Thank you for your interest in participating in the GE Program Review Spring 2023 pilot. We are currently soliciting courses scheduled for spring 2023 not currently approved for the GE Program for inclusion, on a temporary basis, as approved courses for some existing, modified, and new learning outcome (LO) requirements. Courses selected for this pilot will appear as approved substitutions on students' transcripts. The distribution of these substitutions is described at the end of the document. Please review this document and complete the accompanying form for each course you would like to include in this pilot. Courses selected will receive temporary course change approvals by Academic Affairs for spring 2023. These will be published no later than September 9th.

General Constraints

We are keen to emphasize some general conditions for inclusion in this pilot.

1. While Departments can propose any number of courses, they can propose courses in no more than two of the LO requirements below.

2. Proposed courses can satisfy only one LO requirement.

3. Courses must **intentionally teach** the relevant LO. There is a difference between teaching students a skill and providing students opportunities to use a skill, and only courses that do the former are suitable for this pilot.

4. Courses must be offered at the the 100 or 200 level. 100 level courses will substitute for Tier 1 requirements, and 200 level courses will substitute for Tier 2 requirements.

5. For spring 2023, courses must not have pre/co-requisites or must have any pre/co-requisites waived.

6. Courses must be suitable for the general student body.

7. Courses, when possible, should have a direct equivalency to a course on the list of approved courses for the state-wide GE Program at NJ's community colleges.[1]

8. For spring 2023, courses must include a signature assignment, and instructors must help in their collection. These assignments will be used to assess the pilot, and failure to participate may negatively impact the inclusion of the relevant course in any permanent changes to GE.

9. If selected, chairs must forward a candidate signature assignment to the GE Program Review Committee no later than October 31st. If needed, the Committee will suggest revisions needed to ensure the assignment is suitable for assessing the pilot.

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[1] See here: GE Unified Course List for NJ's Community Colleges.

Current, Modified, and New LO Requirements

We are soliciting courses in the following outcomes. Modified outcomes are based on NJCU's existing university-wide learning outcomes. For new outcomes, we have used NJ's state-wide GE program for community colleges to characterize these outcomes. The Program Review Committee will assess these characterizations during the pilot, and will report its findings to the Senate. Please play careful attention to the course criteria; the attached form will ask how the proposed course satisfies the relevant criterion.

Civic Engagement

Outcome Description: Students will promote the quality of life in a community, through both political and non-political processes.

Course Criteria: Any course that teaches students the combination of knowledge, skills, values, and motivation needed to make a positive difference in the life of a community. Courses in this category typically provide students opportunities to actively practice the type of activities characteristic of engaged community members.

Outcome Elements:

1. Students will adjust their own attitudes because of working within and learning from a diversity of communities and cultures.
2. Students will connect knowledge from their own discipline to their participation in civic life.
3. Students will demonstrate reflective experience and commitment to civic-engagement activities.
4. Students will tailor communication strategies to further civic action.
5. Students will demonstrate reflective team leadership of complex or multiple civic engagement activities.
6. Students will collaboratively work across and within community contexts and structures to achieve a civic aim.

Intercultural Knowledge and Competence

Outcome Description: Students will identify their own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

Course Criteria: Any course that meaningfully teaches students to engage with other cultures, place social justice in historical and political contexts, and put culture at the core of transformative learning. This **does not** include courses that merely happen to expose students to a multicultural society.

Outcome elements:

1. Students will articulate insights into their own cultural rules and biases.

2. Students will understand the complexity of elements important to members of another culture.

3. Students will empathically interpret intercultural experience from the perspectives of their own and more than one worldview.

4. Students will articulate a complex understanding of cultural differences in verbal and nonverbal communication.

5. Students will ask complex questions about other cultures and articulate answers to these questions that reflect multiple cultural perspectives.

6. Students will initiate and develop interactions with culturally different others.

Technological Competency

Outcome Description: Students will use computer systems or other appropriate forms of technology to pursue higher education goals. These skills go beyond those that the average student acquires during high school and beyond those that people need to navigate ordinary functions of daily living in the modern era

Course criteria: Any course that teaches students to use technology needed for higher education goals that the average person in the modern era would unlikely already possess.

Outcome elements:

1. Students will use computer systems and/or other appropriate forms of technology to present information appropriate for higher education courses.

2. Students will use appropriate forms of technology to identify, collect, and process information for higher education courses.

Information Literacy

Outcome Description: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Course Criteria: Any course that explicitly teaches the research process through the inclusion of information-based assignments.

Outcome elements:

1. Students will determine the extent of information needed.
2. Students will access and use information appropriately.
3. Students will evaluate sources and application of information critically.
4. Students will use information effectively to accomplish a specific purpose.
5. Students will access and use information ethically and legally.

Oral Communication

Outcome Description: Students will effectively orally communicate ideas clearly, persuasively, and coherently in both formal and informal settings.

Course Criteria: Any course that explicitly teaches students the skills needed to orally present an idea to an audience, to discuss issues with confidence, and to build interpersonal relationships at work, at home, and among peers. Courses in languages other than English are appropriate in this category if they focus extensively on teaching students to speak in the relevant language.

Outcome Elements:

1. Students will organize the structure of their speech clearly and the content of their speech cohesively.
2. Students will modify their speech as appropriate to varying audiences.
3. Students will use delivery techniques (posture, gesture, eye contact, and vocal expressiveness) to make their speech compelling.
4. Students will use supporting materials to establish their credibility/authority on a topic.
5. Students' speech will be precisely stated, appropriately repeated, memorable, and strongly supported.

Scientific Reasoning

Outcome Description: Scientific Reasoning is an adherence to a self-correcting system of inquiry and a reliance on empirical evidence to describe, understanding, predict, and control natural phenomena.

Course Criteria: Any introductory course in the biological or physical sciences that explicitly teaches students how to reason scientifically.

Outcome Elements:

1. Students will generate an empirically evidenced and logical argument.

2. Students will distinguish a scientific argument from a non-scientific argument.

3. Students will reason by deduction, induction, and analogy.

4. Students will distinguish between causal and correlational relationship.

5. Students will recognize methods of inquiry that lead to scientific knowledge.

Society and Human Behavior

Outcome Description: Students will use social science theories and concepts to analyze human behavior and social and political institutions.

Course Criteria: Any broad-based course from among anthropology, economics, geography, political science, psychology, or sociology.

Outcome elements:

1. Students will analyze and discuss behavioral or societal issues using theories and concepts from a social science perspective.

2. Students will explain how social institutions and organizations influence individual behavior.

3. Students will describe and demonstrate how social scientists gather and analyze data and draw conclusions.

Humanistic Perspectives

Outcome Description: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies.

Course Criteria: Any broad-based course in the appreciation of art, music, or theater; literature; history; philosophy and/or religious studies. This category may include any broad-based course which is fundamentally the appreciation of a performing or a creative art. Typically studio arts courses, both performing and creative, involve predominately performance and creation, and therefore do not satisfy this requirement. This category also includes any broad-based course which is fundamentally a literature course. Typically journalism, creative writing, and other specialized writing courses involve predominately writing, and therefore do not satisfy this requirement.

Outcome elements:

1. Students will describe commonly used approaches and criteria for analyzing works in the fields of art, music, or theater; literature; philosophy and/or religious studies.

2. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies by applying commonly used approaches and criteria.

Substitution Distributions

- 100-level courses substitute for Tier 1 requirements.

- 200-level courses substitute for Tier 2 requirements.

- Apart from Society & Human Behavior and Humanistic Perspectives, which only substitute for Tier requirements, all other substitutions follow the pattern below.

Table 1: Spring 2023 Learning Outcome Substitutions

Current req. by LO	# Required	Approved LO Substitutions	#
Written Communication	2	N/A	N/A
Critical Thinking	2	N/A	N/A
Quantitative Literacy	2	Scientific Reasoning	1
Civic Eng. & Inter. Know	2	Civic Engagement	1
		Intercultural Knowledge	1
Info. & Tech Literacy	2	Information Literacy	1
		Technological Competency	1
Oral Communication	2	Temp ORCO courses	1
Unspecified (Tiers 1-2 only)		Society & Human Behavior	1
		Humanistic Perspectives	1

This table indicates how courses in these modified and new learning outcomes will substitute for current GE requirements. It also indicates the number of substitutions allowed for each requirement. For example, one designated Scientific Reasoning course can substitute for one Quantitative Literacy requirement. These temporary changes will be structured as optional substitutions and will not change the requirements that already approved GE courses satisfy. For example, students may still use approved CEIK courses as satisfying the CEIK requirement. They will, however, also have the option in spring 2023 of taking designated CE courses and designated IK courses as substituting for CEIK requirements respectively.