

**TO:** The Committee on Curriculum and Instruction (CIC)

**FROM:** The General Education Subcommittee of CIC

**SUBJECT:** Recommendation for Institutional Learning Outcome Overlays

**PURPOSE:** Approval of GE Subcommittee recommendation to include Institutional Learning Outcome Overlays in the areas of Diversity, Social Justice, and Sustainability as graduation requirements in the semester curriculum

**BACKGROUND:**

The Academic Senate unanimously approved the Institutional Learning Outcomes (ILOs) for California State University East Bay in 2012. They express a shared, campus-wide articulation of expectations for all degree recipients. They are developed both in the classroom and co-curricular environments.

For the past thirty-three years, the Cultural Groups and Women (CGW) requirement has effectively introduced students to the current scholarship on race, gender, and sexuality from appropriate disciplinary perspectives. The CGW requirement has worked well, has broad participation by faculty from many programs, and represents one of the most nuanced diversity requirements throughout the CSU and indeed, nationwide. The CGW requirement should be a point of pride for our university.

**RECOMMENDATION:**

To make inclusion of the ILOs in the curriculum more visible and meaningful to our students, our faculty, and our community, the GE Subcommittee recommends 3 ILO linked “overlays” as graduation requirements in the semester curriculum. This recommendation will enhance our general education/graduation requirements, demonstrate our commitment to our diverse students, and develop a curriculum that conveys our institutional learning outcomes.

The recommended overlay requirements can be fulfilled in any approved course (upper or lower division, major, GE, etc.).

The recommended overlays are:

1. Diversity (current CGW overlay)
  - The Diversity overlay will remain the purview of the CGW subcommittee of CIC.
  - SLOs will be developed/revised for Diversity by the CGW subcommittee of CIC.
2. Social Justice
  - The purpose of the social justice overlay will be to discuss, investigate, analyze, and interpret questions and issues of social justice from appropriate disciplinary perspectives.
  - SLOs for Social Justice will be developed in order to facilitate processes for course approval and student learning.
  - SLOs will be consistent with the purpose statement above and the relevant ILO competencies.

### 3. Sustainability

- The purpose of the sustainability overlay will be to discuss, investigate, analyze, and interpret questions and issues of sustainability from appropriate disciplinary perspectives.
- SLOs for Sustainability will be developed in order to facilitate processes for course approval and student learning.
- SLOs will be consistent with the purpose statement above and the relevant ILO competencies.

#### **QUESTIONS:**

The GE Subcommittee recognizes that there are several significant unanswered questions related to this recommendation. In particular, the GE Subcommittee has given some thought to the following questions and wants to have a significant role in the development of reasonable answers/solutions.

**Who will ultimately develop the student learning outcomes for social justice and sustainability?** The GE Subcommittee suggests that if a task force is developed, it should include representatives from the GE Subcommittee, ILO Subcommittee CGW subcommittee, and the sustainability group..

**Who and how will courses be approved to meet the new requirements?** The GE Subcommittee recognizes that this may require the formation of one or more new subcommittees and/or an expansion of the responsibilities and membership of the CGW subcommittee.

**Who will evaluate courses for transfer of completion of these overlays (for GE and/or major programs)?** At this time, the CGW designation is evaluated on an individual basis separately from course credit for transferable courses. It is unclear if this will be possible on the larger scale of 3 overlays. This will need to be determined and processes and procedures will need to be developed to ensure that these requirements do not interfere with timely graduation or with requirements related to Transfer Model Curricula.