GE

Curriculum Workshop 2/27/2015
Heather Rae-Espinoza
GE Course Development

www.csulb.edu/ge

Click on Faculty

Step 1: Determine the GE Category (Foundation, Explorations, Capstone) for which you would like to develop your course.

Step 2: Next, identify the GE Essential Skills associated with your course. Each course should have between two to three GE Essential Skills identified as competencies emphasized in the course. In some cases your GE category may be predetermined for you. Please see the GE Essential Skills GRID for which skills are associated with the course GE categories. You may also need to choose some of the GE Essential Skills that best match your course objectives (if they are not determined for you). See the list of GE Essential Skills and Outcomes for a description of each skill and the associated Student Learning Outcome. Sample rubrics are also hyperlinked to the skills to help clarify the meaning of each. These rubrics serve as samples, but may be used if they suit your needs.

Please note: The student learning outcomes identified in your Standard Course Outline (SCO) should reflect the GE Essential Skills identified for your class.

Step 3: Complete the GE Action Request (GEAR) Form.

Step 4: Finish your SCO and any additional materials
- Faculty may use their department/college SCO or may use the following template:
  - Standard Course Outline (SCO)
  - *The SCO is currently in the process of being updated. Please email Mary McPherson with any question

- For Writing Intensive (WI) course proposals faculty should use the following guidelines:
  - Writing Intensive (WI) Guidelines

- For Writing Intensive (WI) frequently asked questions please review the following document:
  - Frequently asked questions (FAQ)

Step 5: Submit your completed materials following the University Course Approval Process for General Education.
Step 1: Determine the GE Category

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<tr>
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**Foundations:**
- Written Communication (A.1)
- Oral Communication (A.2)
- Critical Thinking (A.3)
- Mathematics/Quant. Reasoning (B.2)

**Explorations:**
- Life Sciences (B.1.a)
- Life Sciences No Lab (B.1.a.NL)
- Physical Sciences (B.1.b)
- Physical Sciences No Lab (B.1.b.NL)
- The Arts (C.1)
- Humanities: Literature (C.2.a)
- Humanities: Philosophy (C.2.b)
- Humanities: Foreign Lang. (C.2.c)
- Other Humanities (C.3)
- U.S. History (D.1.a)
- Const. & American Ideals (D.1.b)
- Social Sciences & Citizenship (D.2)
- Lifelong Learning & Self-Dev. (E)

**Upper Division Capstones (F):**
- Interdisciplinary
- Advanced Skills
- Service Learning
- Writing Intensive
- Integrative Learning

*For majors only*

**Additional Requirements:**
- Human Diversity: Consider for HD Status
- Global Issues: Consider for Global Status

*Course may be Human Diversity or Global Issues, not both*
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Step 2: Identify GE Essential Skills

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<th>Primary</th>
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<tr>
<td>Written Communication</td>
<td>Oral Communication</td>
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<td>Critical Thinking</td>
<td>Quantitative Reasoning</td>
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<td>Information Literacy</td>
<td>Teamwork</td>
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<td>Inquiry and Analysis</td>
<td>Intercultural Knowledge</td>
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<td>Ethical Reasoning</td>
<td>Creativity and Discovery</td>
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<tr>
<td>Foundation &amp; Skills for Lifelong Learning</td>
<td>interdisciplinary Learning</td>
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<tr>
<td>Social Responsibility and Civic Engagement</td>
<td>Problem Solving</td>
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VII. All General Education Action Request (GEAR) forms must include the Standard Course Outline.

VIII. Department and College Review of GE Courses
The QEGC recommends that Department and College Curriculum Committees review proposed GE courses in the context of the Department’s and College’s GE Course Inventory. New GE courses should fill a demonstrated curricular need, be viable and sustainable, as well as meet the GE Essential Skills and Student Learning Outcomes. Courses not meeting these expectations should be reconsidered.

IX. Required Signatures
By signing below, the department chair, college curriculum committee chair, and the college dean/associate dean verify that they have reviewed this action request and its supplemental materials for completeness, and attest to the appropriateness of the requested action.

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<th>Role</th>
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Step 4: Finish your SCO

I. General Information
II. Catalog Description
III. Curriculum Justification
IV. Student Learning Outcomes
V. Outline of Subject Matter
VI. Methods of Instruction
VII. Information about Textbooks / Readings
VIII. Bibliography
IX. Instructional Policies Requirements
X. Course Assessment
XI. Consistency of SCO Standards
The GE Policy

• No non-GE Pre-requisites unless integrative (4.9)
• No grad classes (4.10)
• Writing Intensive Guidelines (7.10.8)
• Global Definition (8)
• Human Diversity Definition (9)
• Lifelong Learning Definition (7.9)