

General Education Proposal

Background

As a part of its final report following the 2002 visit, our accrediting body asked the college to revisit its general education plan. In response to this call, in the Fall 2003 Semester, President Harrison convened the GE Task Force, an ad hoc committee of faculty and managers that was charged with studying and making recommendations regarding the general education program at CHC. In its four years, the GE Task Force's work has resulted in educational and general education philosophy statements for the college as well as revised graduation requirements in English, reading and mathematics. However, the task force's largest undertaking to date has been the revision of the general education program.

Title 5 requires that our general education include coursework in four large areas: natural sciences, social and behavioral sciences, humanities and fine arts, and language and rationality. Furthermore, the accreditation standards adopted by WASC which went into effect in 2004 require that "instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies and achieve stated student learning outcomes." With these two requirements and the college's general education philosophy as guidelines, general education outcomes were developed which describe what is expected of students as a result of taking general education coursework at CHC.

During the Fall 2005 Semester, campus wide forums were held, soliciting input on each outcome statement. In all cases, faculty were asked to provide input regarding two questions:

1. Describe the value you see in having students be able to demonstrate this competency upon completing their general education coursework at Crafton Hills College.
2. Does this statement accurately describe what we should expect students to do upon completing their general education coursework at Crafton Hills College?

As a result of these forums, all the statements were revised in some way. In some cases, new outcomes were formed. In the end, the task force recommended to the Academic Senate thirteen general education outcomes, which were adopted at the end of the Spring 2006 Semester. Whereas in the past general education was based on sometimes arbitrary discipline classification, in this model, general education is based on outcomes, creating the possibility for general education coursework to come from disciplines where it previously has not.

During the Fall 2007 Semester, members of the GE Task Force sought to translate the old general education pattern into one which reflects the newly adopted general education standards. Using information from course outlines, courses which currently fulfill a general education requirement were placed in the new framework. In some cases, this process was relatively simple. In others, it required that faculty more clearly define what exactly the outcome meant and how the outcome might be measured. Additional forums were held in which three outcomes were discussed and criteria for evaluation of that outcome were defined. (The criteria for the areas of American Heritage, Diversity and Multiculturalism and Critical Thinking and Information Competence has been incorporated into the attached table.) These discussions helped the Task Force identify which courses might satisfy each requirement. Furthermore, it was determined that implementation of the outcome on Computer Literacy/Proficiency be delayed until more discussion could take place.

The attached document outlines the GE Task Force recommendation for the general education program beginning Fall 2007. This program includes all the courses which are currently part of general education. The task forces hopes the faculty will approve this revision so that we can move on to the next steps in the process. These steps include

1. The development of rubrics in each area. The rubrics will be the tools by which faculty can assess their students' mastery of the general education outcome in their class as well as be criteria used by the Curriculum Committee to determine what new courses might be added in each area, including courses not considered for general education in the past. Gary Williams, the college's Instructional Assessment Specialist, will convene small groups of faculty in each of the areas to develop each of the eleven rubrics. In addition, in these conversations, faculty can discuss what common assignment, assessment, etc. they might integrate into each of their courses for the purposes of assessment. Once each rubric is developed, they will be shared with all departments so that they can evaluate their current courses to decide to what extent a new or existing course might be appropriate for inclusion in a general education area.
2. Conduct an assessment cycle. On an individual level, outcomes assessment will help the college identify to what extent a student has met all of the objectives we set forth for him/her as a part of the general education coursework. On a more institutional level, assessment will help identify what changes to instruction, curriculum, etc, will be required to better help students achieve the stated learning outcomes.
3. Develop a process with the Curriculum Committee for approval of new general education courses. CurricuNet gives the faculty the opportunity to request that a new course be included in general education at the time the course is first submitted. The GE Task Force will work with the Curriculum Committee to formalize this process. The rubrics developed above will give the committee criteria on which to base their decision where no criteria has existed in the past.

4. Focus efforts to incorporate general education outcomes in all courses. Despite the fact that only select courses will fulfill specific general education requirements, all coursework should where appropriate ask to students to demonstrate their skills in each outcome area. So for example, while students in a history class who give a presentation might not speak enough for the class to meet the Oral Traditions requirement, the outcome and the corresponding rubric will provide direction to the history instructor in terms of what knowledge and skills the students should demonstrate.
5. Facilitate a campus wide dialogue regarding computer literacy/proficiency. One of the thirteen outcomes previously approved was Computer Literacy. Further discussion is needed to define at what level we expect students to operate technology, how to best assess this skill and whether this should be a course requirement or competency which they can demonstrate.

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Course Requirements

<i>Area and Outcome</i>	<i>Courses</i>
<p>A. Natural Sciences</p> <p>“To apply a problem solving strategy such as the scientific method of other systematic process of inquiry and to recognize the contributions of science and technology in our world.”</p>	<p>4 units from the following:</p> <p>ANAT 101, 150, 151 ASTRON 150+160 BIOL 100, 130, 131 CHEM 101, 102, 150, 151, 212, 213 GEOG 110+111 GEOLOGY 100, 101+160, 112 MICRO 102, 150 OCEAN 100 PHYSIC 100, 110, 111, 200, 201</p>
<p>B. Social and Behavioral Sciences</p> <p>“To recognize, describe and analyze individual behaviors and various social institutions that influence our world”</p>	<p>3 units from the following:</p> <p>ADJUS 101 ANTRHO 100, 102, <u>107</u> BUSAD 100 CD 105 ECON 100, 200, 201 GEOG 120 HIST <u>100</u>, <u>101</u>, 107, 160, 161, 170, 171 JOUR 135 POLIT <u>100</u>, 102, 104, 106, 110 PSYCH 100, 101, 102, 103, 110, 112, 113, <u>116</u>, 118, <u>150</u> SOC 100, <u>105</u>, 130, <u>141</u>, <u>150</u> SPEECH 135, <u>174</u></p>

<p>C. Humanities and Fine Arts</p> <p>1. Humanities</p> <p>"To identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience."</p>	<p>6 units</p> <p>3 units from the following:</p> <p>ANTHRO <u>107, 110</u> ASL <u>101, 102</u> ENGL 150, 152, 155, <u>160, 163</u>, 175, 250, <u>260, 261</u>, 270, 271, 275, <u>280, 281</u> FRENCH <u>101, 102</u> HIST <u>100, 101, 107, 135</u>, 160, 161, 164, <u>170, 171</u> INTDIS <u>101, 102, 140</u> PHIL 101, 105 RELIG 100, <u>101, 110, 135</u>, 175, 176 SPAN <u>101, 102, 103, 104</u></p>
<p>2. Fine Arts</p> <p>"To appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture."</p>	<p>3 units from the following</p> <p>ART 100, 102, 105 ENGL 170, 232 MUSIC 100, <u>103</u>, 120, 134 SPEECH 120, 121 THART 100</p>
<p>D. Language and Rationality</p> <p>1. Written Traditions</p> <p>"To write competently for a variety of purposes and audiences."</p> <p>2. Oral Traditions</p> <p>"To demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds."</p>	<p>13-14 units</p> <p>4 units</p> <p>ENGL 101, 146</p> <p>3 units from the following:</p> <p>BUSAD 145, 155 SPEECH 100, 111, 140, 145, 155</p>

<p>3. Quantitative Reasoning</p> <p>"To interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills."</p>	<p>3-4 units from the following:</p> <p>MATH 095, 096, 102, 103, 108, 115, 141, 151, 250, 251, 252, 265, 266 PSYCH 108</p>
<p>4. Critical Thinking and Information Literacy</p> <p>"To access, analyze, synthesize, evaluate and use various forms of information."</p>	<p>3 units from the following:</p> <p>ENGL 102 LIB 100 PHIL 103 SPEECH 125</p> <p>1. access 2. analysis 3. synthesis 4. evaluation 5. use</p>
<p>E. Health and Wellness</p> <p>"To appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency."</p>	<p>2-3 units from the following:</p> <p>HEALTH 102, 263 PE 263 PE/I 105X4, 106X4, 108X4, 120X4, 127X4, 130X4, 143X4, 148X4, 155X4, 159X4, 163X4, 168X4, 199A-ZX3, 200F-ZX3 PE/T 130X4 THART 130X4, 163X4</p>

Total Units = 29

<p>F1. Diversity and Multiculturalism</p> <p>“To comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one’s own.”</p>	<p>A minimum of one course chosen from an approved list of courses in area A-E (see course that are <u>underlined</u>)</p>	<ol style="list-style-type: none"> 1. historical context – demonstrate knowledge of significant events in American history and their effect on aspects of American culture 2. multiple voices – issues of diversity and cultural pluralism that exist within the United States 3. dynamic nature – the United States is forever an unfinished nation; “more perfect union” might suggest that the nation would never reach the goal 4. democratic ideals – American exceptionalism (different, not better than other nations); lack of clearly defined class system; liberalism versus republicanism; need for an informed citizenry; loyal opposition
<p>F2. American Heritage</p> <p>“To recognize and appreciate the unique contributions, history and collective heritage of the United States”</p>	<p>A minimum of one course chosen from an approved list of courses in area A-E (see courses that are <u>double underlined</u>)</p>	<ol style="list-style-type: none"> 1. awareness of the different ways in which individuals approach the world; individual diversity, concept of culture, ways of thinking, etc. 2. understanding of own cultural identity 3. knowledge of other cultures, including broad markers of social difference (e.g. race and ethnicity, gender, religious belief, disability, sexual orientation, age, etc.) 4. perform better with an understanding of one’s own cultural identity and knowledge of other cultures 5. participate in a civil discourse with others of different experiences

