Excerpt of the GE Policy relevant to Critical Thinking (A3)

For the complete GE policy, please visit the Academic Senate website

3. STRUCTURE OF THE GENERAL EDUCATION CURRICULUM

3.1. The General Education curriculum is organized as three (3) sequential phases. The first is the Foundation: a group of courses designed to provide fundamental learning skills...

3.5. Foundation

3.5.7. Courses in the Foundation curriculum will be numbered from 100 to 199... A Foundation course may have a pre- or co-requisite of another Foundation class, if educationally justified.

4. GENERAL REGULATIONS

4.2. To ensure that every course in the General Education program contributes to student achievement of the goals of the entire program, all course syllabi for approved General Education courses must include information on the expected GE learning outcomes to be addressed in the course. It is not expected that every GE course will address every outcome; faculty are strongly encouraged to tailor specific course learning outcomes to a subset of the GE learning outcomes and to explain how those will be addressed in the particular course.

7. GENERAL EDUCATION COURSE CONTENT CRITERIA

7.2. Foundation Courses: Because of the nature of the courses that constitute the Foundation, it is expected that classes will be organized either as small groups or as large lectures with small group discussions, activities, or workshops. Although no explicit class size limit will be set for other General Education classes targeted to first-year students, the GEGC will consider whether the proposed modes of instruction are consistent with the learning objectives of the course and the level.

7.5. Category A: English Language Communication and Critical Thinking

7.5.2. Category A.3., Critical Thinking criteria: Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

EFFECTIVE: Fall 2012