California State University
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Academic Affairs

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MEMORANDUM

DATE: August 31, 2012

TO: Janet McDaniel
Secretary, Academic Senate

FROM: Emily F. Cutrer Emily F. Cutrer
Provost and Vice President for Academic Affairs

SUBJECT: Approval of Lower-Division General Learning Outcome Statements

The lower-division General Education Learning Outcome statements approved by the Academic Senate on April 4, 2012, and submitted to me yesterday are approved (listed below and attached).

A1 ~ Oral Communication
A2 ~ Written Communication
A3 ~ Critical Thinking
B1-3 ~ Scientific Inquiry: Physical Universe
B2-3 ~Scientific Inquiry: Life Sciences
B4 ~, Mathematics/Quantitative Reasoning Core Courses
C1 ~ Arts
C2 ~ Humanities
C3 ~ Language Other Than English Requirement
Dc, Dg, DH ~ U.S. History, Constitution and American Ideals
D-D7 ~ Social Science (Disciplinary and Interdisciplinary)
E ~ Lifelong Learning and Self-Development

Please extend my thanks and appreciation to the members of the General Education Committee, the Academic Senate, and GE Assessment Coordinator Sharon Hamill for their diligent work in preparing these statements.

EFC/mab

Attachments

cc: Jackie Trischman, Chair, Academic Senate
Vivienne Bennett, Vice Chair, Academic Senate
Sharon Elise, Chair, GEC, 2011/-12
Allison Carr, Co-Chair, GEC, 2012/13
Scott Greenwood, Co-Chair, GEC, 2012/13
David Barsky, AVP for Academic Programs
Sharon Hamill, GE Assessment Coordinator

ORAL COMMUNICATION

Area Requirements All courses certified for Oral Communication must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages X-X). Courses in Oral Communication should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Goals and Objectives (GELOs)

A1 Goal: Effective skills in oral communication: Students will develop proficiency in composing and delivering planned and extemporaneous public presentations.

A1.1 Find and evaluate a variety of source material in order to plan, develop and craft extemporaneous public presentations.

A1.2 Deliver extemporaneous, in-person presentations in English that contain logically coherent and adequately supported assertions, organized to intentionally affect the specific listening audience.

A1.3 Speak with confidence to a live audience in ways that reflect her or his distinct perspective and identity.

A1.4 Apply communication theory, concepts, principles to make rhetorical choices (regarding language, organization, content/support, and delivery) to be effective with a variety of audiences and purposes (i.e., inform, persuade, entertain, commemorate).

A1.5. Actively listen, critically evaluate and thoughtfully respond to the diverse perspectives of all members of the community.

2. Course Requirements

Major speech assignments. Each course shall require students to present multiple major speech assignments. These speech assignments, delivered in-person, in English, before a full classroom audience, shall be individually graded and, taken together, will account for at least 50 percent of the course grade. The students should develop original presentations of sufficient length to demonstrate the major skills of the course. The assignments shall require the student to undertake substantial research from a variety of sources and to synthesize the evidence to support or explicate the points of her or his presentation. The majority of speeches shall be presented in the extemporaneous mode, allowing for adaptation to audience response. Each student shall receive feedback on these assignments addressing a full range of rhetorical criteria such as content, organization, language, and delivery.

Additional speaking assignments. Each course shall include several additional speaking assignments and exercises designed to enable students to master the skills required for the major assignments and/or to develop skills in additional forms of public speaking. Collaborative work in the course is encouraged to help students experience the social construction of messages.

Written assignments. Various written assignments to support the speaking experience shall be assigned and instructor feedback provided on these assignments. These may include assignments such as preparation outlines, audience analysis surveys, reflection

papers, speech analysis papers. Speech preparation assignments such as outlines should provide sufficient detail to show the relationships among the points and sub-points of the presentation and include the evidence used to support those points. Written assignments should account for a portion of the course grade.

Course content and examinations. Each course shall include readings, lecture/discussions, and/or other sources of foundational knowledge that introduce students to the study of communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy; organization; language; the discovery, critical evaluation and reporting of information; ethics of communicating one-to-many; audience analysis and adaptation. Mastery of conceptual material should be formally assessed and account for a portion of the course grade.

Class structure. The course must accommodate students' multiple oral presentations; therefore the course enrollment should be limited. The instruction mode for curriculum forms should be C-04 and as such, significant student participation is the primary instructional method which necessarily limits the number of students enrolled in each section of the course.

WRITTEN COMMUNICATION

Area Requirements All courses certified for Written Communication must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages X-X). Courses in Written Communication should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Goals and Objectives (GELOs)

A2 Goal: Effective skills in written communication: Students will demonstrate clear and effective communication of meaning in their written work.

A2.1: Formulate/construct a readily identifiable, specific, arguable, and suitably complex thesis (e.g., provide a focus).

A2.2: Use substantial and varied evidence to effectively support the thesis.

A2.3: Compose a clear and compelling introduction and conclusion.

A2.4: Compose and organize paragraphs with smooth and logical transitions between them.

A2.5: Consistently construct clear sentences using proper mechanics (e.g., spelling, punctuation) such that the work is concise, fluid and engaging.

A2.6: Construct written work to be effectively tailored to a particular audience and purpose.

2. Course Requirements

Writing. Writing assignments shall give students repeated practice in pre-writing, organizing, writing, revising, and editing. The number of writing assignments and their careful sequencing are as important as the total number of words written. A minimum of six essays, totaling a minimum of 8000 words, is required. This minimum requirement excludes journal writing, quizzes, or other informal or brief assignments. Although the majority of papers will be written out of class, students should also have some experience writing in-class "on demand" essays. Students shall receive frequent evaluations from the instructor.

Reading. Reading for the course will be extensive and intensive and will be linked to the division or College offering the course. It shall include useful models of writing for academic, general, and special audiences.

Culminating activity. The course will include a substantial written product, such as a long essay, a portfolio of written work, or a final essay exam, as the course's culminating activity. The culminating activity will incorporate revision (multiple drafts).

Tutoring. At the discretion of the university or the instructor, students may be required to attend tutoring sessions as a corequisite to completing the course.

Class size. Classes shall be limited to 20 students. It is not acceptable to teach larger classes and use readers or teaching assistants for paper grading or discussion sections.

Grading. A/B/C/No Credit/RP.

Technology and Information Literacy. Courses approved for Written Communication shall include an assessable Information and Computer Literacy component that will require students to develop an understanding of the core information sources and literature of the discipline.

3. Course Level Evaluation and Assessment

Student learning shall be measured by formative (process-oriented, such as comments and grades on writing) and summative (through the culminating activity) methods.

CRITICAL THINKING

Area Requirements All courses certified for Critical Thinking must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages XX-XX). Courses in Critical Thinking should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Goals and Learning Objectives (GELOs):

Area A3 Goal: Practice in critical thinking: Students will understand basic elements of logic, demonstrate sound reasoning skills, and appreciate the value of these skills in academic and practical applications.

GELO A3.1: Distinguish matters of fact from issues of judgment or opinion and derive factual or judgmental inferences from unambiguous statements of knowledge or belief.

GELO A3.2: Judge the reliability and credibility of sources.

GELO A3.3: Effectively argue a point of view by clarifying the issues, focusing on the pertinent issues, and staying relevant to the topic.

GELO A3.4: Understand the nature of inductive and deductive reasoning, identify formal and informal fallacies of reasoning, and employ various methods for testing the strength, soundness, and validity of different argument forms.

GELO A3.5: Understand the basic concepts of meaning (sense, reference, connotation, etc.) and identify different methods of word definition.

GELO A3.6: Understand logic and its relationship to language by identifying the basic components of reasoning, including the propositional content of statements, the functions of premises and conclusions in the makeup of arguments, the linkage between evidence and inference, and the rules of inference and logical equivalence.

2. Course Requirements

Content. Particular course descriptions used in different disciplines and the approaches of individual instructors may vary; however, the courses must satisfy the list of objectives. Critical thinking may be taught in the context of a subject area, by including specific attention to general principles of critical thinking and applying them to examples and exercises in the subject area. The course proposals will demonstrate the application of information literacy to the course materials. All critical thinking courses will be open to all students regardless of their majors; therefore, the basic reasoning skills listed in the above objectives must be explicitly covered.

Draft created in consultation with A3 departments: PHIL, PSYC, MATH, LTWR (input solicited from M. McDuffie, J. Martin, H. Afshari, C. Moss, O. Berghof, M. Stoddard-Holmes, T. Mosteller, R. Keehn, R. Fiero, M. Schustack, C. Cucinella) 4-20-11

B1: SCIENTIFIC INQUIRY-- PHYSICAL UNIVERSE

Lower Division General Education courses should enable students to achieve a broad understanding of the physical sciences. An understanding of scientific knowledge and methods and the ability to incorporate these concepts into workplace and everyday life experiences are important quantitative and qualitative skills that should be mastered by all students during a university education.

1. Goals and Objectives (GELOs)

B1 Goal: Students will develop basic knowledge of the principles and facts of physical science, and come to understand the methodologies of the physical sciences, so that they can apply both knowledge and methodology to problem solving, and to investigation and understanding of the physical universe.

B1.1 Students will explain accepted modern physical or chemical principles and theories, their areas of application, and their limitations.

B1.2 Students will apply the discipline's customary methods to solve problems through data collection, critical evaluation of evidence, the application of quantitatively rich models, and /or employment of mathematical and computer analysis.

B1. 3 Students will be able to articulate what makes a good scientific theory, incorporating values of parsimony, agreement with experimental or observational evidence, and coherence with other mathematical or physical theories.

B1.4 Students will be able to identify areas in which ethics either (1) directs or limits physical science research or (2) is informed by the products of this research.

2. Course Requirements

Although the principle student learning outcomes to be assessed are outlined above, the physical science faculty believes that the following minimum requirements on courses are necessary for the development of courses which are successful in meeting the above objectives and fulfilling the larger goals of the University's General Education Program.

a. Courses shall meet the criteria specified for all General Education courses (pages X-XX).

b. Courses in Science should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

c. Courses should demonstrate to students that the applications of physical science principles and theories can lead to lifelong learning in science and to productive and satisfying life choices.

Draft created by J. Trischman, C. DeLeone, M. Schmidt (fall 2011; revised spring 2012 by Schmidt)

d. Courses should demonstrate to students the ways in which science influences and is influenced by societies in both the past and the present.

e. Courses should empower students to communicate effectively to others about scientific principles and their application to real-world problems.

f. Courses shall consider global, multicultural and gender issues in the sciences as appropriate.

g. Courses shall build the students' information literacy in a way that is appropriate to the field and level of the course.

h. Courses shall include an evaluation of written work which assesses both content and writing proficiency, using a writing style and use of language that is appropriate for the sciences.

i. Courses shall require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.

j. Wherever possible, courses shall be taught by ladder-rank faculty holding terminal degrees appropriate to the discipline in which the course is offered.

B3: PHYSICAL SCIENCE COURSES WITH A LABORATORY COMPONENT

1. Goals and Objectives (GELOs)

B3 Goal: Students will develop basic knowledge and learn key principles in the physical and life sciences including an understanding of the methods of scientific inquiry through laboratory, activity and/or field-based study.

B3.1 Students will demonstrate that they can conduct experiments, make observations, or run simulations using protocols and methods common in the scientific discipline in which the course is offered.

B3.2 Students will be able to interpret the results of experiments, observations or simulations, understanding random and systematic errors associated with those activities, and making appropriate conclusions based on theories or models of the scientific discipline in which the course is offered.

Draft created by J. Trischman, C. DeLeone, M. Schmidt (fall 2011; revised spring 2012 by Schmidt)

Scientific Inquiry: Life Sciences (B2)

Science General Education core courses should enable students to achieve science literacy. An understanding of scientific knowledge and methods and the ability to incorporate these concepts into workplace and everyday life experiences are important quantitative and qualitative skills that should be mastered by all students during a university education.

Area Requirements: All courses certified for Life Science General Education core courses shall meet all of the following criteria, in addition to the criteria specified for all General Education courses (pages X-XX). Courses in Science should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Goals and Objectives (GELOs)

B2 Goal: Students will develop basic knowledge and learn key principles in the natural sciences, including an understanding of the methods of scientific inquiry through laboratory, activity and/or field-based study.

B2.1: Students will state or identify accepted modern biological principles and/or use knowledge of those principles to solve problems in the biological sciences.

B2.2: Students will describe and apply the discipline's primary methods to problems through hypothesis development, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical and computer analysis.

B2.3: Students will describe various theories relevant to the discipline.

B2.4: Students will identify the limitations of scientific endeavors.

B2.5: Students will identify and consider the value systems and ethics associated with human inquiry.

2. Course Requirements

Content.

a. Courses in the life sciences will take as their primary focus such concepts found in traditional life science disciplines, such as:

- Levels of organization of living systems, from molecules to ecosystems
- Structures and functions of living organisms
- Principles of genetics
- Patterns and theories of evolution
- Interactions of organisms with each other and their environment

b. Courses will require students to develop an understanding of the core information sources and the literature of the science disciplines.

c. Courses will require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.

LIFE SCIENCE COURSES WITH A LABORATORY COMPONENT (B3)

1. Goals and Objectives (GELOs)

B3 Goal: Students will develop basic knowledge and learn key principles in the physical and life sciences including an understanding of the methods of scientific inquiry through laboratory, activity and/or field-based study.

B3.1 Students will demonstrate that they can conduct experiments, make observations, or run simulations using protocols and methods common in the scientific discipline in which the course is offered.

B3.2 Students will be able to interpret the results of experiments, observations or simulations, understanding random and systematic errors associated with those activities, and making appropriate conclusions based on theories or models of the scientific discipline in which the course is offered.

MATHEMATICS/QUANTITATIVE REASONING CORE COURSES

Area Requirements All courses certified for Mathematics/Quantitative Reasoning must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages X-X). Courses in Mathematics/Quantitative Reasoning should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Course Requirements

All courses offered in General Education Mathematics/Quantitative Reasoning must have a prerequisite of at least intermediate algebra and must use a level of mathematics beyond that of intermediate algebra. No remedial algebra courses (e.g., Math 10, 20, and 30) can be used to satisfy this requirement. Even if a course has intermediate algebra as a prerequisite, it will not satisfy the Quantitative Reasoning Requirement unless it also meets each of the following three conditions:

- It must focus on the use of mathematical language and formal reasoning in a variety of diverse disciplines, using a broad range of examples.
- It must provide some historical perspective on the role which this approach has played in the development of human knowledge and of our understanding of the world.
- It must demonstrate a variety of methods, such as the use of abstract symbols, of numeric techniques, of logical reasoning, of geometry, etc.

A **statistics component** may be included which must:

- Develop the students' ability to comprehend the power and broad utility of the fundamental mathematical models presented, rather than merely teaching rote statistical skills; and
- Must indicate applications to several areas.

A **computer science component** may be included which must:

- Teach a computer language that is suitable for use in diverse areas;
- Teach this language in such a way that the student is led to a fundamental understanding of the nature of problem solving by combining data structures with algorithms; and
- Provide fundamental skills in the use of computers for the application of university level quantitative methods to the solution of problems in many diverse areas.

2. Goals and Learning Objectives (GELOs):

B4 Goal: Students will demonstrate knowledge of mathematical concepts and quantitative reasoning and their applications.[1]

Document drafted and revised by MATH (faculty attending meeting: R. Fierro, M. Whittlesey, D. Chien, R. Ramamurthi, L. Holt) and CS (R. Guillen-Castrillo) AY 10-11.

B4.1: Explain and apply a variety of fundamental mathematical concepts, symbols, computations and principles.

B4.2: Determine which quantitative or symbolic reasoning methods are appropriate for solving a given problem and correctly implement those methods.

3. Course Level Evaluation and Assessment

All Mathematics/Quantitative Reasoning General Education core courses shall include a clear means of assessing student learning. Instructors shall be responsible for evaluating student learning in their courses. Methods employed (e.g., examinations, pre and post tests, demonstration of specified skills, questionnaires) should provide faculty with an indication of teaching and learning proficiency. Student learning should be assessed in all sections of Mathematics/ Quantitative Reasoning cores each semester the course is offered.

- Proposals for Mathematics/Quantitative Reasoning courses shall address the question of assessment and shall identify the means by which faculty will assess student learning.
- Faculty are responsible for assessing student learning in their courses and should be able to demonstrate, by methods appropriate to their discipline, to what degree students have achieved the goals of the course.
- Faculty should assess student learning in all sections each semester the course is offered.
- Assessment data shall be used to improve student learning and to improve teaching. In addition, assessment data will be used to revise General Education courses. Use of assessment data in faculty personnel actions or evaluations shall be at the discretion of the individual faculty members teaching General Education courses.

[1] As per the requirements outlined in Executive Order 1033, *all courses offered in General Education Mathematics/Quantitative Reasoning must "include inquiry...into mathematical concepts and quantitative reasoning and their applications...Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning."*

Document drafted and revised by MATH (faculty attending meeting: R. Fierro, M. Whittlesey, D. Chien, R. Ramamurthi, L. Holt) and CS (R. Guillen-Castrillo) AY 10-11.

ARTS

Area Requirements All courses certified for the Arts must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages X-X). Courses in the Arts should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Goals and Objectives (GELOs)

Students will gain an understanding of the ways in which the Arts engage, express, and inform the human experience through arts practices, and study of various art forms and theories historically and globally.

C1.1 Students will describe the ways in which art informs us of issues of diversity (such as race, class and gender) in a global, national or local context;

C1.2: Students will apply theoretical and/or critical perspective to the study of art past and present;

C1.3: Students will recognize and explain various artistic styles from diverse cultures and peoples;

C1.4: Students will use appropriate vocabulary to describe and analyze works of artistic expression within the historical context in which the work was created.

For courses that have a methods component:

C1.5: Articulate various theoretical principles in their analysis of works in the arts and humanities.

C1.6: Use relevant research methods to analyze and interpret works in the arts and humanities.

For courses that have a creative activity component:

C1.7: Students will create works of art that demonstrate facility with the key techniques of the art form in question. These courses will be taught face-to-face, rather than online.

2. Course Requirements

Writing. Students will follow the writing requirements as outlined by the university. In addition, they will demonstrate original thought and analytical skill in their written work. Lastly, students will gain familiarity with research and resource technologies relevant to the various arts disciplines though Information Literacy.

3. Course Level Evaluation and Assessment

Assessment: Assessment of student learning will take a multitude of forms, including writing assignments, exams, discussion, and creative projects and performances; In any case, the assessment of students should link to the Learning Outcomes listed above.

HUMANITIES

Area Requirements All courses certified for the Humanities must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages X-X). Courses in the Humanities should explicitly support the goals and values articulated in CSUSM's GE Philosophy Statement.

1. Goals and Objectives (GELOs)

C2 Goal: Students will gain understanding of the ways in which the Humanities engage, express, and inform diverse human experiences, situated within distinctive social, cultural, and historical settings, through the analysis and interpretation of works of art, religion, philosophy, and literature, selected from a variety of world cultures. To this end, students will:

C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.

C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.

C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.

For courses that have a methods component, students will:

C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities.

C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change.

For courses that have a creative activity component:

C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question.

2. Course Requirements

Writing. Students will develop their ability to communicate clearly and effectively in writing, demonstrating original thought, analytical skill, and college-level understanding of rules of grammar, punctuation, composition, and vocabulary. Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.

Research Methods and Critical Techniques. Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.

Information Literacy. Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.

3. Course Level Evaluation and Assessment

Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied. Assessments of student learning should be cognizant of the Learning Outcomes stated above, such that progress toward those outcomes can be measured.

LANGUAGE OTHER THAN ENGLISH REQUIREMENT (LOTER)

Area Requirements CSUSM believes strongly in preparing its students for the demands of a diverse and globalizing world. Consequently, every student—regardless of major and before graduation— must demonstrate proficiency in a language other than English. The LOTER is a graduation requirement for all students. Meeting it confirms that students have reached an intermediate level of linguistic and cultural proficiency in a second language. It does not require fluency.

American Sign Language (ASL) satisfies this requirement; computer languages do not.

The following information outlines what is expected of students who take a course at an intermediate level course to meet the LOTER. There are several other ways to satisfy this requirement other than taking such a course. As of the date of preparation of this handbook, these include

- demonstrating intermediate-level language proficiency according to the latest American Council on the Teaching of Foreign Languages (ACTFL) guidelines.
- successfully challenging the equivalent of an intermediate-level course in a language other than English at the college level;
- having successfully received a score of 3 or better on an Advanced Placement Foreign Language Examination;
- having successfully received a score of 4 or better on an International Baccalaureate (IB) Higher-Level Language Examination;
- having taken a College Level Examination Program (CLEP) Language Examination and received the following minimum score: 58 for French Level II, 59 for German Level II, and 62 for Spanish Level II;
- having been required to take the TOEFL or other CSUSM-approved English language exam as a condition for admission into the University; or
- having completed at least three years full-time at a high-school or university where English was not the principal language of instruction.

As of the date of preparation of this handbook, students may demonstrate proficiency in ASL by the following:

- having completed the equivalent of an intermediate-level ASL course at the college level, with a C grade or better;
- demonstrating the above intermediate-level ASL proficiency according to a CSUSM diagnostic;
- having completed a K-12 mainstream program using ASL interpreters; or
- having completed a K-12 deaf and hard-of-hearing full-time program.

A one-semester language course that is used to satisfy LOTER may also be used to meet the C3 (Arts or Humanities) requirement for General Education. These courses must meet all of the

following criteria in addition to the criteria specified for all General Education courses (pages 6-8). Courses in LOTER should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Goals and Objectives (GELOs)

C3 (LOTER) Goal: Students will demonstrate competence in a language other than English. Students will:

C3.1: Demonstrate an intermediate level of speaking and listening competence in a language other than English.

C3.2: Demonstrate an intermediate level of reading and writing competence in a language other than English.

C3.3: Identify several important figures in the target culture(s), and know why they are important.

C3.4: Express themselves in complete sentences at the intermediate level with sufficient accuracy and sociolinguistic appropriateness so as to be understood by a native speaker accustomed to interacting with nonnative speakers

C3.4: Compare and contrast the student's home culture with target-language culture(s).

C3.5: Describe the diversity of cultures found within the target language speech community.

2. Course Requirements

Writing. LOTER courses shall participate in the All-University Writing requirement. A minimum of 2500 words of writing shall be required in each course. Instructors will include an evaluation of students' written work which assesses both content and writing proficiency..

Information Literacy. All language course proposals/syllabi shall require the application of information literacy to the course material. This includes opportunities for students to read, evaluate and analyze information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.

Oral Communication. All language courses will include a component which requires students to communicate ideas orally (or manually in the case of signed languages).

3. Course Level Evaluation and Assessment

Students will be evaluated with respect to all GELO's in LOTER (i.e. Speaking/listening, reading/writing, and culture).

Draft GELOs submitted by M. Hughes; also reviewed by V. Anover; LOTER requirements submitted by D. Barsky (11-1-11)

US HISTORY, CONSTITUTION AND AMERICAN IDEALS

Area Requirements According to EO 1065, CSU campuses may permit up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) to be credited toward also satisfying General Education Breadth Requirements. CSUSM has designated the following GE areas as satisfying both the graduation and GE requirements:

- **Dh: US History**
- **Dc: US Constitution**
- **Dg: US Government**

All courses certified for the US History, Constitution and American Ideals requirement must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages X-XX). Courses in this area should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Goals and Objectives (GELOs)

Dc/g Goal: Students will gain the basic knowledge necessary to participate as citizens in the American democratic process.

Dc/g.1: Students will be able to distinguish the major features of the United States and California constitutions.

Dc/g.2: Students will be able to describe the relationships between governmental institutions and actors and nongovernmental actors such as political parties and interest groups as well as the effects of these relationships on political processes and outcomes.

Dc/g.3: Students will be able to explain constitutional rights, including landmark cases that address free speech, religious freedom and racial and gender equality as well as due process rights.

Dh Goal: Students will understand the historical development of American society and politics.

Dh 1. Students will be able to identify and discuss connections between the national past and present.

Dh 2. Students will evaluate differences and changes in interpretations of U.S. history as a discipline, and the U.S. government as a system.

Dh 3. Students will demonstrate an ability to analyze, synthesize, compare, and critically evaluate multiple types of evidence about the past.

Dh 4. Students will recognize different cultural practices, economic structures, and political institutions and be able to explain why they have changed over time.

Dh 5. Students will critically evaluate the varieties of experience found in the historical record, exploring diversity as a component of history.

Dh 6. Students will recognize the influence of global forces and identify their connections to local and national developments.

2. Course Requirements

Written assignments. General Education courses shall participate in the All-University Writing requirement. A minimum of 2500 words of writing shall be required in each course. Courses shall require a writing style and use of language that is discipline-appropriate. Instructors will include an evaluation of students' written work which assesses both content and writing proficiency. Writing assignments in courses meeting the Dc, Dg, and/or the Dh requirement shall be analytical in nature. In addition, writing assignments in courses meeting the Dh requirement will require students to address historical issues.

Course content and examinations. As per EO 1061, courses that meet the Graduation Requirements in United States History, Constitution and American Ideals must do the following:

A. Any course or examination that addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.

2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.

3. The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.

B. Any course or examination that addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government must address all of the subject matter elements

identified in the following subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.

2. The rights and obligations of citizens in the political system established under the Constitution.

3. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.

4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

SOCIAL SCIENCE (Disciplinary and Interdisciplinary)

Area Requirements All courses certified for the Social Science requirement must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages X-XX). Courses in the Social Sciences should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Goals and Objectives (GELOs)

D/D7 Goal: Students will understand the complexities and varieties of social relations and human experiences, as well as the nature, scope, and the systematic study of human behaviors and societies.

All courses meeting the D/D7 requirement must meet the following GELOs:

D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.

D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.

D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments.

GELOs specific to courses that come from a single discipline:

D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.

GELOs specific to courses that reflect an interdisciplinary perspective (D7):

D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues

2. Course Requirements

Writing. Lower Division General Education courses shall participate in the All-University Writing requirement. A minimum of 2500 words of writing shall be required in each course. Courses shall require a writing style and use of language that is discipline-appropriate. Instructors will include an evaluation of students' written work which assesses both content and writing proficiency. Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.

Faculty participating in D/D7 GELO discussion (from AY 10/11 and 11/12): S. Elise, M. Schustack, R. Rider, S. Greenwood, V. Bennett, M. Holling, S. Lutjens, S. Hamill, L. Rossman, F. Soriano.

Information Literacy. All social sciences core course proposals/syllabi shall require the application of information literacy to the course material This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.

Faculty participating in D/D7 GELO discussion (from AY 10/11 and 11/12): S. Elise, M. Schustack, R. Rider, S. Greenwood, V. Bennett, M. Holling, S. Lutjens, S. Hamill, L. Rossman, F. Soriano.

E: LIFELONG LEARNING AND SELF-DEVELOPMENT

Area Requirements All courses certified for Lifelong Learning and Self-Development (area E) must meet all of the following criteria in addition to the criteria specified for all General Education courses (pages XX-XX). Courses in Lifelong Learning and Self-Development should consciously aim to convey to students the goals and guidelines articulated in CSUSM's GE Philosophy Statement.

1. Goals and Learning Objectives (GELOs):

E Goal 1: Students will demonstrate understanding of the self as an integrated physiological, social, and psychological being. Students will be able to

E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.

E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development

E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.

E1.4 Describe how their well being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.

E Goal 2: Information Literacy: Students will understand the context and process of college-level, academic research as well as what it means to be part of a scholarly community.

E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.

2. Course Requirements

Content. Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course. Examples of appropriate topics include students' nutrition, physical and mental health, stress management, assessment tools for academic and career planning, financial literacy, and how students' social relationships impact their health and well-being.

- Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students' own personal development.

Faculty who worked on the draft: J.Pedersen, A. Carr, K. Witze, M. Fitzpatrick, L. Roberg-Chao, S. Elise and S. Hamill

- Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.

Information Literacy. A fundamental skill necessary for life-long learning is the ability to find, evaluate, and use academically appropriate sources during their college career.

- These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.

- Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and integrate these sources into their research assignments.

- Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community. Examples of such assignments include: annotated bibliography, student debates, multi-media project, stage performance, investigative paper, literature review, grant proposal, profile of species or chemical compound, extracting and analyzing data in order to make conclusions, news analysis. For exemplar assignments, please visit the Library's website.

Writing. General Education courses shall participate in the All-University Writing requirement. A minimum of 2500 words of writing shall be required in each course. Courses shall require a writing style and use of language that is discipline-appropriate. Instructors will include an evaluation of students' written work which assesses both content and writing proficiency. Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.

Faculty who worked on the draft: J.Pedersen, A. Carr, K. Witze, M. Fitzpatrick, L. Roberg-Chao, S. Elise and S. Hamill