Overview
The Bipartite Committee on Graduation Requirements (‘Bipartite Committee’) is a joint committee of the faculty and administrators that approves changes to the Associate Degree graduation requirements. These requirements are printed in the ‘Associate Degree Graduation Requirements’ of the College Catalog. The bulk of the proposals considered by the Bipartite Committee are from departments seeking approval (or inclusion) of a course to meet one or more of the eight General Education areas.

Title 5 Regulations
Title 5 Section 55063 sets forth minimum standards for the Associate Degree, including:
- Minimum units
- Composition requirement
- Mathematics requirement
- Requirement for a major or area of emphasis
- General education requirements, including:
  - Natural Sciences
  - Social and Behavioral Sciences
  - Humanities
  - Language and Rationality
- Grade point average

All proposals considered by the Bipartite Committee must be in compliance with this and other relevant sections of Title 5.

Standing Rules
Membership
All members of the Academic Senate’s Executive Council shall be the faculty members of the Bipartite Committee. There will be five administrators named to the Bipartite Committee using the same process used to name administrators to shared governance committees. The Vice Chancellor for Academic Affairs will be one of the five administrators.

Co-Chairs and Secretary
Bipartite Committee meetings will be co-chaired by the President of the Academic Senate and the Vice Chancellor of Academic Affairs or their designees. The Secretary of the Academic Senate will be the Bipartite Committee Secretary and be responsible for minutes of the meetings.

Quorum
Quorum for the meeting will be achieved when over 50% of the faculty members and over 50% of the administrators are present.
Meetings

Meeting Schedule
The Bipartite Committee will meet twice a year, normally in October and February. The Academic Senate President should determine meeting dates for the following academic year, taking into consideration the planned schedules of the Curriculum Committee and the Academic Senate.

Submitting Course Proposals
A call for proposals will be sent to all departments at least two months prior to the scheduled meeting dates. Departments wishing to submit a course for consideration should prepare 34 copies of:

- the cover sheet for the relevant general education area
- a copy of the current course outline of record

If a department wishes a course to be considered for more than one area, then cover sheets for each of the relevant areas should be attached to the course outline of record.

Proposals should be submitted to the Office of the Vice Chancellor of Academic Affairs.

Current course outlines of record are available online at the Office of Curriculum web site.

Technical Review
Departments wishing to confirm that they have used the appropriate forms and completed them to the expected standard may, prior to officially submitting a proposal, ask for technical review by contacting the Academic Senate President. The officers of the Academic Senate (President, 1st Vice President, 2nd Vice President, and Secretary) shall serve as the technical review panel. The panel may or may not choose to offer additional feedback. Review by the panel is not a guarantee that a proposal will be accepted.

Submitting Other Proposals
Members of the Bipartite Committee may make proposals for other changes to the Associate Degree graduation requirements. All proposals should be in compliance with Title 5, Section 55063 and other relevant sections of Title 5. Proposals may include updates to the general education inclusion criteria. 34 copies of the proposal should be submitted to the Office of the Vice Chancellor of Academic Affairs, C308. The co-chairs must place on the next Bipartite Committee agenda all Title-5-compliant proposals submitted by committee members.

Preparation of Agenda
The two co-chairs of the Bipartite Committee will meet to prepare the agenda. Normally, course proposals will be put first on the agenda, followed by other proposals.

Conduct of Meetings
Courses to be considered for inclusion into a General Education area shall be presented by the relevant department chairperson or designee. The department chairperson may
bring additional department faculty to provide subject matter expertise to the meeting. The Bipartite Committee co-chairs shall report the concerns developed by their constituencies, as described under “Guidance for Members”.

**Actions**

All proposals are subject to one of three possible actions:

- Acceptance
- Suggestion to revise and re-submit
- Rejection

Each group (faculty and administration) has one vote. The two groups will strive for consensus.* If one of the groups cannot reach consensus, it will caucus and use a 2/3-super majority vote to determine its single vote. In the event the two groups do not agree, each may carry its individual recommendation forward to the Chancellor.

Proposals that are accepted will be included in the following year’s College Catalog.

Proposals that receive a suggestion to revise and re-submit may do so at any subsequent Bipartite Committee meeting. Revisions to course outlines must be approved by the College Curriculum Committee, using standard Curriculum Committee practices, before being re-considered by the Bipartite Committee.

Proposals that are rejected may not be re-submitted for two years.

Courses may be submitted for more than one general education area. The Committee will consider each area independently.

**Guidance for Members**

Bipartite Committee members will get proposals several weeks prior to the meeting. Members should review proposals thoroughly before the meeting.

When considering courses for inclusion into a general education area, members should keep the following in mind:

- Compare the inclusion criteria and learning outcomes for the requested area to the description, learning outcomes, content, and methodology of the course outline of record.
- While courses that are currently included in the requested area can give some guidance, the presence of a particular courses or courses in an area is not in and of itself justification for the inclusion of a proposed course.
- If there are concerns about a particular course, members are encouraged to bring those concerns to their respective co-chair before the meeting. The co-chairs should then relay those concerns to the relevant department chair so that they may be prepared to address those concerns during their presentation.
**Guidance for Departments**

When submitting a course for inclusion in a general education area, departments should keep the following in mind:

- Compare the approval or inclusion criteria *and learning outcomes* for the requested area to the description, learning outcomes, content, and methodology of the course outline of record. The course outline must explicitly and clearly reflect and describe the inclusion criteria.

- If a course is approved for a general education area, it will be included in the catalog for the following year. Departments should consider carefully whether or not to offer a new course prior to its inclusion in a general education area.

- The general education program is designed to introduce students to the variety of means through which people comprehend the modern world. As such, departments should consider carefully the best fit of area for a particular course.

- While courses that are currently included in the requested area can give some guidance, the presence of a particular courses or courses in an area is not in and of itself justification for the inclusion of a proposed course.

*Consensus is defined as everyone in a group agreeing with or being able to live with a decision.*
Appendices

Appendix A. Title 5 Excerpts

55061. Philosophy and Criteria for Associate Degree and General Education.

(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subdivisions (a) and (b) of this section.

55063 Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and
in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.
(a) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges “Taxonomy of Programs,” or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a “P” if the course is taken on a “pass-no pass” basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. 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.

(B) Social and Behavioral Sciences. 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.

(C) Humanities. 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.

(D) Language and Rationality. 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:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.
Appendix B. Inclusion Criteria and Learning Outcomes

**AREA A: COMMUNICATION AND ANALYTICAL THINKING**

**Inclusion Criteria**:  
1. Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical though, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

**Learning Outcomes:**  
Upon completion of this coursework, a student will be able to:

1. use the principles and application of language toward logical thought
2. demonstrate clear and precise expression
3. critically evaluate communications in whatever symbol system the student uses

**AREA B: WRITTEN COMPOSITION**

**Inclusion Criteria**:  
“...1. English Composition. Courses fulfilling the written composition requirement should include both expository and argumentative writing.

**Learning Outcomes:**  
Upon completion of this coursework, a student will be able to:

1. develop a topic using non-narrative writing techniques, using abundant detail and examples, including comparison, summary, argument, analysis and definition.
2. show control of all major conventions of standard English grammar usage and punctuation.
3. obtain appropriate information, evaluate the credibility and accuracy of information, and document external sources using a standardized citation format.

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1. Excerpt from the State Board of Governors’ Resolution regarding General Education Requirements.
2. Ibid.
AREA C: NATURAL SCIENCES

Inclusion Criteria:\(^3\):

“(A) Natural Sciences. 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 should help the student develop and 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, physics and other scientific disciplines...”

Learning Outcomes:
Upon completion of this coursework, a student will be able to:
1. communicate scientific ideas and theories effectively
2. demonstrate an understanding of the scientific method
3. apply models to explain the behavior of commonly occurring phenomena

AREA D: SOCIAL AND BEHAVIORAL SCIENCES

Inclusion Criteria:\(^4\):

“(B) Social and Behavioral Sciences. 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 should help the student develop an awareness of the method if inquiry used by the social and behavioral sciences. It should 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 anthropology, economics, history, political science, psychology, sociology, and related disciplines.”

Learning Outcomes:
Upon completion of this coursework, a student will be able to:
1. exhibit an understanding of the method of inquiry used by the social and behavioral sciences.
2. critically evaluate the ways people act and have acted in response to their societies
3. demonstrate an understanding that actions, thinking, and feeling are culturally conditioned
4. compare how societies and social subgroups operate

\(^3\) Ibid
\(^4\) Ibid
AREA E: HUMANITIES

Inclusion Criteria:

“(C) Humanities. 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 should 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.”

Learning Outcomes:

Upon completion of this coursework, a student will be able to:

1. exhibit an understanding of the ways in which people through the ages in various cultures have created art
2. demonstrate an aesthetic understanding
3. make informed value judgments
4. create an example of linguistic expression or philosophical reasoning
5. contribute to the disciplines of fine and performing arts and analytical or creative writing

AREA F: UNITED STATES HISTORY AND GOVERNMENT

Inclusion Criteria:

“. . . Through its general education program, the College intends to graduate students who:

“. . . f) have developed an appreciation and understanding of American history and government so that they can be responsible and active citizens.”

Learning Outcomes:

Upon completion of this coursework, a student will be able to:

1. examine, summarize, and evaluate American history
2. examine, summarize, and evaluate American government
3. examine and understand the importance of participating in civic duties and responsibilities based on historical and political precedent

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5 Ibid
6 Excerpt from the “Goals” section of “Philosophy of General Breadth Requirements for the Associate Degree” adopted by the Executive Council of the Academic Senate in 1982.
AREA G: HEALTH KNOWLEDGE AND PHYSICAL SKILLS

Inclusion Criteria:
". . . Through its general education program, the College intends to graduate students who:

. . . g) have developed an appreciation and understanding of the physical skills and health knowledge essential for mental and physical well-being."

Learning Outcomes:
Upon completion of this coursework, a student will be able to:
1. examine, summarize, and value health information essential for mental and physical well being.
2. examine, summarize, and value the physical skills essential for mental and physical well being.

AREA H: ETHNIC STUDIES, WOMEN'S STUDIES, AND LESBIAN, GAY, BISEXUAL, AND TRANSGENDER STUDIES

Inclusion Criteria:
Through its general education program, the College intends to graduate students who have demonstrated the ability to apply scholarship in the study of American Ethnic/Racial Minorities, Women, Gays and Lesbians, and have demonstrated ability in at least two of the following learning outcomes:

1. Identify the ways in which the historical and cultural/aesthetic experiences of women, different ethnic/racial minority groups, gays and lesbians, are similar to and different from each other.

2. Identify their own value systems and/or styles of creative expression and those of other ethnic/racial groups, women, gays and lesbians.

3. Develop the understandings and behavioral competencies necessary for effective interpersonal and interethnic, female and gay and lesbian group interactions, i.e.,
   a. Recognize the diversity of attitudes and values which are projected in verbal and nonverbal behavior;
   b. Recognize the dynamics of interpersonal interactions from others’ perspectives;
   c. Identify ethnic/racial, gender, gay and lesbian stereotypes

Ibid
4. Develop their socio-cultural participation skills, decision-making abilities, and political awareness in order to be effective citizens in an ethnically, racially, sexually, and culturally diverse nation.

All proposals of courses to satisfy this requirement must identify which of the general outcomes listed above that the course provides.

**Learning Outcomes:**
Upon completion of this coursework, a student will be able to:
1. identify and compare the historical and cultural/aesthetic experiences of women, different ethnic/racial minority groups, lesbians, gays, bisexual, and transgendered persons
2. identify and compare personal value systems and/or styles of creative expression to those of other ethnic/racial groups, women, lesbians, gays, bisexual, and transgendered persons
3. recognize the diversity of attitudes and values which are projected in verbal and nonverbal behavior, and the dynamics of interpersonal interactions from others' perspectives
4. identify ethnic/racial, gender, and lesbian, gay, bisexual, and transgender stereotypes
5. demonstrate socio-cultural participation skills, decision-making abilities, and political awareness in order to be effective citizens in a diverse world
Appendix C: Forms

Forms included on following pages
**Proposal for General Education Area A: Communication and Analytical Thinking**

<table>
<thead>
<tr>
<th>Department:</th>
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<tbody>
<tr>
<td>Course Number and Title:</td>
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<td>Action:</td>
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**Signature**

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<tr>
<th>Department Chair:</th>
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**Submission Guidelines**

Prepare 35 collated and stapled copies of this form and the current course outline of record. Submit to the Vice Chancellor of Academic Affairs Secretary in Cloud 308.

If you are submitting this course for more than one area, fill out a separate cover sheet for each area, and combine the cover sheets with one copy of the course outline of record.

This course may not have prerequisites. If prerequisites are added to this course after approval for a general education area, the course will be brought back to the Bipartite Committee for reconsideration.

**Area Qualifiers**

Courses in language and rationality develop for the student the principles and application of language toward logical thought, clear and precise expression, and critical evaluation of communication.

Describe how the proposed course meets these area qualifiers. Include references to specific items in the Major Learning Outcomes, Contents, and/or Instructional Methodology.

**The proposed course develops for the student**

1. **the principles and application of language toward logical thought**

2. **clear and precise expression**

3. **critical evaluation of communication**

**Course must include one or more communication and analytical thinking areas listed below (check at least one box)**

- ☐ Oral Communication
- ☐ Mathematics
- ☐ Logic
- ☐ Statistics
- ☐ Computer Languages
- ☐ Computer Programming

**Additional Comments:**
<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Applicable Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this coursework, a student will be able to:</td>
<td>Indicate (by letter) the learning outcomes</td>
</tr>
<tr>
<td>1. use the principles and application of language toward logical thought</td>
<td></td>
</tr>
<tr>
<td>2. demonstrate clear and precise expression</td>
<td></td>
</tr>
<tr>
<td>3. critically evaluate communications in whatever symbol system the student uses</td>
<td></td>
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</tbody>
</table>

Bipartite Use Only

<table>
<thead>
<tr>
<th>Action:</th>
<th>Date:</th>
<th>Co-Chair Signature:</th>
<th>Co-Chair Signature:</th>
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</tbody>
</table>
### Proposal for General Education Area B: Written Composition

<table>
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<tr>
<th>Department:</th>
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<tbody>
<tr>
<td>Course Number and Title:</td>
</tr>
<tr>
<td>Action: [ ] New [ ] Reconsideration</td>
</tr>
</tbody>
</table>

**Signature**

**Department Chair:**

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### Submission Guidelines

Prepare 35 collated and stapled copies of this form and the current course outline of record. Submit to the Vice Chancellor of Academic Affairs Secretary in Cloud 308.

If you are submitting this course for more than one area, fill out a separate cover sheet for each area, and combine the cover sheets with one copy of the course outline of record.

This course may not have prerequisites. If prerequisites are added to this course after approval for a general education area, the course will be brought back to the Bipartite Committee for reconsideration.

---

### Area Qualifiers

Courses fulfilling the written composition requirement must include both expository writing and argumentative writing. Describe how the proposed course meets these area qualifiers. Include references to specific items in the Major Learning Outcomes, Contents, and/or Instructional Methodology.

The proposed course includes both:

1. Expository writing

2. Argumentative writing

---

### Additional Comments:
## Learning Outcomes

For each of the General Education Learning Outcomes listed below, identify the major applicable learning outcomes from the course outline of record.

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Applicable Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this coursework, a student will be able to:</td>
<td>Indicate (by letter) the learning outcomes</td>
</tr>
<tr>
<td>1. develop a topic using non-narrative writing techniques, using abundant detail and examples, including comparison, summary, argument, analysis and definition.</td>
<td></td>
</tr>
<tr>
<td>2. show control of all major conventions of standard English grammar usage and punctuation.</td>
<td></td>
</tr>
<tr>
<td>3. obtain appropriate information, evaluate the credibility and accuracy of information, and document external sources using a standardized citation format.</td>
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</table>

## Bipartite Use Only

<table>
<thead>
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<th>Action:</th>
<th>Date:</th>
<th>Co-chair Signature:</th>
<th>Co-chair Signature:</th>
</tr>
</thead>
</table>
Proposal for General Education Area C: Natural Sciences

Department:

Course Number and Title:

Action: [ ] New  [ ] Reconsideration

Signature

Department Chair:

Submission Guidelines

Prepare 35 collated and stapled copies of this form and the current course outline of record. Submit to the Vice Chancellor of Academic Affairs Secretary in Cloud 308.

If you are submitting this course for more than one area, fill out a separate cover sheet for each area, and combine the cover sheets with one copy of the course outline of record.

This course may not have prerequisites. If prerequisites are added to this course after approval for a general education area, the course will be brought back to the Bipartite Committee for reconsideration.

Area Qualifiers

Courses in natural sciences should 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. Describe how the proposed course meets these area qualifiers. Include references to specific items in the Major Learning Outcomes, Contents, and/or Instructional Methodology.

A course in the natural sciences must examine one or more of the following (check at least one)

- [ ] The Physical Universe
- [ ] Its Life Forms
- [ ] Its Natural Phenomena

Specifically, the proposed course should

1. help the student develop an appreciation and understanding of the scientific method

2. encourage an understanding of the relationships between science and other human activities

This category includes either [ ] introductory or [ ] integrative courses in (check at least one):

- [ ] Astronomy
- [ ] Geology
- [ ] Biology
- [ ] Meteorology
- [ ] Chemistry
- [ ] Oceanography
- [ ] General Physical Science
- [ ] Physics & other scientific disciplines

Additional Comments:
Learning Outcomes
For each of the General Education Learning Outcomes listed below, identify the major applicable learning outcomes from the course outline of record.

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Applicable Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this coursework, a student will be able to:</td>
<td>Indicate (by letter) the learning outcomes</td>
</tr>
<tr>
<td>1. communicate scientific ideas and theories effectively</td>
<td></td>
</tr>
<tr>
<td>2. demonstrate an understanding of the scientific method</td>
<td></td>
</tr>
<tr>
<td>3. apply models to explain the behavior of commonly occurring phenomena</td>
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</tbody>
</table>

Bipartite Use Only

Action: | Date: | Co-chair Signature: | Co-chair Signature:
## Proposal for General Education Area D: Social and Behavioral Sciences

<table>
<thead>
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<th>Department:</th>
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<tr>
<th>Course Number and Title:</th>
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<tr>
<th>Action:</th>
<th>New</th>
<th>Reconsideration</th>
</tr>
</thead>
</table>

### Signature

Department Chair:

### Submission Guidelines

Prepare 35 collated and stapled copies of this form and the current course outline of record. Submit to the Vice Chancellor of Academic Affairs Secretary in Cloud 308.

If you are submitting this course for more than one area, fill out a separate cover sheet for each area, and combine the cover sheets with one copy of the course outline of record.

This course may not have prerequisites. If prerequisites are added to this course after approval for a general education area, the course will be brought back to the Bipartite Committee for reconsideration.

### Area Qualifiers

Courses in the social and behavioral sciences are those which must focus on people as members of society. A course should help the student: develop an awareness of the method of inquiry used by the social and behavioral sciences; stimulate critical thinking about the ways people act and have acted in response to their societies; and promote appreciation of how societies and social subgroups operate.

Describe how the proposed course meets these area qualifiers. Include references to specific items in the Major Learning Outcomes, Contents, and/or Instructional Methodology.

The proposed course should help the student

1. develop an awareness of the method of inquiry used by the social and behavioral sciences
2. stimulate critical thinking about the ways people act and have acted in response to their societies
3. promote appreciation of how societies and social subgroups operate

This category includes either introductory survey or integrative survey courses in (check at least one):

- Anthropology
- Political Science
- Economics
- Psychology
- History
- Sociology & related disciplines

### Additional Comments:
### Learning Outcomes

For each of the General Education Learning Outcomes listed below, identify the major applicable learning outcomes from the course outline of record.

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Applicable Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this coursework, a student will be able to:</td>
<td>Indicate (by letter) the learning outcomes</td>
</tr>
<tr>
<td>1. exhibit an understanding of the method of inquiry used by the social and behavioral sciences.</td>
<td></td>
</tr>
<tr>
<td>2. critically evaluate the ways people act and have acted in response to their societies</td>
<td></td>
</tr>
<tr>
<td>3. demonstrate an understanding that actions, thinking, and feeling are culturally conditioned</td>
<td></td>
</tr>
<tr>
<td>4. compare how societies and social subgroups operate</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Action:</th>
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<tbody>
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Bipartite Committee Area D, 2013-03-08
## Proposal for General Education Area E: Humanities

### Department:

### Course Number and Title:

### Action: □ New □ Reconsideration

### Signature

### Department Chair:

### Submission Guidelines

Prepare 35 collated and stapled copies of this form and the current course outline of record. Submit to the Vice Chancellor of Academic Affairs Secretary in Cloud 308.

If you are submitting this course for more than one area, fill out a separate cover sheet for each area, and combine the cover sheets with one copy of the course outline of record.

This course may not have prerequisites. If prerequisites are added to this course after approval for a general education area, the course will be brought back to the Bipartite Committee for reconsideration.

### Area Qualifiers

Courses in humanities should help the student develop: an awareness of the ways in which people throughout the ages have responded to themselves and the world around them in artistic and cultural creation; an awareness of the ways in which people in different cultures have responded to themselves and the world around them in artistic and cultural creation; aesthetic understanding; and the ability to make value judgments.

Describe how the proposed course meets these area qualifiers. Include references to specific items in the Major Learning Outcomes, Contents, and/or Instructional Methodology.

### A course in the humanities which studies the (check at least one)

- □ Cultural activities of human beings
- □ Artistic expression of human beings

Specifically, the proposed course should help the student develop

1. an awareness of the ways in which people *throughout the ages* have responded to themselves and the world around them in artistic and cultural creation

2. an awareness of the ways in which people *in different cultures* have responded to themselves and the world around them in artistic and cultural creation

3. aesthetic understanding

4. the ability to make value judgments

This category includes either □ introductory or □ integrative courses in (check at least one):

- □ Arts
- □ Foreign Languages
- □ Literature
- □ Philosophy
- □ Religion

### Additional Comments:
For each of the General Education Learning Outcomes listed below, identify the major applicable learning outcomes from the course outline of record.

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Applicable Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this coursework, a student will be able to:</td>
<td>Indicate (by letter) the learning outcomes</td>
</tr>
<tr>
<td>1. exhibit an understanding of the ways in which people through the ages in various cultures have created art</td>
<td></td>
</tr>
<tr>
<td>2. demonstrate an aesthetic understanding</td>
<td></td>
</tr>
<tr>
<td>3. make informed value judgments</td>
<td></td>
</tr>
<tr>
<td>4. create an example of linguistic expression or philosophical reasoning</td>
<td></td>
</tr>
<tr>
<td>5. contribute to the disciplines of fine and performing arts and analytical or creative writing</td>
<td></td>
</tr>
</tbody>
</table>
Proposal for General Education Area F: United States History

Department:

Course Number and Title:

Action: ☐ New ☐ Reconsideration

Signature
Department Chair:

Submission Guidelines
Prepare 35 collated and stapled copies of this form and the current course outline of record. Submit to the Vice Chancellor of Academic Affairs Secretary in Cloud 308.

If you are submitting this course for more than one area, fill out a separate cover sheet for each area, and combine the cover sheets with one copy of the course outline of record.

This course may not have prerequisites. If prerequisites are added to this course after approval for a general education area, the course will be brought back to the Bipartite Committee for reconsideration.

Area Qualifiers
Courses in United States history help students develop an appreciation and understanding of both: American history so students can be responsible and active citizens; and American government so students can be responsible and active citizens.

Describe how the proposed course meets these area qualifiers. Include references to specific items in the Major Learning Outcomes, Contents, and/or Instructional Methodology.

Specifically, the proposed course has students develop an appreciation and understanding of both

1. American *history* so students can be responsible and active citizens

2. American *government* so students can be responsible and active citizens

Additional Comments:
## Learning Outcomes

For each of the General Education Learning Outcomes listed below, identify the major applicable learning outcomes from the course outline of record.

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Applicable Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this coursework, a student will be able to:</td>
<td>Indicate (by letter) the learning outcomes</td>
</tr>
<tr>
<td>1. examine, summarize, and evaluate American history</td>
<td></td>
</tr>
<tr>
<td>2. examine, summarize, and evaluate American government</td>
<td></td>
</tr>
<tr>
<td>3. examine and understand the importance of participating in civic duties and responsibilities based on historical and political precedent</td>
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## Bipartite Use Only

| Action: | Date: | Co-chair Signature | Co-chair Signature: |
## Proposal for General Education Area G: Physical Skills and Health Knowledge

| Department: |
| Course Number and Title: |
| **Action:** | □ New | □ Reconsideration |
| **Subarea:** | □ G1 | □ G2 |

### Signature

Department Chair:

### Submission Guidelines

Prepare 35 collated and stapled copies of this form and the current course outline of record. Submit to the Vice Chancellor of Academic Affairs Secretary in Cloud 308.

If you are submitting this course for more than one area, fill out a separate cover sheet for each area, and combine the cover sheets with one copy of the course outline of record.

This course may not have prerequisites. If prerequisites are added to this course after approval for a general education area, the course will be brought back to the Bipartite Committee for reconsideration.

### Area Qualifiers

A course in physical skills and health knowledge help students develop an appreciation and understanding of both:

- **Physical skills** essential for mental and physical well-being;
- **Health knowledge** essential for mental and physical well-being.

Describe how the proposed course meets these area qualifiers. Include references to specific items in the Major Learning Outcomes, Contents, and/or Instructional Methodology.

The proposed course helps students develop an appreciation and understanding of

1. **Health knowledge** essential for mental and physical well-being

2. **Physical skills** essential for mental and physical well-being

### Additional Comments:
### Learning Outcomes
For the appropriate General Education Learning Outcome listed below, identify the major applicable learning outcomes from the course outline of record.

<table>
<thead>
<tr>
<th>General Education Outcomes</th>
<th>Applicable Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this coursework, a student will be able to:</td>
<td>Indicate (by letter) the learning outcomes</td>
</tr>
<tr>
<td>G1. examine, summarize, and value health information essential for mental and physical well being.</td>
<td></td>
</tr>
<tr>
<td>G2. examine, summarize, and value the physical skills essential for mental and physical well being.</td>
<td></td>
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</table>
Proposal for General Education Area H: Ethnic/Women’s/Gay and Lesbian Studies

Department:

Course Number and Title:

Action: [☐] New  [☐] Reconsideration  Subarea: [☐] H1  [☐] H2  [☐] H3

Signature

Department Chair:

Submission Guidelines

Prepare 35 collated and stapled copies of this form and the current course outline of record. Submit to the Vice Chancellor of Academic Affairs Secretary in Cloud 308.

If you are submitting this course for more than one area, fill out a separate cover sheet for each area, and combine the cover sheets with one copy of the course outline of record.

This course may not have prerequisites. If prerequisites are added to this course after approval for a general education area, the course will be brought back to the Bipartite Committee for reconsideration.

Area Qualifiers

Describe how the proposed course meets the following area qualifiers. Include references to specific items in the Major Learning Outcomes, Contents, and/or Instructional Methodology.

Students must have the ability to apply scholarship in the study of (check at least one)

- [☐] Ethnic Studies  [☐] Women’s Studies  [☐] Gay and Lesbian Studies

Students must demonstrate ability in at least two of the following learning outcomes:

1. Identify the ways in which the historical and cultural/aesthetic experiences of women, different ethnic/racial minority groups, gays and lesbians, are similar to and different from each other

2. Identify their own value systems and/or styles of creative expression and those of other ethnic/racial groups, women, gays and lesbians

3. Develop the understanding and behavioral competencies necessary for effective interpersonal and interethnic, female and gay and lesbian group interactions, i.e.,
   a. Recognize the diversity of attitudes and values which are projected in verbal and nonverbal behavior
   b. Recognize the dynamics of interpersonal interactions from other’s perspectives
   c. Identify ethnic/racial, gender, gay and lesbian stereotypes

4. Develop their socio-cultural participation skills, decision-making abilities, and political awareness in order to be effective citizens in an ethnically, racially, sexually, and culturally diverse nation

Additional Comments:
# Learning Outcomes

For each of the General Education Learning Outcomes listed below, identify the major applicable learning outcomes from the course outline of record.

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<thead>
<tr>
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<tr>
<td>Upon completion of this coursework, a student will be able to:</td>
<td>Indicate (by letter) the learning outcomes</td>
</tr>
<tr>
<td>1. identify and compare the historical and cultural/aesthetic experiences of women, different ethnic/racial minority groups, lesbians, gays, bisexual, and transgendered persons</td>
<td></td>
</tr>
<tr>
<td>2. identify and compare personal value systems and/or styles of creative expression to those of other ethnic/racial groups, women, lesbians, gays, bisexual, and transgendered persons</td>
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</tr>
<tr>
<td>3. recognize the diversity of attitudes and values which are projected in verbal and nonverbal behavior, and the dynamics of interpersonal interactions from others’ perspectives</td>
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<tr>
<td>4. identify ethnic/racial, gender, and lesbian, gay, bisexual, and transgender stereotypes</td>
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<tr>
<td>5. demonstrate socio-cultural participation skills, decision-making abilities, and political awareness in order to be effective citizens in a diverse world</td>
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Bipartite Committee Area H, 2013-03-08