3b. 2023-2024 - GE - New Course Proposal: 2025-2026 Catalog Course

GENERAL CATALOG INFORMATION   ⌃

Instructions: read before beginning

Note: For more detailed instructions, go to <u>Resources.</u>

1. Before beginning, do an <u>Advanced Search</u> for course being proposed in current <u>CI University Catalog</u> to ensure requested course number is not already in use. For step-by-step instruction, go to <u>Resources.</u>

2. If course is crosslisted, you must contact <u>Andrea Skinner</u> before going any further.

3. For help with the curriculog icons, click on 🛈 icon in top right corner of form, next to your name.

4. If course is GE/UDGE, mark YES in the appropriate field and COMPLETE **Section 2. GE INFORMATION**

5.As you add the information to this proposal **"Save all Changes"** as you move along.

Note: information provided through this proposal is vital for the entire campus to be able to effectively implement it; thus, all fields must be completed before you approve proposal; if this does not happen, be aware proposal may be returned to you for completion from any step in approval process, before it's allowed to move forward

6. Validate and launch proposal by clicking on the Launch and Validate icon 🚀 in the top left corner or at the bottom of the page in this form. Curriculog will state: **<u>This proposal has moved on. This proposal moved on in the workflow.</u>** This statement means that the proposal is now visible to all Curriculog users. You, as the proposer, still need to **MAKE your DECISION** in order to send this proposal to Program Chair (next step in process).

7. **MAKE your DECISION,** approve/reject/hold/suspend/custom route the proposal by clicking on the Decision ✔ Decisions icon in the Toolbox on the right side of the form. Once approved, proposal will move to next step in process.

Every effort will be made to include your proposal in the earliest possible catalog, and inclusion is based on the timeliness of the approval process and is not guaranteed.

Choose program that has/will have authority over course prefix.

Program Owner:*

Choose program that has/will have authority over course prefix

Choose Local Curriculum Committee (LCC) course will be reviewed by. If unsure, view which disciplines are reviewed by which LCC on [LCC Prefix List](). If course is cross listed, choose LCC which will review this prefix. Then, choose LCC(s) which will review any other prefix(es) on cross listed proposal(s).

Local Curriculum Committee:*

Choose Local Curriculum Committee your program has chosen to participate in and that will review this course modification/inactivation

Prefix*

A two-to-four-letter acronym that's typically an abbreviation of discipline name

Course Number:*

When choosing course number, ensure number is not already in use by a current course, or has not already been used by an inactivated course (by contacting Andrea Skinner); see course numbering key to help guide choice: Pre-baccalaureate: courses numbered 1-99; Lower Division: courses numbered 100-299; Upper Division: courses numbered 300-499; Graduate Division: courses numbered 500 and above.

Course Title:*

Typically one to several words that should accurately reflect course content and be concise summary of catalog description

Course is crosslisted:*

⚪ Yes

⚪ No

Reminder: if course is crosslisted and you've not already contacted Andrea Skinner, you must do so before proceeding any further; otherwise, all work completed on this form will be lost

Crosslisted course(s):

[   ]

Add prefix and number of course(s) this course is/will be crosslisted with. Example: If proposing a new crosslisted course MATH/PSY 202 on the MATH 202 side, "PSY 202" should be added here. If it is the PSY 202 side, "MATH 202" should be added here.

Total Units:*

[   ]

Add total units students will earn for passing course

Enter desired course description. These are typically 3-4 sentences long. Description will be displayed in online publication of CSUCI Catalog, so after writing ensure to review carefully and use spell check.

Description:*

[   ]

Enter desired course description. These are typically 3-4 sentences long. Description will be displayed in online publication of CSUCI Catalog, so after writing ensure to review carefully and use spell check.

If course is GE/UDGE, or you're adding/removing GE/UDGE designation(s), you must choose "Yes" here. If you're adding designation(s), you must complete applicable GE Information fields. If you choose "No" here, course will not be routed to GE Committee for review.

Course is GE/UDGE:*

☐ Yes

☐ No

If course is GE/UDGE, or you're adding/removing GE/UDGE designation(s), you must choose "Yes" here. If you're adding designation(s), you must complete applicable GE Information fields. If you choose "No" here, course will not be routed to GE Committee for review.

Status:*

○ Active-Visible

○ Inactive-Hidden

Choose "Active (Visible)" if you want course and changes to be visible in catalog. Only choose "Inactive (Hidden)" if you want to inactivate course.

Urgency Level/Impact on Curriculum:*

See guidance stating urgency level/impact you believe this proposal will have on curriculum: Limited: low impact; Moderate: medium impact; Major: high impact; Critical: mandatory changes to curriculum due to federal or state law, CSU Executive Order/Coded Memorandum, CSUCI Academic Senate Policy, etc.

Summary of/Justification for Changes:*

Provide justification(s) for proposed new course, urgency level/impact indicated above and a brief summary of the changes.

List Student Learning Outcomes (SLOs) in numerical order. Four to eight SLOs are recommended, unless governed by external agency (e.g., Education, Nursing, etc.). Refer to Curriculum Committee's "Writing Quality Learning Objectives" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy.

General Education (GE) courses must have at least one SLO aligned with appropriate GE Goal(s) and Outcome(s).

At end of any SLOs that align with GE Outcomes, indicate in parentheses which Outcomes they align with (GE Committee will check for this).
Example: Discuss how music relates to historical, political, economic and cultural events (GE 7.2)

For more info, see: GE Goals and Outcomes

Upon completion of course, students will be able to:

Student Learning Outcomes (SLOs):*

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It's recommended that SLOs be numbered to allow for easier reference and/or modification to individual SLOs, if needed

Course Content in Outline Form:*

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It's recommended that outline include alpha and/or numerical ordering of course content to allow for easier reference and/or modification to portions of content, if needed

Which of following programs will course be added to: Major, Minor, Emphasis, Concentration, Option, Certificate, Credential, Authorization, and/or Graduate Degree?

Example provided below for SPAN 301:
<u>Requirement for Major:</u>
1. Spanish, B.A. - 120 units
<u>Requirement for Certificate:</u>
1. Spanish: Certificate in Spanish Translation - 15 units
<u>Elective for Major:</u>
1. Art, B.A. Art History Emphasis - 120 units
2. Global Studies, B.A. - 120 units
<u>Elective for Minor:</u>
1. Global Studies, Minor - 19-37 units
2. Spanish, Minor - 20-28 units

Review all programs course will be added to in current CI Catalog and identify impact proposal will have.

If a program will be altered by your proposal and will no longer be displayed accurately in CI Catalog, then a Program Modification Form will need to be submitted to make the necessary adjustments. Thus, you MUST send email informing Chair of any impacted program (unless you're the person in that role), so they may submit Program Modification Form(s). After sending

email, convert to a PDF and upload it using Approval Process Toolbox to the right side of the

form, click on   Files   to attach and upload the file.

Specify Program(s) which will include course:*

You must use the Advanced Search in the University Catalog to find all instances this course impacts.

Degree Requirement:*

What part of the degree this course is part of? Is it required for the Major? A Free Elective is a course that is not a required or elective course in any Major, Minor, Certificate, or Graduate Degree.

Course Level:*

See course numbering key to help guide Course Level choice: Pre-baccalaureate: courses numbered 1-99; Lower Division: courses numbered 100-299; Upper Division: courses numbered 300-499; Graduate Division: courses numbered 500 and above.

Specify the number of units per Mode of Instruction. The table below shows examples of how number of units and mode of instruction affects number of contact hours instructor will spend with students in classroom. Choices made here will impact schedule and payroll. Consultation with department administration is recommended. For more info, see: Course Classification System.

Mode of Instruction	Units per mode of instruction		Contact Hours Per Unit		TOTAL Contact Hours
Lecture	1	x	1	=	1
Seminar	1	x	1	=	1
Lab	1	x	3	=	3
Activity	1	x	2	=	2
Field Studies			Variable		Variable
Indep Study			Variable		Variable

Example One: 3 units of Lecture

Example Two: 2 units of Lecture and 1 unit of Lab

Example Three: 3 units of Lecture and 1 unit of Lab

Mode of Instruction Units:*

> *Info in this field will determine how course will be taught and will affect program's instructional budget, it determines instructors' pay.*

List Prerequisites in the following field (examples provided below); if none, leave field **BLANK**

a. Course examples:
   1. ANTH 101
   2. COMP 101 and IT 102
   3. COMP 151 and EMEC 310/PHYS 310
   4. SPAN 201 and SPAN 202; or SPAN 211 and SPAN 212
   5. BIOL 201 with a grade of C or better; and CHEM 122
   6. ENGL 120 or ENGL 210 or ENGL 220
b. Consent of Instructor
c. Junior Standing
d. Senior Standing
e. Required UDGE prerequisite text: Junior Standing and successful completion of Golden Four GE Areas (A1, A2, A3, B4)
f. Admission to the xx program (e.g. Nursing or specific postbaccalaureate program)

Prerequisite(s):

> *Course Prerequisites must be specific. General descriptions, such as "any Geography course," cannot be enforced when students register in PeopleSoft*

List Recommended Prerequisites and/or Corequisites in following field (examples provided before Prerequisite field); if none, leave field **BLANK**

Recommended prerequisite(s) and/or corequisite(s):

Recommended prerequisites and/or corequisites will not be enforced

List Corequisites in following field (examples provided before Prerequiste field); if none, leave field **BLANK**

Corequisite(s):

Corequisite courses will be taken together. Students will not be able to take this proposed course without taking the courses listed in the corequisite field. Course Corequisites must be specific. General descriptions, such as "any Geography course," cannot be enforced when students register in PeopleSoft

Graded:*

Default Section Size:*

Suggested maximum enrollment capacity of course

Repeatable:

If this course is repeatable for credit, choose the total of number of times a student may complete course and for how many total units. If course is not repeatable for credit LEAVE BLANK.

Multiple Enrollments:*

○ Yes ○ No

To be used only for courses repeatable by topic; allows student to enroll in two different sections of course with different topics in the same term.

Course involves international travel:*

☐Yes ☐No

Does this course involve international travelling?

Credential course:*

☐Yes ☐No

Course is part of a credential program at CI. Courses can only be tagged as credential course if they are an Education course.

Graduation Requirements

Enter the graduation requirement(s) this course is intended to meet, be prepared to justify your choice under the **Graduation requirement(s) justification** field following your selection(s).

List of Graduation Requirements:

American Institutions

GWAR

Language

Graduation requirement(s) this course is intended to meet:

If course does not fulfill GWAR, LEAVE BLANK. For more info, see CSUCI Academic Senate Policy 17-05 and associated Exhibits 1, 2, and 3; If course does not fulfill American Institution, LEAVE BLANK. For more info, see Title 5, Section 40404.

Graduation requirement(s) justification:

Provide justification for how course meets CSUCI graduation requirements selected above

Course sources

Provide 3-5 sources (e.g. textbooks, journal articles, websites, readings) that could be used in this course; for source citation info, see John Spoor Broome Library website

Sources:*

[   ]

Instructional resources needed:*

☐ Library

☐ Classroom space

☐ Lab space

☐ Other facility space

☐ Equipment

☐ Transportation

☐ Other

List all electronic and physical instructional resources needed for course

Instructional resources specifics:

[   ]

If one or more boxes and other was checked in above field, provide more specifics regarding resources needed here

Course fee requests cannot be made through curricular approval process. For info on how to do so, refer to Student Fee Advisory Committee website.

Term(s) course is typically offered:*

[   ]

When is this course typically offered? The information in this field will help students in the Degree Planner.

Articulation

Articulation agreements facilitate student transfer by indicating on www.ASSIST.org which courses (or series of courses) from a transfer institution in California will be accepted to fulfill CI requirements.

If after reviewing above website you still have questions, feel free to contact the Articulation & Curriculum office at: articulation.curriculum@csuci.edu

Course is, or could be, articulated with course(s) from a California Community College (CCC), CSU, or UC:*

○ Yes

○ No

○ Unsure

If course is already articulated, changes will possibly void articulation:*

○ Yes

○ No

○ Unsure

C-ID descriptors allow for streamlined articulation with many California Community Colleges and are available at www.C-ID.net. Developing lower division courses with C-ID descriptors in mind will ensure course content is consistent across CCC and CSU campuses.

If after reviewing above website you still have questions, feel free to contact the Articulation & Curriculum office at: articulation.curriculum@csuci.edu

Find info regarding which CI courses are already articulated with C-ID descriptors here: https://c-id.net/courses/search

Course is, or could be, articulated with C-ID descriptor:*

○ Yes

○ No

○ Unsure

Find info regarding which CI courses are already articulated with C-ID descriptors here: https://c-id.net/courses/search

If answer to above is yes, list C-ID descriptor prefix, number, & title:

[   ]

Find info regarding which CI courses are already articulated with C-ID descriptors here: https://c-id.net/courses/search

If course is already articulated, changes will possibly void articulation with descriptor:

○ Yes

○ No

○ Unsure

Will this course be part of EO1110 (support pathways)?

○ Yes

○ No

The question above only pertains to Math and English courses. Do not answer for any other course subject.

GE INFORMATION   ⌃

Below fields are <u>only</u> for courses with GE/UDGE/Mission Category designations. If course does not have any, there is no need to continue beyond this point.

If one or more GE fields below are not being used, they may be collapsed by clicking on downward-facing arrow to right of area name.

For each GE/UDGE area added, indicate area(s) below and for each added area give brief justification for how course will meet criteria in corresponding field(s).

In addition, upload a draft syllabus with a GE signature assignment and an assessment plan. SP 16-12

For submission to be considered by GE Committee, at least half of criteria fields for chosen GE area(s) (A, B, C, D, E or F) and ALL criteria fields marked with an asterisk (*) must be completed.

For more info, see: GE Goals and Outcomes

Enter and/or delete GE area(s) being modified, including UDGE.

Example One: B4, E

Example Two: UDGE-B, UDGE-D

Example Three: C2

GenEd:

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[                                                    ]
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Indicate below which GE Areas are being added. Include all areas.

Have you uploaded a draft syllabus that includes the GE signature assignment and an assessment plan?*

○Yes ○No

Upload a draft syllabus that includes a GE signature assignment and an assessment plan.

A: English Language Communication and Critical Thinking ⌃

For submission to be considered by GE Committee, at least half of criteria fields for chosen GE sub-area and ALL criteria fields marked with an asterisk (*) must be completed.

For more info, see: GE Goals and Outcomes

A1: Oral Communication

A1. Focus on communication in English language

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[                                                    ]
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A1. Focus on formulation and analysis of human interaction

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[                                                    ]
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A1. Address modes of argument, rhetorical perspectives, and relationship of language to logic

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[                                                    ]
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A1.*Require significant oral presentation*

A1. Include exploration of psychological-basis and social significance of communication

A1. Focus on oral and written communication, as well as listening and reasoning

A1. *Have outcome aligned with GE Goal 4 Learning Outcome 4.1: Speak and present effectively in various contexts*

A2: Written Communication

A2. Focus on communication in English language

A2. Focus on formulation and analysis of human interaction

A2. Address modes of argument, rhetorical perspectives, and relationship of language to logic

A2. Include exploration of psychological basis and social significance of communication

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A2. Address writing as process of human interaction

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A2. *Prepare student for college-level writing*

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A2. *Have outcome aligned with GE Goal 4 Learning Outcome 4.2: Write effectively in various forms*

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A3: Critical Thinking

A3. Prepare student to use inductive and deductive reasoning

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A3. Focus on analysis of written, oral, visual, and/or symbolic communication

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A3. Prepare student to assess common fallacies in reasoning

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A3. Address modes of argument, rhetorical perspectives, and relationship of language to logic

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A3. Prepare student to practice discovery, critical evaluation, and reporting of information

[   ]

A3. *Have outcome aligned with GE Goal 2 and/or Goal 3 Learning Outcomes*

[   ]

B: Scientific Inquiry and Quantitative Reasoning ⌃

For submission to be considered by GE Committee, at least half of criteria fields for GE Area B and ALL criteria fields marked with an asterisk (*) must be completed.

For more info, see: [GE Goals and Outcomes](#)

B. Promote understanding and appreciation of methodologies of mathematics or science as investigative tools, and limitations of mathematical or scientific endeavors

[   ]

B. Present mathematical or scientific knowledge in historical perspective, and influences of mathematics and science on development of world civilizations, past and present

[   ]

B. Apply inductive and deductive reasoning processes, and explore fallacies and misconceptions, in mathematical or scientific areas

[   ]

B. *Have outcome aligned with GE Goal 5 Learning Outcomes*

[   ]

For submission to be considered by GE Committee, at least half of criteria fields for chosen GE sub-area(s) and ALL criteria fields marked with an asterisk (*) must be completed.

For more info, see: GE Goals and Outcomes

B1: Physical Sciences

B1. *Present principles and concepts of physical sciences and physical universe*

B2: Life Sciences

B2. *Present principles and concepts that form foundation of living systems*

B3: Laboratory Activity (meets min. 3 hr./wk. = 1 unit)

B3. Involve practical applications and problems related to foundations of either living systems or physical universe

B3. Involve analysis of data, either acquired or simulated

B3. *Provide students with practice in use of scientific methodologies*

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B3. Include both individual and collaborative learning

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B4: Mathematics-Quantitative Reasoning

B4. Teach skills and practices involving: ability to read, comprehend, interpret, and communicate quantitative information in various contexts in variety of formats

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B4. Teach skills and practices involving: ability to reason with and make inferences from quantitative information in order to solve problems arising in personal, civic, and professional contexts

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B4. Teach skills and practices involving: ability to use quantitative methods to assess reasonableness of proposed solutions to quantitative problems

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B4. Teach skills and practices involving: ability to recognize limits of quantitative methods

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B4. *Teach skills and practices involving: quantitative reasoning depending on methods of computation, logic, mathematics, and/or statistics*

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C: Arts and Humanities   ⌃

For submission to be considered by GE Committee, at least half of criteria fields for GE Area C and ALL criteria fields marked with an asterisk (*) must be completed.

For more info, see: GE Goals and Outcomes

C. Develop students' ability to respond subjectively and objectively to experience

[   ]

C. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of human imagination

[   ]

C. Increase awareness and appreciation in traditional humanistic disciplines such as art, dance, drama, language, literature, music, and philosophy

[   ]

C. Examine interrelationship between creative arts, humanities, and self

[   ]

C. Include exposure to cultures of the world

[   ]

For submission to be considered by GE Committee, at least half of criteria fields for chosen GE sub-area(s) and ALL criteria fields marked with an asterisk (*) must be completed.

For more info, see: GE Goals and Outcomes

C1: Arts: Arts, Cinema, Dance, Music, Theater

C1. *Impart knowledge and appreciation of visual and performing arts*

[   ]

C1. *Promote students' ability to effectively analyze and respond to works of human imagination*

[   ]

C1. *Have outcome aligned with GE Goal 6 Learning Outcomes*

[   ]

C2: Humanities: Literature, Philosophy, Languages Other than English

C2. *Involve student with literary and philosophical works*

[   ]

C2. *Promote students' ability to effectively analyze and respond to works of human imagination*

[   ]

C2. Require substantive critical/analytical writing

[   ]

C2. Include cultural component and not solely skills acquisition (for courses in languages other than English)

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[                                                                    ]
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C2. Include human-to-human communication (for courses in languages other than English)

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[                                                                    ]
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C2. *Have outcome aligned with GE Goal 6 Learning Outcomes*

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[                                                                    ]
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D: Social Sciences   ⌃

For submission to be considered by GE Committee, at least half of criteria fields for GE Area D and ALL criteria fields marked with an asterisk (*) must be completed.

For more info, see: GE Goals and Outcomes

D. Promote understanding of how issues relevant to social, political, contemporary/ historical, economic, educational, or psychological realities interact with each other within realm of human experience

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[                                                                    ]
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D. Focus on how a social science discipline conceives and studies human existence

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[                                                                    ]
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D. Address issues using methods commonly employed by a social science discipline

> (empty field)

D. *Have outcome aligned with at least one GE Goal 7 Learning Outcome*

> (empty field)

E: Lifelong Learning and Self-Development ︿

For submission to be considered by GE Committee, criteria field below must be completed.

For more info, see: GE Goals and Outcomes

Focus on some aspect of human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, technological literacy, social relationships and relationships with environment, implications of death and dying, and/or avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of study elements described herein.

E

> (empty field)

F: Ethnic Studies ︿

For submission to be considered by GE Committee, at least three of the five core competencies below for GE Area F must be completed.

For more info, see: CSU General Education Breadth Requirements

F. Core Competency 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-

determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies

F. Core Competency 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation

F. Core Competency 3: Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities

F. Core Competency 4: Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies

F. Core Competency 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society

Upper Division GE (UDGE) Areas   ⌃

ALL UDGE courses must also have a Mission Category designation

For each area added/modified, give brief justification for how course will meet criteria in corresponding field(s).

For submission to be considered by GE Committee, at least half of criteria fields for chosen UDGE area(s) (B, C, or D) and ALL criteria fields marked with an asterisk (*) must be completed.

For more info, see: GE Goals and Outcomes

UDGE-B: Scientific Inquiry and Quantitative Reasoning

UDGE-B. Promote understanding and appreciation of methodologies of mathematics or science as investigative tools, and limitations of mathematical or scientific endeavors

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UDGE-B. Present mathematical or scientific knowledge in historical perspective, and influences of mathematics and science on development of world civilizations, past and present

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UDGE-B. Apply inductive and deductive reasoning processes, and explore fallacies and misconceptions, in mathematical or scientific areas

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UDGE-B. *Have outcome aligned with GE Goal 5 Learning Outcomes*

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UDGE-C: Arts and Humanities

UDGE-C. Develop students' ability to respond subjectively and objectively to experience

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UDGE-C. Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of human imagination

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UDGE-C. Increase awareness and appreciation in traditional humanistic disciplines such as art, dance, drama, language, literature, music, and philosophy

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UDGE-C. Examine interrelationship between creative arts, humanities, and self

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UDGE-C. Include exposure to cultures of the world

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UDGE-C. *Have outcome aligned with GE Goal 6 Learning Outcomes*

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UDGE-D: Social Sciences

UDGE-D. Promote understanding of how issues relevant to social, political, contemporary/ historical, economic, educational, or psychological realities interact with each other within realm of human experience

[   ]

UDGE-D. Focus on how a social science discipline conceives and studies human existence

[   ]

UDGE-D. Address issues using methods commonly employed by a social science discipline

[   ]

UDGE-D. *Have outcome aligned with at least one GE Goal 7 Learning Outcome*

[   ]

CI Mission Categories   ⌃

ALL UDGE courses must have one Mission Category designation and lower division GE courses may have at most one.

Indicate below which Mission Category(-ies) is/are being modified.

For each Mission Category modified, give brief justification for how course will meet criteria in corresponding field(s).

GE Committee will not consider submissions with missing or incomplete justifications.

For more info, see: [SP 16-11](SP 16-11)

Example 1: Interdisciplinary Approaches, International Perspectives
Example 2: Multicultural Perspectives

If there are no changes, skip section.

CI Mission Category(s):

[   ]

Indicate below which Mission Category(-ies) are being added or modified

Community Engagement (CE)

Community Engagement courses engage students in service-learning. Service-learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities, while engaging students in reflection upon what was experienced, how community was benefited, and what was learned.

CE. Serve genuine community need

[   ]

CE. Integrate course learning and teaching objectives with service-learning activities

[   ]

CE. Provide activities to engage students in reflection about service experience and achievement of learning outcomes

[   ]

CE. Follow conventions for service-learning (plan, partnership, feedback opportunities, etc.), and provide service-learning project description on syllabus

[   ]

CE. Have outcome aligned with GE Learning Outcome 1.2: Take individual and collective actions which can address issues of public concern

[   ]

Interdisciplinary Approaches (IA)

To be considered "interdisciplinary" course, syllabus must show that course is integrative with significant content, ideas, and ways of knowing from more than one discipline. Each course will involve student in critical thinking and integration of ideas. Instructors are encouraged to develop courses in which students from different majors share perspectives, methodologies, and expertise. Students will begin to make connections between their majors and at least two disciplines and ways of knowing, increasing both their knowledge and ability to communicate with people across disciplinary spectrum.

IA. Emphasize interdisciplinarity by integrating content, ideas, and approaches from two or more disciplines

IA. Have outcome aligned with GE Learning Outcome 1.1c: Integrate content, ideas, and approaches from integrative perspectives across disciplines

International Perspectives (IP)

International Perspectives courses examine causes and effects of historical and contemporary global challenges/issues/problems, within and across national boundaries. They foster an understanding of how personal actions and political, social, and economic institutions affect both local and global communities and identities. They also address pressing and enduring world issues collaboratively and equitably, with consideration of cultural differences and power dynamics.

IP. Examine causes and effects of historical and contemporary global challenges/ issues/problems within and across national boundaries

IP. Foster understanding of how personal actions and political, social, and economic institutions affect both local and global communities and identities

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IP. Address pressing and enduring world issues collaboratively and equitably, with consideration of cultural differences and power dynamics

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IP. Have outcome aligned with GE Learning Outcome 1.1b: Integrate content, ideas, and approaches from national and international perspectives

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Multicultural Perpectives (MP)

Multicultural Perspectives courses explore inter-relatedness and intersection of race and ethnicity with class, gender, sexuality, and other forms of difference, hierarchy, and oppression. They also engage social justice, indigeneity, transnational, transborder, and global issues, appreciating identities and situations as diasporic communities, and as interrelated realities in American society.

MP. Explore inter-relatedness and intersection of race and ethnicity with class, gender, sexuality, and other forms of difference, hierarchy, and oppression

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MP. Engage social justice, indigeneity, transnational, transborder, and global issues, appreciating identities and situations as diasporic communities, and as interrelated realities in American society

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MP. Have outcome aligned with GE Learning Outcome 1.1a: Integrate content, ideas, and approaches from multicultural perspectives

[   ]

Notes (optional):

[   ]

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LEAVE FIELDS BELOW UNTOUCHED

DO NOT USE

  No DO NOT USE

Effective Catalog Year:

[   ]

Effective Date:

[   ]

Course Approved:

[   ]

Course ID:

[   ]

Course Type

HEGIS Code:

CS No:

Cross-Listed Designator:

Hours:

Minimum Units:

Maximum Units:

Financial Aid Units:

Academic Progress Units: