 4
   g) Normal Limit/Capacity: 25

5. GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT to be satisfied:
   Will petition to the GE Subcommittee for G.E. Area C2 and C3.
6. **JUSTIFICATION FOR/PURPOSE OF** the proposed new course:

This course is made possible thanks to a $200,000 Federal Grant under the auspices of the Strategic Language Institute. We are offering the first part of Beginning Dari Fall Quarter 2010, under MLL 3999 (Issues in Modern Languages and Literatures); we need to create the appropriate course number for the schedule and catalog. In addition, the implementation of Dari supports the global mission of MLL and CSUEB. Refugees of Afghan origins in the San Francisco Bay Area speak Dari. Furthermore, in order to honor the Grant, we have to offer this course during Winter Quarter 2011 so that the students can continue towards the Intermediate level of Dari, which will be offered during the Summer 2011.

7. **RESOURCE IMPLICATIONS:** NONE

8. **CONSULTATION** with other affected departments and program committee:

   a) All Academic Departments and Programs at CSUEB were consulted, using the SharePoint Curriculum Website, and there were no objections.

   b) The following department(s) has (have) been consulted and **raise concerns**: None

      Department:
      Concern:

9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.

   Chair: Monique Manopoulos            Date: 09/28/10

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

   Dean/Associate Dean: Jiansheng Guo     Date: 10/07/10
Application for General Education Credit
for Lower Division Fine Arts Course (Area C1 or C3)

Course title_____________Elementary Dari II_____________ Course number___MLL 1562___

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

**Fine Arts:** Courses in the Fine Arts examine significant artistic expressions of the creative intellect. Courses meeting this requirement have as their major component the integration of evaluative and descriptive aspects of the history, theory, aesthetics, and criticism of different works, forms, styles, and schools of art.

1. Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and/or theorists.

In this course students continue their Elementary Dari language learning. Their language learning is embedded within the context of Afghan culture and history. To illuminate enduring human concerns, for example, students are put into groups and given questions for written reflection while viewing an Afghan cultural film, such as *Mardhar Ra Qawl Ast* (Men Keep Their Word). Each group is given a different set of questions requiring analysis of a different human concern specific to Afghan intellectual and cultural traditions, such as the importance of keeping cultural honor, the significance of marriages between cousins and other close relatives, and the role of class differences in Afghanistan. Students demonstrate their understandings through small group discussion and then presentations to the class. The instructor situates the discussion in the larger linguistic, intellectual, cultural, and historical framework.

2. Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of humanities over time.

The instructor uses examples of significant artistic expression, written texts, and oral texts in the classroom, such as representative music, poetry, folk stories, newscasts, and film clips from different time periods to embed the specific language being learned in its historical and cultural contexts and expound upon its historical and cultural meanings.

For example, Afghan poetry, proverbs, and folk stories have made significant contributions towards enhancing love and compassion in the family and society, establishing pride for the sake of peace and justice, and arousing passion in war against aggressors. As a specific instance, poems from the 1980s against the Soviet invasion instigated masses of people to mobilize for freedom and justice.

Through the use of the Internet, famous artistic, archeological, geographical, and cultural monuments and artifacts are also introduced to give the students visual examples of the language and its relationship to history and culture.

3. Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.
After exposure to significant artistic expression, written texts, and oral texts, in the process of language learning, written and oral feedback is required from students to demonstrate their ability to engage in critical thinking and in the evaluation of human concerns. For example, their oral practicing of language in pairs or small groups includes the practicing of cultural norms and values appropriate for the language, such as celebratory customs related to weddings, the Eid celebrations, and Nawruz (Afghan New Year). Written reflective paragraphs and follow up discussion provide opportunity for interpreting and evaluating these human concerns using key intercultural concepts such as ethnocentrism, empathy, prejudice, and openness.

4. Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

In this course, and the series of related courses, students learn the Dari language and Afghan culture in its historical and contemporary contexts. Over time students are able to compare and contrast the music, poetry, folk stories, newscasts, film clips, and web sites representing works of the humanities and understand how language has developed and changed in these representations to reflect and influence human goals and values. Further, students are able to reflect upon and articulate the similarities and differences of these ways of knowing with their own experiences in the west.
NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. **DEPARTMENT**: Modern Languages and Literatures

2. **ALPHABETICAL PREFIX**: MLL  
   **COURSE NUMBER**: 1552
   **FULL TITLE** in Catalog: Elementary Pashto II
   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION**
   a) Course Content: Introduction to speaking, listening, reading and writing of Pashto, one of two official languages of Afghanistan. Prerequisite: MLL 1551 or instructor's approval.
   b) Prerequisite(s): MLL 1551 or instructor's approval
   c) Co-requisite(s): No
   d) Credit Restrictions: No
   e) Repeatability: No.
   f) If the answer to e) above is yes, can students register for multiple sections of this same course: N/A
   g) Cross-listing: No.
   Primary Department: None  
   Secondary Department: None
   h) Miscellaneous Course Fee: No
   i) Grading Pattern: A-F & CR/NC
   j) Hours/Week of Lecture: 4
   k) Hours/Week of Activity or Lab: None
   l) Taught entirely on-line, on-ground, or hybrid (both): On-ground

4. **COURSE INVENTORY**
   
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<thead>
<tr>
<th></th>
<th>First Component</th>
<th>Second Component</th>
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<tr>
<td>a) Instructional Format:</td>
<td>Seminar</td>
<td></td>
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<tr>
<td>b) Course Classification Number:</td>
<td>C-5</td>
<td></td>
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<td>c) Class Hours/Week:</td>
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<td>d) Student Credit Units:</td>
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<td>e) Workload K-factor:</td>
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<td>f) Weighted Teaching Units:</td>
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<tr>
<td>g) Normal Limit/Capacity:</td>
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5. **GENERAL EDUCATION-BREADTH REQUIREMENT(s), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT** to be satisfied:
   Will petition to the GE Subcommittee for G.E. Area C2 and C3.
6. **JUSTIFICATION FOR/PURPOSE OF** the proposed new course:

This course is made possible thanks to a $200,000 Federal Grant under the auspices of the Strategic Language Institute. We are offering the first part of Beginning Pashto Fall Quarter 2010, under MLL 3999 (Special issues in Modern Languages); we need to create the appropriate course number for the schedule and catalogue. In addition, the implementation of Pashto supports the global mission of MLL and CSUEB. The language is spoken in neighboring regions and in our local San Francisco Bay area. Furthermore, in order to honor the Grant, we have to offer this course during Winter Quarter 2011 so that the students can continue towards the Intermediate level of Pashto, which will be offered during the Summer 2011.

7. **RESOURCE IMPLICATIONS:** **NONE**

8. **CONSULTATION** with other affected departments and program committee:
   a) The following **department(s)** has (have) been consulted and raise **no objections**:
      All Academic Departments and Programs at CSUEB were consulted, using the SharePoint Curriculum Website, and there were no objections.

   b) The following **department(s)** has (have) been consulted and **raise concerns**: None

      Department:
      Concern:

9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.

   Chair: Monique Manopoulos  Date: 09/28/10

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

    Dean/Associate Dean: Jiansheng Guo  Date: 10/07/10
Application for General Education Credit
for Lower Division Fine Arts Course (Area C1 or C3)

Course title_______________Elementary Pashto II__________ Course number__MLL 1552_____

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

**Fine Arts:** Courses in the Fine Arts examine significant artistic expressions of the creative intellect. Courses meeting this requirement have as their major component the integration of evaluative and descriptive aspects of the history, theory, aesthetics, and criticism of different works, forms, styles, and schools of art.

1. Students will demonstrate through oral and written work how foundational works in the humanities illuminate enduring human concerns and the intellectual and cultural traditions within which these concerns arise, including both classical and contemporary artists and/or theorists.

   In this course students continue their Elementary Pashto language learning. Their language learning is embedded within the context of Afghan culture and history. To illuminate enduring human concerns, for example, they are put into groups and given questions for written reflection while viewing an Afghan cultural film, such as Dakondey Zoy (Son of the Widow). Each group is given a different set of questions requiring analysis of a different human concern specific to Afghan intellectual and cultural traditions, such as the vulnerability of families without male heads of households; the naivete of rural peoples when encountering city dwellers; and the corruption, poverty, and social isolation prevalent in the cities. Students demonstrate their understandings through small group discussion and then presentations to the class. The instructor situates the discussion in the larger linguistic, intellectual, cultural, and historical framework.

2. Students will demonstrate a developing understanding of the interaction among historical and cultural contexts, individual works, and the development of humanities over time.

   The instructor uses examples of significant artistic expression, written texts, and oral texts in the classroom, such as representative music, poetry, folk stories, newscasts, and film clips from different time periods to embed the specific language being learned in its historical and cultural contexts and expound upon its historical and cultural meanings. For example, the Pashto Nara is found within folk stories and is a poetic form of communication, very relevant to the story and normally told between lovers. As another example, the development of calligraphy as a fine art in Afghanistan flourished after the painting of human figures and faces were prohibited because of the concern that these artistic expressions had led to idol worshiping. When learning to write and type in Pashto, using the computerized Input Method Editor, students learn a basic understanding of calligraphy as a fine art within the Afghan context. Field trips may be taken on occasion to sites in the local Afghan community.

3. Through oral and written work, students will demonstrate their ability to critically employ concepts, theories, and methods of analysis used in the humanities to interpret and evaluate enduring human concerns.

   After exposure to significant artistic expression, written texts, and oral texts, in the process of language learning, written and oral feedback is required from students to demonstrate their ability to engage in critical thinking and in the evaluation of human concerns. For example, their oral
practicing of language in pairs or small groups includes the practicing of cultural norms and values appropriate for the language, such as celebratory customs related to weddings, the Eid celebrations, and Nawruz (Afghan New Year). Written reflective paragraphs and follow up discussion provide opportunity for interpreting and evaluating these human concerns using key intercultural concepts such as ethnocentrism, empathy, prejudice, and openness.

4. Students will critically reflect on the formation of human goals and values, and will articulate an understanding of the creativity reflected in works of the humanities that influenced the formation of those values.

In this course, and the series of related courses, students learn the Pashto language and Afghan culture in its historical and contemporary contexts. Over time students are able to compare and contrast the music, poetry, folk stories, newscasts, film clips, and web sites representing works of the humanities and understand how language has developed and changed in these representations to reflect and influence human goals and values. Further, students are able to reflect upon and articulate the similarities and differences of these ways of knowing with their own experiences in the west.
NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. **DEPARTMENT**: Philosophy

2. **ALPHABETICAL PREFIX**: PHIL  
   **COURSE NUMBER**: 3433

   **FULL TITLE** in Catalog: Views of the Afterlife

   **SHORTENED TITLE FOR CLASS SCHEDULE** if full title is over 30 spaces: Views of the Afterlife

   **UNIT VALUE** of course: 4

3. **CATALOG DESCRIPTION**
   a) **Course Content**: Overview of the beliefs in life after death found in the world's religions. Examination of the experiences of those who feel they have had a brush with the dead or with death itself.

   b) **Prerequisite(s)**: None

   c) **Co-requisite(s)**: None.

   d) **Credit Restrictions**: None

   e) **Repeatability**: No

   f) **If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter**: No

   g) **Cross-listing**: No.

   **Primary Department**: Philosophy  
   **Secondary Department**:

   h) **Miscellaneous Course Fee**: NO

   i) **Grading Pattern**: A-F or CR/NC (student choice)

   j) **Hours/Week of Lecture**: 4

   k) **Hours/Week of Activity or Lab (if needed)**: None

   l) **Taught entirely on-line, on-ground, or hybrid (both)**: On-ground

4. **COURSE INVENTORY DATA**

   a) **Instructional Format**: [course component]  
   **First Component**: Discussion

   b) **Course Classification Number**: [Course Classification Number]  
   **Second Component**: C-4

   c) **Class Hours/Week**: [Instructor Contact Hours]  
   **First Component**: 4

   d) **Student Credit Units**: [Component Units. Units earned]  
   **Second Component**: 4

   e) **Workload K-factor**: [based on CS#]  
   **First Component**: 1.0

   f) **Weighted Teaching Units**: [component units x K-factor; d x e = f]  
   **Second Component**: 4

   g) **Normal Limit/Capacity**: [based on CS#]  
   **Second Component**: 30
5. **GENERAL EDUCATION-BREADTH REQUIREMENT(s), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT** to be satisfied. Yes, department will seek credit for GE Area C4 certification, for the current catalogue and prior catalogues.

6. **JUSTIFICATION FOR/PURPOSE OF** the proposed new course:
   a) philosophy program currently lacks courses in topics in comparative religion; b) new course being added to bolster the Religious Studies offerings; c) course will count towards Philosophy major.

7. **RESOURCE IMPLICATIONS:** Course will be taught out the department’s existing allocation.

8. **CONSULTATION** with other affected departments and program committee:
   a) All Academic Departments and Programs at CSUEB were consulted, using the SharePoint curriculum Website, and there were no objections.
   b) The following department(s) has (have) been consulted and raised concerns: None

9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.
   
   Chair: Jennifer Eagan                    Date: 09/29/10

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

   Dean/Associate Dean: Jiansheng Guo       Date: 10/04/10
Application for General Education Credit
for Upper Division Humanities Course (Area C4)

Course title: Views of the Afterlife  
Course number __PHIL 3433__

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, pointing to topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments and/or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

Upper-division humanities courses emphasize an advanced writing component and include significant oral communication or manual communication (sign language) and advanced critical thinking skills. Upper-division general education should enable students to master the four Student Learning Outcomes (SLOs) listed for lower-division general education humanities.

1. Students will demonstrate an understanding of and ability to apply the principles, methodologies, value systems, and thought processes employed in human inquiries.

   Students will learn about ideas relating to the afterlife developed by the world’s major religions. These ideas have all been developed in response to deep-seated questions of human mortality and existence. Students will learn to think critically about these myriad ideas and how they each apply to life decisions and moral responsibility.

2. Students will demonstrate in their oral and written work an understanding of the cultural endeavors and legacies of human civilization.

   Students will learn about a wide range of beliefs from around the globe. Students will compare and contrast the ideas developed in these traditions, and examine the personal experiences of people within these varied traditions. Students will develop oral skills through in-class discussions of the ideas presented, and through the classroom presentation of the core argument from one research paper. Students will develop written skills through a number of exams and written papers.

3. Students will demonstrate their ability to discuss, deliberate, and write about opposing viewpoints in an insightful and logical manner, to present an opposing side fairly, and to criticize the argument rather than attacking the person.

   Students will learn that multiple perspectives and interpretations are possible in the face of fundamental questions of human nature and questions of life and death. Classroom discussions will force students to explore all of these alternate perspectives. The papers
will provide a key outlet for students to write about their reactions to these alternative interpretations in an insightful and logical way.

4. Students will demonstrate their developing intellectual curiosity and a habit of lifelong learning, through choice of research topics, the number and quality of questions asked in class, the application of course concepts or themes to lived experiences or world events, or through other similar means.

The paper assignment requires students to choose specific topics of interest to them from those presented in class. Students will be encouraged to ask questions about life and death and the nature of human existence that most people tend to avoid in a modern death-denying society. The questions raised in this class are questions that are ever-present wherever there are and will be humans in the world.

5. Students will demonstrate the potential for participating in and contributing to a democratic society as an informed, engaged, and reflective citizen.

As with all courses in religious studies, students will come away with a better understanding of the pluralism of perspectives that exist not only in America but the world. Specifically, students here will be contrasting not simply Christian views, but will engage with less familiar traditions including Hinduism, Buddhism, Islam, and Judaism. Through understanding that such a plurality exists will help students to engage each other more fairly and with less judgment. Furthermore, the realization of the similarities across traditions and especially across human experience will help to bring together otherwise diverse peoples.
COURSE MODIFICATION REQUEST

1. DEPARTMENT: Philosophy

2. ALPHABETICAL PREFIX: PHIL
   COURSE NUMBER: 3701
   FULL TITLE: Philosophy of Education
   UNIT VALUE of course: 4

3. TYPE OF MODIFICATION: Description, Classification

4. EXISTING/PROPOSED prefix, title, units, catalog description, and/or course inventory data:

   Philosophical analysis of contemporary theories and methods of education through examination of major works offering contrasting perspectives on the nature of knowledge, competing value systems, and ethical and multicultural concerns in the educational process. Seminar approach emphasizing student participation and presentations.

   Philosophical examination of educational theories and of their applications in various cultural and social contexts.

   C-5 Seminar Cap 25      C-4 Discussion Cap 30

5. EFFECTS, if any, on GENERAL EDUCATION-BREADTH REQUIREMENT(s), U.S. HISTORY-INSTITUTIONS REQUIREMENT, OR THE UNIVERSITY WRITING SKILLS REQUIREMENT.

   Already approved for GE Area C4.

6. JUSTIFICATION FOR/PURPOSE OF the proposed modification:

   To simplify the catalog description and to change the course’s format from ‘seminar’ to ‘lecture’, more suitable for a course to be offered as hybrid. The course is an elective in the philosophy major. No revisions of the major will be needed.

7. RESOURCE IMPLICATIONS: NONE

8. CONSULTATION with other affected departments and program committee:
   a) All Departments and Academic Programs at CSUEB were consulted using the Curriculum Sharepoint website, and there were no objections.
   
   b) The following department(s) has (have) been consulted and raised concerns: None

9. Certification of DEPARTMENT APPROVAL by the chair and faculty.

   Chair: Jennifer Eagan         Date: 10/20/10

10. Certification of COLLEGE APPROVAL by the dean and college curriculum committee.

    Dean/Associate Dean: Jiansheng Guo         Date: 11/08/10
As it should be perfectly clear from the syllabus, and in need of repeating, this course, by requiring well-thought through and precisely formulated 2 essay exams and 7 written assignments as well as weekly online posts, does emphasize an advanced writing component. Also, by requiring significant contribution to class discussion, it includes significant oral communication, since, unlike in most other classes, only significant oral contributions earn points. Moreover, the instructor makes an extensive use of hand gestures, which constitutes an instructor-specific ‘sign language’.

Like all philosophy courses - except for a few black sheep among them, easily identifiable by anyone capable of understanding the concept of ‘critical thinking skills’ - this one, too, requires advanced critical thinking skills.

Students who successfully complete this class are supposed to master the respective SLOs, by developing and demonstrating an ability, or, more often, shedding off the impediments making it difficult for them:

1. to distinguish coherent from incoherent principles, methodologies, value systems, and thought processes used in the area of ‘human inquiries’, esp., in relation to the pheinomenon of education;
2. to recognize self-consistent meanings of ‘culture’, and of its ‘endeavours’, as well as of ‘civilization’ and of what makes it ‘human’, rather than, say, ‘animal’;
3. to recognize what makes opposing views truly ‘opposing’, what it means to write about them in an ‘insightful and logical manner’, what it means to present each side in a debate ‘fairly’, and when an ‘ad hominem’ against an author is pertinent to her beliefs;
4. to become authentically, i.e., philosophically, curious about the nature of the world, both natural and social, and, as a prerequisite to learning, to acquire a habit of life-long questioning of established dogmas and doctrines;
5. to understand the notion of society and what makes it ‘democratic’ and what the key characteristic of an ‘informed’, ‘engaged’, reflective’, and most importantly, ‘conscientious’ citizen are.

Moreover, they will develop:

- understanding of how basic philosophical ideas illuminate enduring human concerns (about the nature of education) and the intellectual and cultural traditions (all of them) within which this concern has arisen, including both classical and contemporary artists and theorists;
- understanding of how historical and cultural contexts, individual works, and the development of humanities (philosophical reflection) over time (from antiquity to the 21st century, interact (how the ideas and reflections of past thinkers stimulated contemporary thought, but not the other way around);
- an ability ‘to critically (sic!) employ concepts’, theories, and methods of analysis used in philosophy to interpret and evaluate, by assessing its fundamental nature, enduring human concern (the problem of the nature of education);
- an ability to engage in a critical reflection (indispensable in all authentic philosophy) on the formation (impossible without being educated) of human (only humans can be educated) goals and values (presuming that values or goals can be instilled through education), and articulation (through writing papers and answering assignment questions) an understanding of the creativity (by being creative themselves in both their oral and written expression) reflected in works of the humanities (philosophy) that influenced the formation of those values (e.g., Plato’s “Laws” influenced the formation of appreciation for order, etc., etc., etc.,).

Should further clarification be needed, please don’t hesitate to ask a competent philosopher familiar with the proper content and format of a philosophy of education course.
NEW COURSE REQUEST

The CSU Accessible Technology Initiative requires that all instructional materials be available in accessible formats. Departments will assure the instructional materials for the course will be accessible.

1. DEPARTMENT: Chemistry and Biochemistry

2. ALPHABETICAL PREFIX: CHEM  COURSE NUMBER: 3011

   FULL TITLE in Catalog: Foundational Chemistry

   UNIT VALUE of course: 4

3. CATALOG DESCRIPTION
   a) Course Content: Focus on the California State Science Standards and is designed to prepare pre-service and in-service teachers for the CSET General Science Subtest in Chemistry with the goal of obtaining a Foundational Science Credential. Prerequisites: CHEM 1100, high school chemistry, or equivalent; satisfaction of the ELM. Not open to either Chemistry or Biochemistry majors.

   b) Prerequisite(s): CHEM 1100, high school chemistry, or equivalent; satisfaction of ELM
   c) Co-requisite(s): No
   d) Credit Restrictions: Yes, not for Chemistry or Biochemistry majors.
   e) Repeatability: No
   f) If the answer to e) above is yes, can students register for multiple sections of this same course in the same quarter:
   g) Cross-listing: No
   h) Miscellaneous Course Fee: No
   i) Grading Pattern: A-F or CR/NC (student choice)
   j) Hours/Week of Lecture: 4
   k) Hours/Week of Activity or Lab (if needed): 0
   l) Taught entirely on-line, on-ground, or hybrid (both): on-line

i. Describe the strategies for teaching this course either in an on-line or hybrid format.
   Course content will be delivered in on-line accessible lectures with powerpoints and doc cam problem solving. Participation in discussion board and on-line homework (accompanying the text) will be required.

ii. Describe the experience, support and/or training available for the faculty members who will teach this online or hybrid course.
   Faculty teaching this course will receive mentorship from other faculty teaching on-line and hybrid courses, seek assistance from MATS, and make use of Faculty Development workshops on on-line courses.

iii. Assessment of online and hybrid courses.
   Currently, no other version of this course is being taught. Students taking this course are
preparing for the CSET General Science Subtests. We will request anonymous statistics from the California Teaching Credentialing Commission on students to ensure that the course is providing adequate preparation for this exam. Further, course evaluations will be used to constantly improve the course.

4. **COURSE INVENTORY DATA**

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5. **GENERAL EDUCATION-BREADTH REQUIREMENT(S), U.S. HISTORY-INSTITUTIONS REQUIREMENT, UNIVERSITY WRITING SKILLS REQUIREMENT** to be satisfied. Will petition the GE Subcommittee for course to satisfy GE Area B6

6. **JUSTIFICATION FOR/PURPOSE OF** the proposed new course: This course represents the chemistry component of a course of study which will be offered as a proposed Certificate Program in Foundational Science Teaching and a proposed Science option for Liberal Studies majors. The series of courses (Biology, Chemistry, Earth Science, and Physics) is designed to prepare pre-service and in-service teachers for the CSET General Science Subtests and obtain the new Foundational Science Credential.

7. **RESOURCE IMPLICATIONS:** Grant money will cover the costs of the first two years. Additional funds may be needed from the College of Science to fund future course offerings. However, it is understood that enrollments and/ current state of the budget would determine the continuance of this course. These courses can be taught by current faculty, so no additional office space will be required.

8. **CONSULTATION** with other affected departments and program committee:

   a) The following department(s) has (have) been consulted and raise no objections:
      All departments within the College of Science were consulted via the CSCI Curricular Committee, and the university community via Sharepoint, and there were no objections.

   b) The following department(s) has (have) been consulted and raise concerns:
      Department:
      Concern:

9. Certification of **DEPARTMENT APPROVAL** by the chair and faculty.

   Chair: Original signed by Ann McPartland  
   Date: 4/29/10

10. Certification of **COLLEGE APPROVAL** by the dean and college curriculum committee.

    Dean/Associate Dean: Original signed by Alan Monat  
    Date: 5/11/10
Application for General Education Credit
for Upper Division Science (B6)

Course title___Foundational Chemistry_______ Course number_3011

Courses approved for general education credit must provide students with explicit instruction in the approved student learning outcomes. Please be as specific as possible, describing topics, readings, assignments, activities and assessments that illustrate how the course meets the requirements. Attach the course syllabus and any assignments or assessments needed to support your explanations.

Please use this template as a guide to address ALL of the following learning outcomes.

Goal of upper division science: upper division physical, life, or interdisciplinary science GE courses build upon scientific principles and quantitative skills gained in lower division science and quantitative reasoning courses. Students must complete their lower division B1-5 requirements prior to taking their B6 course. Students are strongly encouraged to take any lab associated with the upper division course. Courses meeting the B6 requirements must support students’ acquisition of advanced numeracy, information literacy, and critical thinking competencies.

1. Students will demonstrate advanced and/or focused science content knowledge in a specific scientific field using appropriate vocabulary and referencing appropriate concepts (such as models, uncertainties, hypotheses, theories, and technologies).

Students will demonstrate facility in chemical nomenclature (e.g. Naming Chemical Compounds and Introduction to Organic Chemistry) and technical terms, e.g. enthalpy, sublimation, and phase diagrams. They will study in detail the evolution of the atomic model and the experimental techniques that led to modifications in the model. Students will apply Dalton’s Atomic Theory, Kinetic Molecular Theory, and valence shell electron pair repulsion theory. Homework and on-line tutorials (both graded and practice) have been chosen to reinforce students’ familiarity with nomenclature, application of theories, and connection to technologies.

2. Students will apply advanced quantitative skills (such as statistics, algebraic solutions, interpretation of graphical data) to scientific problems.

Students will use algebra and interpretation of graphs to solve scientific problems. Some examples are with respect to stoichiometry, calorimetry, enthalpy change in chemical reactions and physical processes, and in the interpretation of phase diagrams. Homework and on-line tutorials (both graded and practice) have been chosen that require students to apply algebra to the solving of chemical problems and to interpret graphs and tables of data in the context of particular theories.

3. Students demonstrate understanding of the nature of science and scientific inquiry and the experimental and empirical methodologies utilized in science to investigate a scientific question or issue.

Students will be assessed as to their understanding of the scientific method. They will examine how, for instance, the model of the atom has evolved as technology has improved our ability to test theories with new methods of experimentation. They will also gain the ability to predict results based on theory. Students will be assigned selected readings that connect the fundamental science they are learning to modern issues and explore how scientific knowledge is advancing in fields such as energy production, climate change, the Human Genome project, and nutrition.
4. Students will critically analyze scientific claims and data.

Homework problems (both graded and practice) will include problems in which scientific claims are made and students have to describe a means of testing these claims. Also, students will be presented with data in both tabular and graphical form and asked both conceptual and quantitative questions making use of this data. Further, students will be asked to both identify and correct inaccurate or unsupported statements.

5. Students will apply science content knowledge to contemporary scientific issues (e.g. global warming) and technologies (e.g. cloning), where appropriate.

Assigned readings and homework problems will include application to contemporary scientific issues, such as biofuels (stoichiometry and enthalpy), greenhouse gases (stoichiometry, chemical reactions), etc... Further, each student will prepare a 5-page paper analyzing different levels of literature (website, newspaper, science press, scientific paper, etc...) on a current and popular scientific issue or technology.

6. How does your course support students' acquisition of advanced information literacy skills? (See description below.)

In order to support the acquisition of advanced information literacy skills, the students will be exposed to scientific and popular journals in which chemical research is published. Controversies and problems being addressed in the literature will be discussed. Further, each student will prepare a 5-page paper analyzing different levels of literature (website, newspaper, science press, scientific paper, etc...) on a current and popular scientific issue or technology.

7. How does your course support students' development of advanced critical thinking skills? (See description below.)

This course will support the development of advanced critical thinking skills mainly through homework (graded and practice) problems and their subsequent review on discussion board. The students will evaluate data and/or evidence. In some cases, the data will be quantitative, in others more qualitative, but in all cases the students will need to follow a deductive path in order to make and support valid conclusions.

In addition, courses receiving upper division science approval must support students’ acquisition of advanced numeracy, information literacy, and critical thinking skills. Outcomes are attached.

General Education
Advanced Information Literacy Outcomes for GE Areas

B6 Outcomes for Advanced Information Literacy in Science
D4 Outcomes for Advanced Information Literacy in the Social Sciences
(approved by Academic Senate 2/05)
Information Literacy is a prerequisite for lifelong learning. It enables learners to engage critically with content, extend their knowledge, assume greater control over their own learning and become self-directed learners.¹

Whether taught within a specific discipline or in a multi-disciplinary context, advanced information literacy curricula should encourage students to seek multiple perspectives and use diverse sources of information to inform conclusions. Further, students should develop an understanding that information and knowledge in any discipline is in part a social construction and is subject to change as a result of ongoing dialog and research. Teaching advanced information literacy helps students understand and participate in this scholarly conversation.

Faculty can enhance student information literacy by providing problem- or inquiry-based assignments where learning results from the use of multiple information sources thereby encouraging self-directed learning and critical thinking. The development and evaluation of these types of assignments may require significant commitment and investment of time on the part of students and faculty alike.

In addition to the lower division information literacy outcomes, students who are information literate at the advanced level are able to:

1. identify the main disciplines, fields, and organizations which generate and publish knowledge in their area of research,
2. develop in-depth knowledge of the literature from the above information producers in their area of research,
3. evaluate the significance and validity of information found, both in the context of the disciplines and fields consulted, and also within their own knowledge base and value systems,
4. analyze the implications of research and publishing patterns in their area of research,
5. formulate and reformulate research inquiries based on the objectives above and,
6. demonstrate their ability to perform the above objectives when they communicate the results of their inquiry to others.

¹ This quote and other ideas contained here are drawn from the Council of Australian University Librarians’ Information Literacy Standards, (Canberra, 2001) and from Learning for Life: Information Literacy Framework & Syllabus published by the Queensland University of Technology Library (Brisbane, 2001).

Upper Division Critical Thinking Across the Curriculum

GOALS

Overall, the goals for critical thinking in the upper division would be essentially the same as the goals enumerated for the lower division, but would entail more complex and sophisticated ways of using those same skills. These goals would include:

- The general ability to use reason (both inductive and deductive)
- The ability to identify fallacious reasoning
- The ability to present one’s own original argumentation

These skills will be reflected in the upper division not as specific testing and evaluation on argumentation skills, but argumentation skills in practice within a particular discipline or disciplines. These upper division skills would include:
• The ability to weigh proffered evidence
• The ability to uncover the implicit assumptions of others
• The ability to reconstruct and evaluate complex arguments encountered in the course of reading and discussion within the discipline(s)
• The ability to frame one’s own positions logically and coherently
• The ability to construct one’s own persuasive arguments in support of carefully considered positions
• The ability to defend this position against thoughtful objections
• The practice of thinking and arguing in the mode of a practitioner of a particular discipline or disciplines
• The practice of applying the special concepts and theories developed in the particular discipline or disciplines

The goals of upper division critical thinking should be to develop these abilities.

**ASSESSMENT:**
Various strategies could be used to measure these goals. Instructors will be able to witness and evaluate these abilities within the proper realm of the discipline(s), and through written, oral, and discussion assignments.