



MEMO

February 20, 2012

TO: All Department Chairs, Campus

FROM: Prof. Sharon Elise, Chair  
General Education Committee, Academic Senate

RE: Upper Division General Education

Since 2008 (really!) the General Education Committee (GEC), a standing committee of the Academic Senate has been engaged in a project driven by the CSU Chancellor's Executive Order 1033, and more recently by EO 1065, both inspired in part by the LEAP Initiative. GEC members have deliberated related issues at every meeting since the onset of this project. Over the past two years, the GEC Chair & Coordinator held a series of GE "Area meetings" to further the work on this revision. This significant time commitment was inspired in part by Sharon Hamill, GE Assessment Coordinator, who urged development of area learning objectives (GELOs) to frame GE review and assessment as well as related curriculum review and forms. Thanks to her work with multiple groups of faculty in multiple meetings, the lower division area A-D GELOs are virtually complete and have been shared with Senators for their review. The GE philosophy statement, also under review at Senate, has been revised and continues to reflect the core values of the campus vision for general education. We continue work on area E, with concern to better articulate "information literacy". We hope to complete this work this spring.

Now we are turning to the 3 upper division GE course requirements (currently BB, CC, DD) with an eye to developing a more thematic approach. We are responding to the need to rearticulate diversity in the GE pursuant to LEAP goals embedded in E.O. 1033 and 1065, campus commitment to diversity, and the need to "determine if issues of diversity can be better integrated" in our GE as President Haynes requested in Spring 2010 following incidents of hate on campus. During AY 2010-11 the committee reviewed a series of diversity models from various CSUs and agreed to keep our infused (throughout the curriculum) approach, but also to more deeply reflect our campus mission with a greater emphasis on global and diversity requirements. Review of CSU models suggests such courses are generally interdisciplinary or found in humanities/social sciences. After a series of meetings with faculty interested in both areas we have some draft learning objectives for both the global and diversity areas.

Meanwhile, faculty members who share interests in the BB area have begun discussing how they might redefine the "BB" area. We have a draft developed by one member of this group as a starting point. This group is meeting, but their work still in the early stages.

I am writing to you as department chairs so that you may discuss these issues with your colleagues in your department. I hope you will take some time to consider a shift from "BB, CC, DD" upper division courses to a thematic approach of courses in diversity, global, and area BB (to be determined). I think that in this busy environment faculty who are not in Senate may not get involved in the dialogue or find time for these area meetings so it may be easier to reach everyone through you, the department chairs. Given our general education requirements are, in part, a reflection of our values and our vision, your feedback is critical.

Please look over the *draft* GELOs that faculty groups who share curricular interests have created in correspondence with a thematic approach and let me know what you think. We are open to your word play and editing so let it rip. More importantly let us know what you think about turning from BB, CC, DD to a more thematic approach in our 3 required upper division courses. These are 9 of the 51 units (including American Institutions) in our General Education requirements. The majority of the general education requirements remain lodged primarily in disciplinary areas A through D.

As part of this memo please see attachments with GELOs for global, diversity, and BB. Again, these are just drafts.

CC: General Education Committee Members

## Diversity General Education Learning Outcomes (GELOs)

**Goal:** Demonstrate a nuanced understanding of diversity and its construction in various contexts, (e.g., historical, economic, etc.), consequences for inequality, and an awareness of social and individual participation in society and culture.

### Students will be able to:

1. Describe and analyze how social and cultural processes and institutions influence how people define, experience and express their individual and group identities.\*
2. Explain historical, social, political, cultural and economic processes that produce structured inequalities (in the U.S.) in power, prestige and access to resources.
3. Describe how diverse people can use and have used individual agency to create change.
4. Develop and exercise the ability to communicate and act respectfully across linguistic and cultural differences.

\*By identities, we explicitly refer to major sources of difference and inequality; religion, gender, race/ethnicity, sexualities, social class and (dis)ability.

### Global GELOS 2-21-12

Could the first two GELOs serve as "must do" and the remaining GELOs as "must address 3 of 4, or 2 of 4"?

**Goal: Students will expand global consciousness to create their own global conscience. Students will be able to:**

#### Must do GELOs:

- Describe their own culture, and interpret aspects of other cultures and countries, with greater knowledge and awareness.
- Acquire a heightened sense of global interconnections and interdependencies, including the dynamics of global transitions.

#### Must do 2 of 4:

- Identify and analyze the origins and influences of global forces from various perspectives.
- Describe a social problem requiring collective remedies that transcend national borders.
- Identify obligations to people situated both inside and outside their own national borders.
- Pose critical questions about problems concerning interactions and influences of global trends with local cultures and economies that are important to their discipline.

## General Education Learning Objectives for UDGE--Math and Natural Science

1. Students will demonstrate understanding of principles of mathematics, natural and computational science that build upon and expand understandings gained in lower division general education in math and science.
2. Students will explain how a field of mathematics or science has progressed over time, giving examples of (a) well-established laws and theories that are no longer debated in scientific and mathematical circles, and (b) areas in which there are unanswered questions or where the application of well-established principles to new situations carries some uncertainty or controversy.
3. Students will demonstrate how their understanding of the principles of mathematics, physical, biological, or computational science can inform their understanding of issues in the realms of politics, society, business, culture, global issues, and/or diversity.

