*By submitting this course for review, you agree to participate in regular assessment of student learning for the GE program. Such assessment could range from requests to submit examples of student learning (with appropriate permissions) to the development of shared rubrics for assessment of student work. Remember that all GE courses are subject to regular review (most likely every five years).The GE subcommittee will review the proposal for fit to the GE program – faculty instructors can and should add additional disciplinary and interdisciplinary learning objectives and content.*

**COURSE INFORMATION**

**Proposer’s Name:**

**Email:**

**Prefix & Course Number:**

**Catalog Title:**

**Attach a syllabus and a copy of the signature assignment.**

*Include a “model syllabus”, and one of the following: (1) syllabi from all instructors currently teaching the course, or (2) a course guideline document that applies to all course sections. If the signature assignment will be different for different sections, please include these different assignments and how they will be graded by the course instructors.*

*If it is not clear from the syllabus and assignment, what GE learning outcomes will be addressed and how they will be addressed, please include additional information.*

Master syllabi for multiple courses?Yes No

Syllabi for single course? Yes No

**Unique Circumstances**

*Attach additional information specific to this course (e.g., unusual grading criteria, pre-requisites, units that do not confirm to 3-unit requirement, met in major request, request to set aside seats of special populations). This may include information about lab fees, field trips, zero cost course materials, etc.*

**GENERAL EDUCATION LEARNING OUTCOMES**

*Any course intended to be included in GE content category must meet the following content criteria as listed below. Please address how your course content, readings, and assignments, will address the criteria.*

|  |
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| **GE Program Learning Outcomes**Every GE course should map to at least 3 GE learning outcomes (GELO). Some GELOs have already been determined by course content criteria, while others can be selected by the course proposer. |
| **Learning outcome** | **Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.** |
| **Communication:** Communicate clearly in written, oral, and/or performative forms in a variety of disciplines.*Required by content criteria* |  |
| **Information Literacy:** Iteratively formulate questions for research by gathering diverse types of information; identifying gaps, correlations, and contradictions; and using sources ethically towards a creative, informed synthesis of ideas.*Required by content criteria* |  |
| **GELO #3:**  |  |
| **Any additional GELO(s):**  |  |

**AREA REQUIREMENTS**

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| **Lower Division GE**According to E.O. 1100, courses proposed in GE Area A.1: *Oral Communication* must be completed in the students’ first year. Lower division GE courses must meet the following requirement(s):  |
| **Content requirement** | **Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.** |
| Be introductory in nature, promote exploration, and be suitable for majors and non-majors  |  |
| Explicitly describe to students the ways in which the course is disciplinary/reflects its discipline  |  |
| Require no special prerequisites, unless the course is part of a specific sequence approved by the GE Subcommittee. ***If requesting exception, note in ‘Unique Circumstances’ document.*** |  |
| Be 3 units. Exceptions must be approved by Academic Programs, the GE Subcommittee, and EPC. Exceptions must be based on standard CSU, California Community College, and/or nationwide practices on teaching. ***If requesting exception, note in ‘Unique Circumstances’ document.*** |  |

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| **Area A1**Courses proposed in GE Area A.1: *Oral Communication* must include the following content requirement(s):  |
| **Content requirement** | **Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.** |
| Students will develop verbal and non-verbal skills required to give compelling oral presentations in English |  |
| Students will develop the ability to prepare oral presentations based on students’ own research and composition |  |
| Students will develop active listening skills required to hear another’s oral communication accurately |  |
| Students have experiences offering oral presentations both individually and as members of collaborative groups |  |
| Course content will consider a large variety of intellectual and cultural traditions |  |
| At least 20% of the final course student evaluation should focus on the development of oral presentations |  |
| At least 40% of the final course student evaluation should include the effectiveness of oral presentations |  |
| *Preferred:* class sizes with fewer than 25 students. Research shows that small class sizes benefit student learning and retention |  |

**SIGNATURE ASSIGNMENT**

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| **Signature Assignment**As a participant in the GE Program, every department and faculty launching a GE course must be willing to provide signature assignments (instructions and student artifacts) for assessment. Provide a draft of the signature assignment designed to be used as part of the GE program assessment and address how it meets the following criteria:  |
| **Content requirement** | **Where addressed? (e.g. specific reading, assignment, activity, lecture). Please feel free to attach any additional pages.** |
| Results in a piece of student work that demonstrates the relevant course GE learning outcomes. *Signature assignment prompt should include the GELOs, how it will be graded, and how learning experiences will be engaged.* |  |
| Is engaging in that it sparks student intellectual curiosity, is relevant to their lives, results in a product they can showcase, and is enjoyable. |  |
| Involves student performance on something other than a test. Examples include essays, art galleries, projects, presentations, lab reports, service learning journals, websites, posters, creative writing, creative combinations, etc. |  |
| Includes a student reflection component |  |