**Faculty Member Proposing Revision:**

**Which GE Area are you proposing to modify?**

Choose an item.

*(If proposing to modify multiple areas, please submit one proposal per area.)*

**Rationale:**

*(Please note: This information will be presented to the Board of Trustees.)*

**If adding courses:**

* the courses must meet the criteria for general education as outlined in the Title 5 §55063 (or, for the American Institutions area, Title 5 §40404)
* the courses must align with at least one general education student learning outcome (GE SLO)
	+ if the active COR does not contain at least one GE SLO, a modification is needed

|  |  |  |
| --- | --- | --- |
| **Course** *(e.g. ENG-1A)* | **Does the course meet the Title 5 criteria for GE?** | **Does the current COR contain at least one GE SLO, or is a modification needed?** |
|  |  | Active COR has GE SLO | Modification Needed |
|  |[ ] [ ] [ ]
|  |[ ] [ ] [ ]
|  |[ ] [ ] [ ]
|  |[ ] [ ] [ ]

**If removing courses, please specify courses and rationale for removal:**

|  |  |
| --- | --- |
| **Course***(e.g. ENG-1A)* | **Why is the course no longer suitable for GE?** |
|  |  |
|  |  |
|  |  |
|  |  |

**Required Documentation:**

Please submit this form and the documents outlined below to your college coordinator and the District Technical Review committee via TechReview@rccd.edu. Please do not submit your proposal until all of the documentation below is complete.

**All RCCD General Education Plan A revision proposals must include the following:**

[ ] Evidence of district-wide discipline communication

[ ] Department minutes showing approval

**General Education Area Descriptions/Criteria**

RCCD General Education Areas:

1. Natural Sciences (3 units)

Title V §55063 b.1.A: Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

1. Social and Behavioral Sciences (6 units)
2. American Institutions (3 units)

Title 5, Div. 5, Chap. 1 [CSU], Subchapter 2, Art. 5, §40404.a: Requirements in United States History, Constitution, and American Ideals: The purpose of the following requirements is to ensure that students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live to enable them to contribute to that society as responsible and constructive citizens. To this end each campus shall provide for comprehensive study of American history and American government including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government.

1. Social and Behavioral Sciences (3 units)

Title V §55063 b.1.B: Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

1. Humanities (3 units)

Title V §55063 b.1.C: Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

1. Language and Rationality (10 units)

Title V §55063 b.1.D: Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

1. English composition (4 units)

Title V §55063 b.1.D.i: Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.

1. Communications and analytical thinking (6-8 units)

Title V §55063 b.1.D.ii: Courses fulfilling the communication and analytical thinking requirement including, but not limited to oral communication, mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.

1. Health Education and Self Development (5 units)
2. Health Education (3 units)
3. Self Development (2 or 3 units)

**Riverside Community College District General Education Student Learning Outcomes**

From the RCCD Curriculum Handbook: Any course in the RCCD pattern is required to align with at least one general education student learning outcomes (GE SLO):

* Critical Thinking. Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
* Information Competency & Technology Literacy. Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.
* Communication. Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
* Self-Development & Global Awareness. Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.