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| **Date of Submission to General Education Subcommittee** |  | **please do not write in this area** | | | | | | |
| **Date**  **Approved by Gen Ed Subcommittee** | | |  | | **Gen Ed Attribute Code Assigned** |  |
| **Submitting**  **Faculty Name** |  | | **Submitting**  **Faculty Title** | | |  | | |
| **Course Number** |  | | **Department** | | |  | | |
| **Course Title** |  | | | | | | | |
| **Course Catalog Description** |  | | | | | | | |
| **Discipline** | Behavioral Science (BHEL)  Business (BUS)  Computer Science (COMP)  Fine Arts (FINA) | | | Humanities (HUM)  Mathematics (MATH)  Science (SCI)  Social Science (SSCI) | | | | |
| **Designated**  **Gen Ed Attribute(s)** | Aesthetic Dimensions of Humankind (AESX)  Historical Knowledge & Understanding (HISX)—*for CSCU Transfer Pathway Degrees*  Oral Communication in English (ORAX) with all Continued Learning & Information Literacy outcomes, all Appreciation of the Ethical Dimensions of Humankind outcomes, and at least one Written Communication in English III outcomes—please check below—*for CSCU Transfer Pathway Degrees*  Quantitative Reasoning (QUAX)  Scientific Knowledge & Understanding (SCKX)  Scientific Reasoning (SCRX)—*for CSCU Transfer Pathway Degrees*  Social Phenomena/Understanding I (SOCX)  Social Phenomena & Understanding II (SOPX)  Written Communication in English I (WRCX) with Critical Analysis & Logical Thinking (CRIX) outcomes 1, 2, 4, and 5 and at least one Appreciation of the Ethical Dimensions of Humankind outcome —please check below  Written Communication in English II (WRIX) with Critical Analysis & Logical Thinking (CRIX) outcome 3 and the independent portion of outcome 3 in Continued Learning & Information Literacy—please check below | | | | | | | |
| **Embedded**  **Gen Ed Attribute(s)** | Critical Analysis & Logical Thinking (CRIX) [outcomes 1 2 3  4 5]  Continued Learning & Information Literacy (CONX) [outcomes 1 2 3  4]  Appreciation of the Ethical Dimensions of Humankind (ED) [outcomes 1 2 3  4]  Written Communication in English III (WCIII) [outcomes 1 2 3  4 5] | | | | | | | |
| **Additional Gen Ed Attributes for CSCU Transfer (TAP) Degrees** | Creativity (GEND) CSCU Transfer Degree Elective (Formerly Add’l Gen Ed I)  Global Knowledge (GENL)CSCU Transfer Degree Elective (Formerly Add’l Gen Ed II) | | | | | | | |
| **Lecture Hours** |  | | **Lab Hours** | | |  | | |
| **Total Contact Hours** |  | | **Total Credit Hours** | | |  | | |
| **Course**  **pre-requisite(s)** |  | | | | | | | |
| **Course**  **co-requisite(s)** |  | | | | | | | |
| **Course Specific Learning Outcomes copied directly from the master course outline:**  **[ONCE THE COURSE IS APPROVED AS MEETING A PARTICULAR COMPETENCY, THE COMPETENCY TITLE AND GOAL WILL BE ADDED TO THE MASTER COURSE OUTLINE IN THE GENERAL EDUCATION ATTRIBUTE SECTION.]** | | | | | | | | |
| **HAVE THE ABOVE COURSE SPECIFIC LEARNING OUTCOMES BEEN APPROVED THROUGH THE CURRICULAR PROCESS PREVIOUSLY? \_\_\_\_\_\_\_\_ IF NOT, WHICH OUTCOMES HAVE BEEN MODIFIED?**  **(PLEASE APPEND THE PREVIOUS VERSION OF THE MASTER COURSE OUTLINE, HIGHLIGHTING AREAS THAT HAVE BEEN REMOVED OR CHANGED IN THE LATEST VERSION CONTAINING THE ABOVE COURSE SPECIFIC LEARNING OUTCOMES. )** | | | | | | | | |
| **COURSE CONTENT OUTLINE (COPY DIRECTLY FROM MASTER COURSE OUTLINE)** | | | | | | | | |
| **Last Revision Date of Master Course Outline** | | | | | | | | |

***Designated Attribute Area:*** *Appreciation of The Aesthetic Dimensions of Humankind [AESX]*

***Goal:***Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | **Corresponding Course Specific Learning Outcome** |
| 1. Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, or other arts. |  |
| 2. Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts. |  |
| 3. Articulate ways in which literature, performance, the visual arts or related forms respond to and influence society and culture. |  |
| 4. Actively engage with the literary, performing or visual arts or other cultural forms through experience or creative expression. |  |
| 5. Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art. |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | |
| **Attribute Outcome 1:** |  |
| **Attribute Outcome 2:** |  |
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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_**  ***Aesthetic Dimensions of Humankind*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Designated Attribute Area:*** *Historical Knowledge & Understanding [HISX]*

***Goal:*** Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

**[Instructions:** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | **Corresponding Course Specific Learning Outcome** |
| 1. Interpret and differentiate types of historical sources including popular, academic, primary, and secondary. |  |
| 2. Recognize ever-changing interpretations of history. |  |
| 3. Place the development of societies in national and/or international contexts. |  |
| 4. Explain the influence and agency of social circumstances, which may include race, class, gender, and others, on historical events. |  |
| 5. Describe the impact of the past on subsequent events, including the present. |  |
| 6. Examine the complex, dynamic, and interrelated nature of change. |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | |
| **Attribute Outcome 1:** |  |
| **Attribute Outcome 2:** |  |
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| **Attribute Outcome 6:** |  |

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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Historical Knowledge & Understanding*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Designated Attribute Area:*** *Oral Communication in English [ORAX]*

***Goal:*** Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match. Please also include all Continued Learning & Information Literacy outcomes, all Appreciation of the Ethical Dimensions of Humankind outcomes, and at least one Written Communication in English III outcomes]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | **Corresponding Course Specific Learning Outcome** |
| 1. Respond to Rhetorical Situations   * Identify and evaluate the specific audience and purpose in different communication situations, and adapt the communication appropriately to those situations. * Develop effective messages that influence attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. * Recognize when others do not understand the message and then manage those misunderstandings. * Listen effectively by understanding, remembering, interpreting, evaluating, and responding appropriately to the speech of others. |  |
| 2. Use Sources   * Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose. * Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students’ own ideas. * Synthesize and integrate others’ ideas purposefully and ethically into their own communication. |  |
| 3. Craft Logical Arguments   * Select an appropriate and effective medium for communicating. * Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts. * Provide clear and logical evidence, support, or illustration for their assertions. |  |
| 4. Apply Language Conventions   * Use diction, tone, and level of formality appropriate to audience, purpose, and situation. * Use pronunciation, grammar, articulation, and nonverbal behaviors appropriate for the message and designated audience. |  |
| 5. Formulate Effective Communication Strategies   * Reflect on and explain the effectiveness of their communication choices regarding the audience, purpose, and situation. * Speak ethically by accepting responsibility for their communication practices and by communicating openly and directly. * Revise and rehearse speeches before delivery. * Work collaboratively with others, including managing discussion, tasks, and information. |  |
| **Continued Learning & Information Literacy (CONX)**: 1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. |  |
| 2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). |  |
| 3. Synthesize information to broaden the knowledge base and produce both independent and collaborative work. |  |
| 4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies. |  |
| **Appreciation of the Ethical Dimensions of Humankind (ED)***:* 1. Recognize and reflect critically on ethical issues. |  |
| 2.Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them. |  |
| 3.Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence. |  |
| 4.Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view. |  |
| *Please include at least one Written Communication in English III (WCIII) outcomes below. These outcomes are listed on later pages and may be inserted here.* |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** |  |
| **Attribute Outcome 1:** | |
| **Attribute Outcome 2:** |  |
| **Attribute Outcome 3:** |  |
| **Attribute Outcome 4:** |  |
| **Attribute Outcome 5:** |  |
| **CONX Outcome 1:** |  |
| **CONX Outcome 2:** |  |
| **CONX Outcome 3:** |  |
| **CONX Outcome 4:** |  |
| **ED Outcome 1:** |  |
| **ED Outcome 2:** |  |
| **ED Outcome 3:** |  |
| **ED Outcome 4:** |  |
| **Designated WCIII Outcome:** |  |

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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_**  ***Oral Communication in English*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Designated Attribute Area:*** *Quantitative Reasoning [QUAX]*

***Goal:*** Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

*To meet the requirements for Quantitative Reasoning for a CSCU Transfer Degree the course must have a prerequisite of or placement level above intermediate algebra*

**[Instructions:** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | **Corresponding Course Specific Learning Outcome** |
| 1. Represent mathematical, and quantitative information symbolically, graphically, numerically, and verbally. |  |
| 2. Apply quantitative methods to investigate routine and novel problems. This includes calculations/procedures, mathematical and/or statistical modeling, prediction, and evaluation. |  |
| 3. Interpret mathematical and quantitative information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics. |  |
| 4. Evaluate the results obtained from quantitative methods for accuracy and/or reasonableness. |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | |
| **Attribute Outcome 1:** |  |
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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Quantitative Reasoning*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Designated Attribute Area:*** *Scientific Knowledge & Understanding [SCKX]*

***Goal:*** Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision-making and understanding scientific issues.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match].*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | | **Corresponding Course Specific Learning Outcome** |
| 1. Communicate using appropriate scientific terminology. | |  |
| 2. Use representations and models to communicate scientific knowledge and solve scientific problems. | |  |
| 3. Plan and implement data collection strategies appropriate to a particular scientific question. | |  |
| 4. Articulate the reasons that scientific explanations and theories are refined or replaced. | |  |
| 5. Evaluate the quality of scientific information on the basis of its source and the methods used to generate it. | |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | | |
| **Attribute Outcome 1:** |  | |
| **Attribute Outcome 2:** |  | |
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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Scientific Knowledge & Understanding*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Designated Attribute Area:*** *Scientific Reasoning [SCRX]*

***Goal:*** Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | **Corresponding Course Specific Learning Outcome** |
| 1. Explain the methods of scientific inquiry that lead to the acquisition of knowledge. Such methods include observations, testable hypotheses, logical inferences, experimental design, data acquisition, interpretation, and reproducible outcomes. |  |
| 2. Apply scientific methods to investigate real‐world phenomena, and routine and novel problems. This includes data acquisition and evaluation, and prediction. |  |
| 3. Represent scientific data symbolically, graphically, numerically, and verbally. |  |
| 4. Interpret scientific information and draw logical references from representations such as formulas, equations, graphs, tables, and schematics |  |
| 5. Evaluate the results obtained from scientific methods for accuracy and/or reasonableness. |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | |
| **Attribute Outcome 1:** |  |
| **Attribute Outcome 2:** |  |
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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_**  ***Scientific Reasoning*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Designated Attribute Area:*** *Social Phenomena & Understanding I or II*

*Social Phenomena I “Within the fields of anthropology, psychology or sociology” [SOCX]*

*Social Phenomena II “Not within the fields of anthropology, psychology or sociology”[SOPX]*

***Goal:*** Students will develop an increased understanding of the influences that shape a person’s, or group’s attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | **Corresponding Course Specific Learning Outcome** |
| 1. Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups. |  |
| 2. Summarize different theories and research methods used to investigate social phenomena. |  |
| 3. Explain ethical issues pertaining to social contexts and phenomena. |  |
| 4. Explain issues of diversity within and across cultures. |  |
| 5. Apply concepts or theories of social phenomena to real world situations. (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution, and internships). |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | |
| **Attribute Outcome 1:** |  |
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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Social Phenomena & Understanding I or II*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Designated Attribute Area:*** *Written Communication in English I [WRCX]*

***Goal*:** Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match. Please also include Critical Analysis & Logical Thinking (CRIX) outcomes 1, 2, 4, and 5 at least one Appreciation of the Ethical Dimensions of Humankind outcome.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | | **Corresponding Course Specific Learning Outcome** |
| 1. Respond to Rhetorical Situations   * Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations. * Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. | |  |
| 2. Use Sources   * + Locate and evaluate sources appropriate to the rhetorical situation.   + Read, comprehend, and summarize an argument from a complex piece of writing.   + Analyze, evaluate, and respond to an argument from a complex piece of writing.   + Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students’ own ideas.   + Synthesize and integrate others’ ideas purposefully and ethically with correct and appropriate documentation. | |  |
| 3. Craft   * Generate a controlling idea or thesis. * Provide clear and logical evidence, support, or illustration for their assertions. * Choose appropriate and effective organizing methods, employing effective transitions and signposts. * Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes | |  |
| 4. Apply Language Conventions   * Use diction, tone, and level of formality appropriate to audience, purpose, and situation. * Apply the conventions of Standard English grammar, spelling, and mechanics. | |  |
| 5. Formulate Effective Writing Strategies   * Develop flexible strategies for generating, revising, editing, and proofreading their writing. * Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation. | |  |
| *Please include Critical Analysis & Logical Thinking (CRIX) outcomes 1, 2, 4, and 5 below.* | |  |
| 1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes; distinguishing facts from opinion;  recognizing various types of arguments. | |  |
| 2. Demonstrate competence in formulating arguments by formulating good arguments, including a significant focus on inductive reasoning. | |  |
| 4. Demonstrate competence in evaluation by identifying assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference. | |  |
| 5. Demonstrate competence in synthesis, drawing together disparate claims into a coherent whole in order to arrive at well-reasoned and well‐supported inferences that can be justified as a conclusion. | |  |
| Please include at least one Appreciation of the Ethical Dimensions of Humankind (ED) outcome below. These outcomes are listed on later pages and may be inserted here. | |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | | |
| **Attribute Outcome 1:** |  | |
| **Attribute Outcome 2:** |  | |
| **Attribute Outcome 3:** |  | |
| **Attribute Outcome 4:** |  | |
| **Attribute Outcome 5:** |  | |
| **CRIX Outcome 1:** |  | |
| **CRIX Outcome 2:** |  | |
| **CRIX Outcome 4:** |  | |
| **CRIX Outcome 5:** |  | |
| **Designated ED Outcome:** |  | |

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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Written Communication in English II*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Designated Attribute Area:*** *Written Communication in English II [WRIX]*

***Goal*:** Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match. Please also include Critical Analysis & Logical Thinking (CRIX) outcome 3 and the independent portion of outcome 3 in Continued Learning & Information Literacy]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | | **Corresponding Course Specific Learning Outcome** |
| 1. Respond to Rhetorical Situations   * Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations. * Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. | |  |
| 2. Use Sources   * + Locate and evaluate sources appropriate to the rhetorical situation.   + Read, comprehend, and summarize an argument from a complex piece of writing.   + Analyze, evaluate, and respond to an argument from a complex piece of writing.   + Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students’ own ideas.   + Synthesize and integrate others’ ideas purposefully and ethically with correct and appropriate documentation. | |  |
| 3. Craft   * Generate a controlling idea or thesis. * Provide clear and logical evidence, support, or illustration for their assertions. * Choose appropriate and effective organizing methods, employing effective transitions and signposts. * Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes | |  |
| 4. Apply Language Conventions   * Use diction, tone, and level of formality appropriate to audience, purpose, and situation. * Apply the conventions of Standard English grammar, spelling, and mechanics. | |  |
| 5. Formulate Effective Writing Strategies   * Develop flexible strategies for generating, revising, editing, and proofreading their writing. * Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation. | |  |
| Critical Analysis and Logical Thinking (CRIX) Outcome 3: Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole. | |  |
| Independent portion of Continued Learning & Information Literacy (CONX) outcome 3: “Synthesize information to broaden the knowledge base and produce…independent…work.” | |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | | |
| **Attribute Outcome 1:** |  | |
| **Attribute Outcome 2:** |  | |
| **Attribute Outcome 3:** |  | |
| **Attribute Outcome 4:** |  | |
| **Attribute Outcome 5:** |  | |
| **CRIX Outcome 3:** |  | |
| **CONX Outcome 3:** |  | |

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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Written Communication in English II*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Embedded Attribute Area:*** *Critical Analysis and Logical Thinking [CRIX]*

**[outcomes**  **1**  **2**  **3**  **4**  **5]**

***Goal:*** Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | | **Corresponding Course Specific Learning Outcome** |
| 1. Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes; distinguishing facts from opinion;  recognizing various types of arguments. | |  |
| 2. Demonstrate competence in formulating arguments by formulating good arguments, including a significant focus on inductive reasoning. | |  |
| 3. Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole. | |  |
| 4. Demonstrate competence in evaluation by identifying assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference. | |  |
| 5. Demonstrate competence in synthesis, drawing together disparate claims into a coherent whole in order to arrive at well-reasoned and well‐supported inferences that can be justified as a conclusion. | |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | | |
| **Attribute Outcome 1:** |  | |
| **Attribute Outcome 2:** |  | |
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| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_**  ***Critical Analysis & Logical Thinking*[outcomes**  **1**  **2**  **3**  **4**  **5]** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Embedded Attribute Area:*** *Continuing Learning & Information Literacy [CONX]*

**[outcomes**  **1**  **2**  **3**  **4 ]**

***Goal:*** Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

*Alignment with outcome 3 demonstrates the independent research component required to meet HCC’s Gen Ed core requirement in combination with fulfilling HCC’s Computer Literacy Requirement*

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | | **Corresponding Course Specific Learning Outcome** |
| 1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. | |  |
| 2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). | |  |
| 3. Synthesize information to broaden the knowledge base and produce both independent and collaborative work. | |  |
| 4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies. | |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | | |
| **Attribute Outcome 1:** |  | |
| **Attribute Outcome 2:** |  | |
| **Attribute Outcome 3:** |  | |
| **Attribute Outcome 4:** |  | |

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| ***Please do not write in this area*** | | | |
| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Continued Learning & Information Literacy* [outcomes**  **1**  **2**  **3**  **4 ]** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Embedded Attribute Area:*** *Appreciation of the Ethical Dimensions of Humankind [ED]*

**[outcomes**  **1**  **2**  **3**  **4 ]**

***Goal:*** Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.

***[Instructions*:** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | **Corresponding Course Specific Learning Outcome** |
| 1. Recognize and reflect critically on ethical issues. |  |
| 1. Apply appropriate concepts and terminology in identifying ethical problems, proposing and defending solutions to them. |  |
| 1. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence. |  |
| 1. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view. |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | |
| **Attribute Outcome 1:** |  |
| **Attribute Outcome 2:** |  |
| **Attribute Outcome 3:** |  |
| **Attribute Outcome 4:** |  |

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| ***Please do not write in this area*** | | | |
| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Appreciation of the Ethical Dimensions of Humankind* [outcomes**  **1**  **2**  **3**  **4 ]** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Embedded Attribute Area:*** *Written Communication in English III [WCIII]*

**[outcomes**  **1**  **2**  **3**  **4**  **5 ]**

***Goal*:** Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | | **Corresponding Course Specific Learning Outcome** |
| 1. Respond to Rhetorical Situations  * Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations. * Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. | |  |
| 1. Use Sources    * Locate and evaluate sources appropriate to the rhetorical situation.    * Read, comprehend, and summarize an argument from a complex piece of writing.    * Analyze, evaluate, and respond to an argument from a complex piece of writing.    * Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students’ own ideas.    * Synthesize and integrate others’ ideas purposefully and ethically with correct and appropriate documentation. | |  |
| 1. Craft  * Generate a controlling idea or thesis. * Provide clear and logical evidence, support, or illustration for their assertions. * Choose appropriate and effective organizing methods, employing effective transitions and signposts. * Write a focused and sustained argument of at least 1500 words that demonstrates all of these outcomes | |  |
| 1. Apply Language Conventions  * Use diction, tone, and level of formality appropriate to audience, purpose, and situation. * Apply the conventions of Standard English grammar, spelling, and mechanics. | |  |
| 1. Formulate Effective Writing Strategies  * Develop flexible strategies for generating, revising, editing, and proofreading their writing. * Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation. | |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | | |
| **Attribute Outcome 1:** |  | |
| **Attribute Outcome 2:** |  | |
| **Attribute Outcome 3:** |  | |
| **Attribute Outcome 4:** |  | |
| **Attribute Outcome 5:** |  | |

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| ***Please do not write in this area*** | | | |
| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_\_**  ***Written Communication in English III* [outcomes**  **1**  **2**  **3**  **4**  **5 ]** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***CSCU (TAP) Additional General Education Attribute Area:*** *Creativity[GEND]*

The following protocol provides a means for TAP students to fulfill additional general education requirements as indicated in their specific degree requirements—beyond the 30 credits already agreed upon in the [common package](http://www.ct.edu/initiatives/tap#gened)—in TAP degree programs. Not all degree programs require a course in this area. This attribute area applies ONLY to students who enroll in and complete a TAP/Transfer Ticket degree at a Connecticut Community College and transfer to a CSU or COSC.

It has been agreed to by the appropriate bodies at ECSU and SCSU, the campuses with the more restrictive general education programs. The additional general education courses fulfill the area broadly defined as *Creativity*. This fulfills requirements for CCSU’s Arts & Humanities, ECSU’s Creative Expressions, SCSU’s Creative Drive, and WCSU’s General Education Elective.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | **Corresponding Course Specific Learning Outcome** |
| 1. Students convey ideas and express aesthetic values with hands-on, creative activities. |  |
| 1. Students demonstrate understanding of practice in a specific medium or genre. |  |
| 1. Students present creative project to audience. |  |
| \*Note that Creative Writing courses are excluded. | |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | |
| **Attribute Outcome 1:** |  |
| **Attribute Outcome 2:** |  |
| **Attribute Outcome 3:** |  |

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| ***Please do not write in this area*** | | | |
| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_\_**  ***Aesthetic Dimensions of Humankind*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Following approval by HCC’s GESC, the following form will be submitted to the TAP FIRC Co-managers on behalf of the HCC Faculty member. Please complete the following form as well.***

Connecticut State Colleges and Universities

Transfer and Articulation Policy, additional General Education courses

**CREATIVITY**

**Common Course Outcomes Confirmation form**

Community College Housatonic Community College

Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Prefix and Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Name and E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Student Learning Outcomes** | **Having completed our usual process for vetting student learning outcomes, we confirm (with a checkmark) that the following student learning outcomes will be taught and assessed in the identified course.** |
| 1. Students convey ideas and express aesthetic values with hands-on, creative activities. |  |
| 1. Students demonstrate understanding of practice in a specific medium or genre. |  |
| 1. Students present creative project to audience. |  |
| 1. Creative Writing courses are excluded. |  |

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Name/Signature, HCC Faculty Course Contact Name/Signature, HCC GESC Chair

*Once this form has been completed and signed, please forward an electronic copy to the TAP Co-Managers, who will post it to the CSCU TAP website.*

***CSCU (TAP) Additional General Education Attribute Area:*** *Global Knowledge [GENL]*

The following protocol provides a means for TAP students to fulfill additional general education requirements as indicated in their specific degree requirements—beyond the 30 credits already agreed upon in the [common package](http://www.ct.edu/initiatives/tap#gened)—in TAP degree programs. Not all degree programs require a course in this area. This attribute area applies ONLY to students who enroll in and complete a TAP/Transfer Ticket degree at a Connecticut Community College and transfer to a CSU or COSC.

It has been agreed to by the appropriate bodies at ECSU and SCSU, the campuses with the more restrictive general education programs. The additional general education courses fulfill the area broadly defined as *Global Knowledge.*  This fulfills requirements for CCSU’s Social Sciences, ECSUs Individuals and Societies, SCSU’s Global Awareness, WCSU’s General Education Elective, and COSC’s Global Understanding.

***[Instructions:*** *Please match the Learning Outcomes in the left hand column to those of the course you are submitting for Gen Ed approval. List the corresponding course outcomes in the right hand column to indicate a match.]*

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| **Attribute Outcomes**  (Number According to Attribute Outcomes) | **Corresponding Course Specific Learning Outcome** |
| 1. Students are able to apply theories and methods of social sciences. |  |
| 1. Students can make informed evaluations of contemporary (post WW II) social institutions and phenomena outside the United States. |  |
| 1. Students explore non-U.S. perspectives on global social institutions and phenomena. |  |
| **How will each outcome be assessed? Please indicate Assignment/Artifact** | |
| **Attribute Outcome 1:** |  |
| **Attribute Outcome 2:** |  |
| **Attribute Outcome 3:** |  |

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| ***Please do not write in this area*** | | | |
| **General Education Sub Committee (GESC) Response to Assessment Summary for \_\_\_\_\_\_\_\_\_\_\_**  ***Aesthetic Dimensions of Humankind*** | | | |
| **Date Assessment Summary Received by GESC** |  | **GESC Response Date** |  |
| **GESC Response** | Certified until | Modifications & Repeat assessment recommended | Gen Ed Attribute changed |

***Following approval by HCC’s GESC, the following form will be submitted to the TAP FIRC Co-managers on behalf of the HCC Faculty member. Please complete the following form as well.***

Connecticut State Colleges and Universities

Transfer and Articulation Policy, additional General Education courses

**GLOBAL KNOWLEDGE**

**Common Course Outcomes Confirmation form**

Community College Housatonic Community College

Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Prefix and Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Name and E-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Student Learning Outcomes** | **Having completed our usual process for vetting student learning outcomes, we confirm (with a checkmark) that the following student learning outcomes will be taught and assessed in the identified course.** |
| 1. Students are able to apply theories and methods of social sciences. |  |
| 1. Students can make informed evaluations of contemporary social institutions and phenomena outside the United States. |  |
| 1. Students explore non-U.S. perspectives on global social institutions and phenomena. |  |

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Name/Signature, HCC Faculty Course Contact Name/Signature, HCC GESC Chair

*Once this form has been completed and signed, please forward an electronic copy to the TAP Co-Managers, who will post it to the CSCU TAP website.*

**APPROVAL**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dept Chairperson’s Signature Dept Chairperson’s Printed Name Date**

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**Gen Ed Chairperson’s Signature Gen Ed Chairperson’s Printed Name Date**