



# The Academic Senate

CITY COLLEGE OF SAN FRANCISCO

50 Phelan Avenue, Box E-202, San Francisco, CA 94112 • (415) 239-3611 • Fax (415) 452-5115

[www.ccsf.edu/academic-senate](http://www.ccsf.edu/academic-senate) • email: [asenate@ccsf.edu](mailto:asenate@ccsf.edu)

Curriculum • Degree Requirements • Grading Policies • Program Development • Student Prep & Success • Governance  
Accreditation • Professional Development • Program Review • Planning & Budgeting Processes • Others as agreed

## CCSF Academic Senate Executive Council FINAL MINUTES

Wednesday, October 07, 2015, 2:30 - 5:00 p.m.

Mission Campus, Room 109

**2015–2016 Council Members Present:** Susan Berston, Steven Brown, Lennis Carlson, Cynthia Dewar, Lawrence Edwardson, Veronica Feliu, Donna Hayes, Dana Jae Labrecque, Mandy Liang, Lillian Marrujo-Duck, Sheila McFarland, Amy McLanaha, Madeline Mueller, Carol Reitan, Pablo Rodriguez, Lisa Romano, Denise Selleck, Coni Staff.

**2015–2016 Council Members Absent:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

**Other Senate Members Present:** Hal Huntsman, Kristina Whalen.

**Guests:** None.

### I. Call to Order. 2:40

### II. Adoption of Agenda.

Agenda adopted.

### III. Approval of the Minutes.

None at this time.

### IV. Informational Passthrough.

BP 1.05 Regular Meetings of the Board

BP 1.09 Agendas & AP 1.09 Agendas

AP 1.37 Delegation of Policy and Procedure Authority to the Chancellor's Staff

BP 2.02 Organizational Structure

BP 1.35 Board Professional Orientation & AP 1.35 Board Professional Orientation

BP 5.12 Withholding of Student Records and Registration Privileges

AP 5.12 Withholding of Student Records and Registration Privileges

### V. Public Comment.

- An announcement was made about the Faculty Association for California Community College (FACCC), FACCC and the 2015 Part-Time Faculty Symposium is on November 7, 2015, 9am-3pm, at Laney College.

- Comments were made about department reorganization and a concern about the uncertainty of reorganization for the remaining five departments (Music, Theatre Arts, BEMA, Cinema, and Journalism).
- A suggestion was made to draft a resolution to request explanation or rationale for the department reorganization.
- A comment was made about the revision of the College’s Mission Statement and the goal is to continue to review the mission statement as a part of the college process as well as to meet accreditation standard.

**VI. Officers' Reports.**

**President Marrujo-Duck Reported:**

- Executive Council members can draft resolutions and present to the Academic Senate Executive Council.
- CCSF Engaged! is moving forward.
- Need faculty to help write the Non-Credit SSSP Plan and an email has been sent out to all faculty.
- EASE Report is very informational about CCSF.
- Updates on the department reorganization: all departments on the Academic Senate Impact Chart met with Chancellor and they made their case successfully.
- Various coordinator positions are currently opened with reassigned time.

**First Vice-President Labrecque Reported:**

- Committee on Committees Update: The International Education Advisory Committee has done great work in study abroad program and recruiting international students to CCSF. But there are many challenges for the Committee to continue its work due to budget crisis and changes in college leadership.
- A request to update the graduation requirements has been sent to the Office of Instruction.
- Diversity Committee needs to meet according to the published calendar.

**Second Vice-President Romano Reported:**

- None at this time.

**Secretary Liang Reported:**

- More information about the upcoming SLO Flex Day on October 20, 2015 is available on the SLO website [www.ccsf.edu/slo](http://www.ccsf.edu/slo).

**VII. Consent Agenda.**

**A. AFT2121 Contract Article 9: Evaluations Resolution.**

**Resolution 2015.10.07.01: AFT2121 Contract Article 9.**

Resolved, that the Academic Senate is opposed to changes to “Article 9: Evaluations” of the AFT2121 Union contract.

**VIII. Appointments**

**A. Committee Appointments.**

**Resolution 2015.10.07.02: Committee Appointments.**

Unlimited:

CTE:

Peachy DeJesus - Nursing (LVN)

Scholarship:

Steven Brown - Environmental Horticulture and Floristry

Limited:

International Education Advisory

Vivien Mun – DSPS

Registration and Enrollment

Marie Osborne - Counseling (reappointment)

Student Grade and File

Peachy DeJesus - Nursing (LVN)

**Moved:** Steven Brown; **Seconded:** Pablo Rodriguez; **MCU.**

**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

**B. Task Force and Workgroup Appointments.**

**Resolution 2015.10.07.03: Task Force and Workgroup Appointments.**

Academic Senate Workgroups and Taskforces:

Student Equity Plan Phase II Task Force

Julissa B. Vinals - Noncredit Counseling

District-level Committees and Taskforces/Workgroups

Faculty Rep to the Foundation

Steven Brown – Environmental Horticulture and Floristry

**Moved:** Pablo Rodriguez; **Seconded:** Lawrence Edwardson; **MCU.**

**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

**IX. Old Business**

**A. Professional Development Proposal.**

**Resolution 2015.10.07.04: Professional Development Programs at CCSF.**

Whereas professional development designed to continue the well-established practice of continuous quality improvement of faculty professional practice, course design, and program development through an equity lens may assist in meeting accreditation standards; and,

Whereas faculty participation in professional development opportunities aimed at professional practice, course improvement, and program development have been demonstrated to support student achievement; and,

Whereas professional development has been underfunded for several years at City College of San Francisco; be it therefore,

Resolved, that the Academic Senate recommend the proposal for 0.20 reassigned time for faculty reassigned time to research the feasibility of and present a fully developed proposal and process for bringing an on-site professional development program aimed at professional practice, course improvement, and program development improvement to CCSF; and be it further,

Resolved, that the Academic Senate recommend requesting a budget for such activities from the equity funds in the amount of 300K dollars.

**Moved:** Steven Brown; **Seconded:** Veronica Feliu; **MC**

**Abstention:** Cynthia Dewar.

**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

#### B. **IGETC/CSU Outcomes.**

##### **Resolution 2015.10.07.05: IGETC/CSU Outcomes.**

Whereas the visiting team report concluded we did not meet standard II.A.3.c (crosswalked to II.A.11); and

Whereas the recommended remedy was to create outcomes for IGETC/CSU patterns; be it therefore,

Resolved that the proposed CSU/IGETC outcomes be recommended and sent to the Bipartite committee for approval; and be it further

Resolved that the proposed CSU/IGETC outcomes appear in the next catalog; and be it further

Resolved that the proposed CSU/IGETC outcomes be assessed per the schedule being created in revised Institutional Assessment Plan.

**Moved:** Coni Staff; **Seconded:** Steven Brown; **MCU**

**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

**C. Pathway in Community Health.**

**Resolution 2015.10.07.06: Community Health Worker Pathways Proposal.**

Whereas, the CCSF Community Health Worker Program was the first in the nation, established in 1994, is in demand at the Southeast Center, and is a model program that has been replicated throughout the country, which currently graduates over 60 students per year, with strong employment prospects; and,

Whereas, the Community Health Worker pathways proposals was recommended for implementation by the Learning Community and Career Pathways committee because it addresses the goals of the CCSF Student Equity Plan; be it therefore

Resolved, that the Academic Senate recommend the Community Health Worker pathways proposal for implementation.

Whereas the Academic Senate has purview over processes and recommendations that fall under the 10+1; and,

Whereas, the Senate is not authorized to make final funding decisions on SSSP/Equity/any proposals

Whereas the longevity of the equity funding stream has not been established; and

Whereas the impact of these proposals on current practice or programs has not been established; and,

Resolved, that this proposal or proposal prioritization is not intended to supplant existing programs and/or funding in the future without further review by all appropriate parties, and be it further,

Resolved, that this recommendation is based on the assumption that all directly affected programs and departments have formally expressed their agreement.

**Moved:** Coni Staff; **Seconded:** Steven Brown; **MCU.**

**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

**X. New Business**

**A. EASE Task Force Report.**

- The Draft of the EASE Task Force Report is available online <http://www.ccsf.edu/en/student-services/ease.html>.

- The EASE Task Force examines the services at all centers and specifically addresses the accreditation standard II.C concerning the “equitable services regardless of locations and delivery modes.”
- The full EASE report is scheduled to be completed by mid-October 2015 and for full implementation in Spring 2016.
- It is important to document the amount of time and energy that put into the process and production of the EASE report.
- There is a need for bilingual counselors at all locations, which is already included in the EASE report.

**B. SSSP Plan.**

Pulled from agenda. SSSP Plan will return for review when it is finished.

**C. Pathways to Law School Application.**

Feedback from the Council:

- A question was raised: Is this a path for students to pursue bachelor’s degree first instead of applying or law school directly?
- There is an error on the course title for Speech 3 and a typo on page 8.
- A concern was expressed about not all departments have been involved or consulted.
- A concern was expressed about this pathway if it leads to a false promise that has no admissions guarantee.
- A suggestion was made to expand the statistics options to include LALS 5.

**D. Basic Skills Report.**

**Resolution 2015.10.07.07: Basic Skills Report October 2015.**

Whereas the funding proposal in the October 2015 Basic Skills Report has already been recommended by the Academic Senate; and,

Whereas the findings of data in the October 2015 Basic Skills Report are readily verifiable; and,

Whereas the narrative of the October 2015 Basic Skills Report well represents circumstances at City College of San Francisco; be it therefore,

Resolved, that the Academic Senate recommend the October 2015 Basic Skills Report provided that no further changes in substance are made.

**Moved:** Steven Brown; **Seconded:** Donna Hayes; **MCU.**

**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

**E. Project Survive Pathway.**

**Resolution 2015.10.07.08: Project Survive Pathway.**

Whereas Project Survive has been a peer education program of the Women's Studies department at City College of San Francisco since 1993, training students to make classrooms presentations on promoting healthy relationships; and

Whereas Project Survive focuses on ending sexual violence, the program is dedicated to ending all forms of power abuse in relationships--both gay and straight--and in social groups and public institutions; and

Whereas Project Survive students visit 200 classrooms each academic year, serving approximately 4,000 students, and give bilingual Spanish-English at the Mission Center and Chinese-English presentations at the Chinatown Center; and

Whereas the Project Survive proposal was recommended for implementation by the Learning Community and Career Pathways committee because it addresses the goals of the CCSF Student Equity Plan; be it therefore

Resolved, that the Academic Senate recommend Project Survive Pilot Pathway proposal and for implementation.

Whereas the Academic Senate has purview over processes and recommendations that fall under the 10+1; and,

Whereas the longevity of the equity funding stream has not been established; and

Whereas the impact of these proposals on current practice or programs has not been established; and,

Resolved, that this proposal or proposal prioritization is not intended to supplant existing programs and/or funding in the future without further review by all appropriate parties, and be it further,

Resolved, that this recommendation is based on the assumption that all directly affected programs and departments have formally expressed their agreement.

**Moved:** Lawrence Edwardson; **Seconded:** Dana Jae Labrecque, MCU.

**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

**F. Postponement of Department Reorganization Resolution.**

**Resolution 2015.10.07.09: Postponement of Department Reorganization.**

Whereas, the process and academic rationale of reorganizing departments has never been established by the administration; and

Whereas, the data used to determine the outcomes of reorganizing departments has never been presented by the administration; and

Whereas, placing ballot boxes for an election of a Department Chair for departments under reorganization is not a first-step in any process, but rather detrimental to the process in the creation of a unified grouping of departments who put student success first; and

Whereas, the college continues to employ interim administrators in a number of positions including the Chancellor; be it

Resolved, that the Academic Senate recommend the postponement of any department reorganization until such time that the Restoration status period has been completed and a stabilization of the administration has occurred.

**Moved:** Dana Jae Labreque; **Seconded:** Denise Selleck; **MCU.**

**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

#### **G. Carnegie Unit Discussion.**

##### **Resolution 2015.10.07.10. Carnegie Unit Discussion.**

**Resolved, that this item be added time certain to the November 2015 agenda.**

**Moved:** Steven Brown; **Seconded:** Dana Jae Labreque; **MCU.**

**Not Present:** Korey Brunetti, Neela Chatterlee, Ms. Bob Davis, Dayo Diggs, Matthew Duckworth, Maria Heredia, Ghislaine Maze, Wendy Miller, Todd Rigg Carriero.

- Curriculum Committee is seeking Academic Senate's assistance in informing faculty whose course outlines are affected by this new policy about units and hours.
- Title 5 defines "Hours" as student learning hours.

##### **Feedback from Council Regarding Lecture/Lab/Work Experience:**

- Music curriculum is different, it fits none of the above - but it is articulated. This proposed change will wipe out all of our articulation agreements. Or, the teachers get paid less. Faculty are also in the middle of state discussions.
- We need to use the word "Carnegie Unit" more carefully.
- We appear to be, in some departments, based on our own research, in compliance.
- "Consistency across campus" needs to be better defined.
- "Mismatch of hours" needs to be better defined.
- CTE programs - students are required to be in lecture/lab classes and expected to be practicing outside of class. So, labs are currently only in class.



- We might need more information - there are lots of questions, this will lead to a ton of work. We just did an update of our course outlines.
- Lowering the pay for faculty who are underpaid is an issue as well.
- Can we clarify the possibility of this changing as colleges point out the potential flaws?
- What can we do about this? Do we have any purview?
- There may be a disagreement as to whether we are out of compliance or not - until we see definitive proof that we are out of compliance we are not going to blindly go forth and do great harm to our departments.
- This is not new - we had a list last Spring.
- When did Title 5 change? When did we discover that we are out of compliance? The BOG changes Title 5 as we go. Our institution does not comply well with Title 5 but they insist faculty do.

## **XI. Reports**

### **A. October 20, 2015 Flex Day Plans Presentation.**

- The morning session on the SLO Flex Day will focus on ILO #3: Cultural, Social, and Environmental Awareness assessment and a SWOT survey will be included in the professional development booklet for the day.
- Qualitative data will be collected from faculty to assess the ILO #3.
- Guest speakers Dr. Wood and Dr. Harris will be presenting.
- More detailed information and the schedule are available on the SLO website [www.ccsf.edu/slo](http://www.ccsf.edu/slo).

### **B. Committees Update.**

Updates provided during the First Vice-President report.

## **XII. Open Forum.**

None at this time.

## **XIII. Adjournment: 5:22**

**Next Academic Senate Meeting**  
**Wednesday, October 21, 2015, 2:30-3:00 Executive Council Meeting - Bipartite 3:00 - 5:00**  
**Committee on Committees, 2:00-2:30**  
**Ocean Campus, MUB 140**

## ADDENDUM

### IGETC/CSU Outcomes

#### Academic Senate Executive Council Meeting October 7, 2015

**Submitters:** Kristina Whalen kwhalen@ccsf.edu

**Committee:** SLO Committee

**Timeline:**

Needed by September 30, 2015

**Item:**

IGETC/CSU Outcomes

**Faculty Academic and Professional Matter (10+1):**

assessment

**Student Matter (10):**

My Item/Proposal does not apply to the Student 10

**Student Participation:**

**Description of Effective Participation:**

The proposal represents semester long work by the SLO Committee with feedback from faculty members in the GE Area D and H work groups and faculty and chair feedback from the areas of art, foreign language, communication studies, social sciences, science, math, and LERN 50 instructor.

**Needed From Academic Senate Executive Council:**

I need a resolution passed by the Executive Council

**Background Information:**

The item pertains to the following section in the latest visiting team report:

Does the institution fully meet Standard II.A.3.c? No

If NO: Is the college able to achieve compliance with this Standard within the two-year restoration

period? Yes

To achieve compliance with this Standard, CCSF must clarify how the existing General Education Outcomes that address what it means to be an ethical human being and effective citizen for its local GE

pattern align with the CSU Breadth and IGETC General Education patterns or develop new learning outcomes for CSU Breadth and IGETC that address these areas.

CCSF is addressing both parts of this recommendation to ensure COMPLETE compliance with the recommendation. The GE assessment work groups in Area D and H are seeking feedback on local GE outcomes that clearly address effective citizenship and ethical reasoning and outcomes for the CSU and IGETC transfer patterns have been crafted.

**Reference Material:**

**SLO Committee Work on GE Outcomes** *Submitted to Executive Council on August 19, 2015*  
**CSU GE Outcomes**

The SLO Committee, with solicited feedback from Chairs and faculty in areas, offer the following outcomes that correspond with the CSU GE areas.

This action is being used to meet deficiencies identified by the Restoration evaluation team site visit for standard II.A.3.c (now most closely related to II.A.12)

Where possible, the SLO Committee strived to use the language from our local GE areas. That was not always possible.

(gray means new wording)

**CSU Area A1. ORAL COMMUNICATION**

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

Demonstrate clear and precise oral expression
Identify and use culturally competent communication practices
Analyze how communication practices impact experiences.

**CSU A2. WRITTEN COMMUNICATION**

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

Read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts
Compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
Demonstrate control over all major conventions of standard English grammar and punctuation.
Select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

**CSU A3. CRITICAL THINKING**

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

Practice inductive and deductive reasoning in written or oral contexts.
Integrate support for ideas into an argument structure.
Identify formal and informal fallacies of language in thought.

**Previous wording: CSU A3. CRITICAL THINKING**

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

Demonstrate well-reasoned argumentation, in written or oral contexts.
Integrate support for ideas into an argument structure.

**Apply argument skills to address complex issues.**

**CSU Area B1: PHYSICAL SCIENCE**

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

**Physical Science**

Apply scientific inquiry and investigation of evidence to critically evaluate physical science arguments

Communicate scientific ideas and theories effectively.

Apply scientific principles, theories, or models to explain the behavior of natural physical phenomena.

Apply physical science knowledge and reasoning to human interaction with the natural world and issues impacting society.

**CSU B2. LIFE SCIENCE**

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

**Biological Science**

Apply scientific inquiry and investigation of evidence to critically evaluate biological science arguments

Communicate scientific ideas and theories effectively.

Apply scientific principles, theories, or models to explain the behavior of natural biological phenomena.

Apply biological science knowledge and reasoning to human interaction with the natural world and issues impacting society.

**CSU B3. LABORATORY ACTIVITY**

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

**Laboratory Science**

Investigate natural phenomena through a variety of scientific inquiry techniques.

Analyze and evaluate data from the natural world.

Apply scientific principles, theories, or models to predict and explain the behavior of natural biological phenomena.

**CSU B4. MATHEMATICS/QUANTITATIVE REASONING**

Apply mathematical concepts through numerical, symbolic, graphical, and verbal methods to interpret quantitative information, solve problems, and communication results

**CSU Area C1: Art**

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

Identify connections between the arts and cultural and social awareness.

Analyze the broader social/historical contexts of works of art.

**Evaluate the creative expression of self and others**

**Previous wording: CSU Area C1: Art**

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

· **Demonstrate aesthetic principles in the creation of art.**

• **Analyze the broader social/historical contexts of works of art.**

• **Evaluate the creative expression of self and others**

### **CSU C2. HUMANITIES**

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

Exhibit an understanding of the ways in which people in diverse cultures and eras have produced culturally significant works

Communicate effectively the meanings and intentions of creative expression

Use analytical techniques to assess the value of human creations in meaningful ways

Demonstrate an understanding of the human condition through language, reasoning, or artistic creation

### **CSU D: SOCIAL SCIENCES**

**Exhibit an understanding of methods of inquiry used by the social and behavioral sciences.**

**Critically evaluate the ways people act, think and feel in response to their societies.**

**Demonstrate socio-cultural participation skills, ethical reasoning, and political awareness in order to be effective citizens in a diverse world.**

### **CSU E: Lifelong Learning & Self-Development**

Identify strategies for continual sociological, psychological, and biological well-being.

**PE/Dance Specific Outcome:** Comprehend the principles of lifetime fitness and incorporate fitness activities into a healthy lifestyle.

### **Previous wording: CSU E: Life Long Learning & Self-Development**

Practice strategies for continual well-being.

Evaluate diverse experiences, ideas, backgrounds, and identities to further one's own development.

Employ techniques for continual well-being both within and beyond formal education.

### **CSU: American Institutions and U.S. History requirement**

**US1: Analyze significant events from U.S history, including cultural and regional influences.**

**US2: Evaluate political institutions and processes in the United States.**

**US3: Explain California's political processes and Constitution and its relationship to the federal government.**

### **Previous wording: CSU: American Institutions and U.S. History requirement**

Identify and evaluate political institutions and processes in the United States.
Evaluate major historical developments.
Analyze the role of political culture, ideology, and diversity in shaping public opinion and policy in the United States.

**IGETC GE Outcomes**

The SLO Committee, with some solicited feedback from Chairs and faculty in areas, offer the following outcomes that correspond with the IGETC GE areas. Where possible, the SLO Committee strived to use the language from our local GE areas. That was not always possible. (gray means new wording)

**IGETC 1A. English Composition: English 1A**

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

Read critically to annotate, analyze, synthesize, and evaluate primarily non-fiction, college-level texts
Compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.
Demonstrate control over all major conventions of standard English grammar and punctuation.
Select and integrate reliable, credible, and scholarly sources to support essays, using a standardized citation format.

&

**IGETC 1B. Critical Thinking**

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

Practice inductive and deductive reasoning in written or oral contexts.
Integrate support for ideas into an argument structure.
Identify formal and informal fallacies of language in thought.

**IGETC 1C. Oral Communication (CSU-only)**

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

Demonstrate clear and precise oral expression
Identify and use culturally competent communication practices
Analyze how communication practices impact experiences.

**IGETC AREA 2 -- MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING**

Apply mathematical concepts through numerical, symbolic, graphical, and verbal methods to interpret quantitative information, solve problems, and communication results
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**IGETC AREA 3A: ARTS**

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

Identify connections between the arts and cultural and social awareness.
--

Analyze the broader social/historical contexts of works of art.

Evaluate the creative expression of self and others

**IGETC 3B: HUMANITIES**

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

Exhibit an understanding of the ways in which people in diverse cultures and eras have produced culturally significant works

Communicate effectively the meanings and intentions of creative expression

Use analytical techniques to assess the value of human creations in meaningful ways

Demonstrate an understanding of the human condition through language, reasoning, or artistic creation

**IGETC Area 4A: SOCIAL AND BEHAVIORAL SCIENCES (these reflect revisions being prosed by GE Area D/H assessment workgroup—changes made to wording after feedback from Senate and campus survey will also be reflected here)**

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

Exhibit an understanding of methods of inquiry used by the social and behavioral sciences.

Critically evaluate the ways people act, think and feel in response to their societies.

Demonstrate socio-cultural participation skills, ethical reasoning, and political awareness in order to be effective citizens in a diverse world.

**IGETC 5A: PHYSICAL SCIENCES**

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

**Physical Science**

Apply scientific inquiry and investigation of evidence to critically evaluate physical science arguments

Communicate scientific ideas and theories effectively.

Apply scientific principles, theories, or models to explain the behavior of natural physical phenomena.

Apply physical science knowledge and reasoning to human interaction with the natural world and issues impacting society.

**IGETC 5B: BIOLOGICAL SCIENCE**

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

**Biological Science**

Apply scientific inquiry and investigation of evidence to critically evaluate biological science arguments

Communicate scientific ideas and theories effectively.

Apply scientific principles, theories, or models to explain the behavior of natural biological phenomena.

Apply biological science knowledge and reasoning to human interaction with the natural world and issues impacting society.

**IGETC 5C: LABORATORY ACTIVITY**

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

**Laboratory Science**

Investigate natural phenomena through a variety of scientific inquiry techniques.

Analyze and evaluate data from the natural world.

Apply scientific principles, theories, or models to predict and explain the behavior of natural biological phenomena.

**EA 4 -- SOCIAL AND BEHAVIORAL SCIENCES**

**IGETC AREA 6**

Communicate effectively, beyond beginning level, in a language other than English.

Compose well-organized writing in a language other than English.

Demonstrate comprehension of the spoken non-English language in a variety of listening situations.

Interpret a variety of written texts in a language other than English.

**Previous wording: IGETC AREA 6**

Communicate effectively in a language other than English in a variety of speaking situations.

Compose well-organized writing in a language other than English.

Demonstrate comprehension of the spoken non-English language in a variety of listening situations.

Interpret a variety of written texts in a language other than English.

This information is also available at the following link:

<https://docs.google.com/document/d/1JoFoLF8iWqaHFijETXiaYHf-ebFCVYry243DMq2XdfU/edit>

**Resolution: IGETC CSU Outcomes**

Whereas the visiting team report concluded we did not meet standard II.A.3.c (crosswalked to II.A.11); and

Whereas the recommended remedy was to create outcomes for IGETC/CSU patterns; be it therefore,

Resolved that the proposed CSU/IGETC outcomes be approved and sent to the Bipartite committee for approval; and be it further

Resolved that the proposed CSU/IGETC outcomes appear in the next catalog; and be it further

Resolved that the proposed CSU/IGETC outcomes be assessed per the schedule being created in revised Institutional Assessment Plan.