*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.*

**Met-in-Major?** Yes No

*Met-in-Major courses must meet all of the requirements for UDGE, but may be restricted to or hold a significant number of seats for majors/minors, may be of any unit value but no more than 3 units will apply to the relevant GE area, must enforce, at a minimum, the prerequisites required of other Upper Division GE courses, will not be listed in the GE pattern visible to all students, and may count for the major/minor and GE, and may be used to meet overlays if approved to do so.*

**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.*

|  |  |
| --- | --- |
| **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.** |
| **Quantitative Reasoning:** Interpret, evaluate, and employ quantitative analysis and arguments  *Required by content criteria* |  |
| **Integration:** Synthesize and apply theoretical and practical perspectives from multiple disciplines to develop and understanding of complex issues  *Required by content criteria* |  |
| **Creative Problem Solving:** Apply knowledge, skills, and multiple perspectives in new situations to analyze and formulate solutions to complex problems with confidence and creativity  *Required by content criteria* |  |
| **Any additional GELO(s):** |  |

**AREA REQUIREMENTS**

|  |  |
| --- | --- |
| **Upper Division GE**  As approved by Academic Senate, upper 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 open to students in all programs, except if specified as “Met in Major.” ***If requesting exception, note in ‘Unique Circumstances’ document.*** |  |
| Have prerequisites of the Golden 4; lower division GE course in the same GE area as the course being taken; and students completed at least 45 units. ***If requesting exception, note in ‘Unique Circumstances’ document.*** |  |
| Have an explicitly integrative component (e.g. course may integrate multiple disciplinary perspectives; connect classroom and real-world learning; integrate theory and practice) |  |
| Include a reflection assignment that asks students to integrate knowledge gained in lower-division GE courses and reflect on the learning they have done across GE courses. *This assignment may be the same as or different from the reflection included in the Signature Assignment, and must be made available for GE assessment.* |  |

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| --- | --- |
| **Area UD-B**  Courses proposed in GE Area UD-B: *Upper Division Scientific Inquiry & Quantitative Reasoning* 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.** |
| Course activities or assignments will build upon and deepen material from previous courses |  |
| Course activities or assignments will provide students with the opportunity to critically analyze real-world data related to physical science, natural science, mathematics, and/or technology |  |
| *For Physical & Life Science courses:*  Course activities or assignments will encourage appreciation and deepen understanding of how scientists think, how they do their work, and how they reach conclusions |  |
| *For Physical & Life Science courses:*  Course activities or assignments will provide students with a further understanding of current theory, concepts, knowledge, and scientific methods pertaining to the physical universe, ecosystems and/or life |  |
| *For Quantitative Reasoning Courses:*  Course activities or assignments will develop students’ abilities to reason quantitatively, practice computational skills, and apply mathematical or quantitative reasoning skills to solve problems |  |
| *For Quantitative Reasoning Courses:*  Course activities or assignments will help students understand the use of mathematical ideas and methods to accomplish a variety of tasks. |  |

**SIGNATURE ASSIGNMENT**

|  |  |
| --- | --- |
| **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 |  |