

GE Curriculum Proposal Guide

Thank you for your interest in submitting courses to the General Education Program at CSUSB. This guide provides a summary of the process and information about the requirements for submitting proposals to the GE curriculum. This document is a supplement to the GE Structure document implemented in AY 2020-21, GLOs, Title V requirements defined for CSU in EO1100, and GE rubrics designed to clarify the GLOs at the program level.

It is critical to note that the GE committee is responsible for ensuring the integrity of the program and curriculum. This includes monitoring the number of electives approved by the colleges in order to discourage excessive and unwieldy course proliferation, using the number of existing courses from a specific college in a particular category or section as a factor when considering additional course proposals. Best practices in student success and retention suggest that long lists of courses lead to negative experiences for students as they project a lack of meaning and coherency in general education. All colleges and departments participating in the GE program are required to participate in the assessment and review of the GLOs and Title V requirements.

Curriculum approval at CSUSB will follow the Faculty Senate approved process using the CourseLeaf electronic submission software found on the Academic Programs website. When a department representative selects GE for a proposal, windows will open asking for additional information about the Title V categories (as outlined in EO1100) and GLOs fulfilled by the course being proposed. The originator of the proposal will be asked to upload a document that describes how the course fulfills Title V and GLO requirements (see the GE Form Addendum document). The questions on the form include:

1. Describe how this course meets the goals of the breadth area or category in which this course would be placed as well as the specific criteria for the section in which this course would be offered. (For example, the goals of the Humanities Breadth Area and the criteria for the Arts, or the goals of the Global Perspectives Designation).
2. Highlight specific features or aspects of the course that especially or uniquely meet the goals and criteria referred to above.
3. Discuss those aspects of the goals and criteria applying to this course that the course will not cover, or will cover only superficially, and briefly explain why these items will not be treated in the course or will be covered only in a limited manner.
4. Describe how this course meets the required GLOs (General Education Learning Outcomes), and additional GLOs specific to the course (see the required GLO table in the GE structure document or on the GE website titled minimum GLO requirements). Please address each GLO separately.

GE semester courses are 3 units (with the exception of a 1 unit science laboratory activity).

Response is limited to three, single-spaced pages.

The information in this guide will help you identify what needs to be addressed for each Title V category and find the required GLOs. The GLO requirements allow the GE program to intentionally provide opportunities for students to successfully achieve the outcomes. All GE classes must fulfill a minimum of 3 or more GLOs, but it is desirable for courses to achieve more than 3. Proposals should include a description of how the course fulfills each of the GLOs. The list of GLOs can be found at the end of this document. The GE committee has also released program level rubrics for each GLO to help faculty further understand the CSUSB expectations for each outcome (see GE website).

University Foundations

Foundations courses develop critical literacies necessary for college level success, and prepare students for later work. These courses fulfill state requirements, while attending to the developmental nature of learning.

Category E – Foundations Seminar- lower division – Courses in this category will blend the Title V requirements with the structure of a first-year seminar that introduces students to the idea of academic inquiry and explores different disciplinary ways of knowing and doing. This includes an overview of what it is to be a college student. Departments are encouraged to consider some of the resources from undergraduate studies such as peer mentors as a possible supplement to course design. Courses in category E must fulfill the Metacognition – learning how to learn GLO, Information Literacy GLO, Written Communication GLO, Integrative Learning GLO, and Collaboration GLO. Proposals may also indicate additional GLOs specific to the course.

From EO1100:

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein. Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

In addition, foundations seminars will address outcomes related to first year seminar requirements:

- Students will recognize the importance of personal involvement and responsibility in the process of education promoting engaged, self-aware learners with a sense of social belongingness.
- Students will demonstrate an understanding of the structure of knowledge and disciplinary differences organized by college departments and colleges promoting and understanding of their own choices within the university structure.
- Students will demonstrate an awareness of cognitive processes and knowledge that allow reflection on the process of learning, understanding learning as an on-going process of

change promoting an effective transition from high school to college level academic expectations.

- Students will recognize the value of intellectual uncertainty that considers multiple possible explanations, answers or solutions by asking questions from different disciplinary perspectives promoting engagement with challenging and controversial material.
- Students will demonstrate the connection across disciplines and learning experiences by framing and solving problems using the orientations of multiple fields promoting an understanding of disciplinary differences and integration across knowledge.
- Students will be able to identify university resources to enhance their educational experience.

Category A1, A2, and A3

Category A1 to A3 include the basic skills focused on the development of core competencies including oral communication, written communication, and critical thinking. These courses are typically offered to first year students or students in the lower division portion of their development. Classes in composition, oral communication, and critical thinking should be specifically designed for the small class size format in order to maximize the exchange of ideas among the students and between students and instructors. These courses are required to include the following GLOs, EO 110 requirements, and components outlines in the GE FAM:

A1 – Oral Communication – lower division - Courses in category A1 must fulfill a minimum of the Metacognition – Learning how to learn GLO, Information Literacy GLO, Oral Communication GLO, and Collaboration GLO.

Courses meeting this requirement should teach students how to:

- a. Understand the roles of oral communication in Western culture;
- b. Understand the basic rhetorical elements of oral communication, particularly audience analysis;
- c. Find and use effective supporting evidence for persuasion and argumentation;
- d. Organize main and subordinate ideas in original oral messages;
- e. Use effective verbal and nonverbal delivery techniques;
- f. Give effective, informative, and persuasive speeches;
- g. Listen critically to the speeches of others;
- h. Develop self-confidence in a variety of public communication settings.

A2 – Written Communication – lower division - Courses in category A2 must fulfill a minimum of the Metacognition – Learning how to learn GLO, Thinking Critically GLO, Information Literacy GLO, and Written Communication GLO.

From EO1100

Students taking courses in fulfillment of Subareas A1 and A2 will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills and abilities in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

Courses meeting this requirement should teach students how to:

- a. Use writing as a tool for critical thinking: that is, for formulating thoughtful responses to reading material and for exploring one's own ideas;
- b. Discover and then develop a controlling idea for each essay assignment;
- c. Recognize that writing is an on-going process of evaluation and revision. In other words, be able to show the willingness and ability to accept feedback from others (both students and teachers), give critiques, and engage seriously in substantive revisions;
- d. Synthesize the basic structures of writing; that is, compose intelligible sentences, arrange them in coherent paragraphs, and organize paragraphs within a developed essay;
- e. Write essays, both in and out of class, that are free of serious error in grammar, organization, and style;
- f. Demonstrate the ability to write coherently in a variety of rhetorical modes, from narration/description to definition and analysis, etc.;
- g. Develop a personal style of writing that communicates one's own ideas and emotions clearly to specific and diverse audiences;
- h. Use the library to aid in the discovery of ideas and their incorporation in essays; in particular, use the card and computer catalogues, periodical indices, and reference collections to find relevant materials; plan strategies for evaluating the quality of materials that one has found; and coordinate these materials within the framework of a properly annotated research paper.

A3 – Critical Thinking – lower division - Courses in category A3 must fulfill a minimum of the Metacognition – Learning how to learn GLO, Thinking Critically GLO, and Ethical Responsibility GLO.

From EO1100

In critical thinking (Subarea A3) courses, students will understand logic and its relation to language; 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. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

Courses meeting this requirement should teach students how to:

- a. Identify, analyze, evaluate and present oral and written arguments;
- b. Distinguish fact from judgment, belief from knowledge;
- c. Identify and understand common fallacies (such as, but not limited to, straw man arguments, false dilemma, and appeal to authority);
- d. Recognize common techniques of persuasion and propaganda;
- e. Understand how cause is determined, including the limitations of correlational evidence;
- f. Apply skills of critical thinking to everyday life as well as to course related assignments.

Category B4 – Mathematics/Quantitative Reasoning – lower division - note that there have been recent changes to expected preparation for this category. Courses in category B4 must fulfill a minimum of the Metacognition – Learning how to learn GLO, Quantitative Reasoning GLO, and Technological Literacy GLO.

From EO1100

Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example. Satisfaction of CSU GE Area B4 Mathematics/Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.

After successfully completing the mathematics component of the general education program, the student should have acquired substantive skills in quantitative and abstract reasoning in the use of mathematics as a computational and analytical tool. These skills are important for an individual to function as an effective member of a technological society. They are essential skills for success in other course work in the natural sciences. The quantitative and abstract reasoning skills will be helpful throughout the entire general education program.

Category D in University Foundations – University foundations includes 2 of the category D requirements. These courses fulfill social science requirements while also fulfilling the American Institutions requirements for government and history.

D– American Government – lower division – Courses in category D American Government must fulfill a minimum of the Thinking Critically GLO, Diverse Perspectives GLO, and Ethical Responsibility GLO.

D – US History – lower division - Courses in category D US History must fulfill a minimum of the Information Literacy GLO, Diverse Perspectives GLO, and Ethical Responsibility GLO.

From EO1100

Area D requires 12 semester units dealing with human social, political and economic institutions and behavior, and their historical background. Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

Disciplinary Perspectives

Courses in disciplinary perspectives form the breadth of GE with lower division and upper division courses in scientific inquiry, arts and humanities, and social science. Faculty are encouraged to consider applying for a designation (Writing Intensive, Diversity & Inclusiveness, and/or Global Perspective) in coordination with the other requirements to allow students to fulfill these designation in their disciplinary perspectives courses.

Category B1, B2, B3

B1 – Physical Science – lower division - Courses in category B1 must fulfill a minimum of the Thinking Critically GLO, Quantitative Reasoning GLO, and Technological Literacy GLO.

Physical Sciences courses shall provide instruction in the fundamental rules governing matter in the universe, the methodology by which these rules are studied, and the consequences of the scientific and technological development of the physical sciences.

B2 – Life Science – lower division - Courses in category B2 must fulfill a minimum of the Thinking Critically GLO, Quantitative Reasoning GLO, and Technological Literacy GLO.

Life Sciences courses shall emphasize a knowledge of the life forms in nature, the rules governing their ecology, the experimental basis for current knowledge and future exploration in the Life Sciences area, and the impact of scientific and technological

developments on the biosphere.

B3 – Laboratory Activity – lower division – 1-unit activity course designed to coordinate with B1 or B2 courses. Note that this is a change from our previous B1 and B2 classes that had the activity integrated into the lecture courses. Labs will now be offered as separate courses that integrate with B1 and B2 courses, but students taking sciences classes for GE will only need to select 1 lab to accompany their choice in either B1 or B2. Courses in category B3 must fulfill a minimum of the Quantitative Reasoning GLO, Technological Literacy GLO, and Collaboration GLO.

From EO1100

Area B includes inquiry into the physical universe and its life forms, with participation in a related laboratory activity that may be embedded in a lecture course or taught as a separate 1-credit course. Campuses shall not exceed these unit requirements.

In Subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

B – Scientific Inquiry – upper division - Courses in category B upper division must fulfill a minimum of the Quantitative Reasoning GLO, Technological Literacy GLO, and Integrative Learning GLO.

Upper division GE courses provide students with an integrative experience, offering an understanding of the interrelationships among disciplines and their application to contemporary complex environments. Such courses will integrate, develop, and explore the implications of the knowledge acquired in the lower division courses, in effect providing a culminating experience in each school by building upon that knowledge taught in the lower division General Education courses. The upper division GE courses are expected to provide a higher level of analysis than lower division courses, while avoiding the narrowness and specificity more appropriate to advanced courses in the program of a major. Upper division courses in category B should be appropriate for non-science majors.

Category C – Based on concerns from the Chancellor’s Office that additional sub requirements in the area of Arts or Humanities was too restrictive to student choice, they mandated that the CSUSB GE program mirror the EO1100R C categories. We can no longer have separate requirements for each sub area of humanities. CSUSB students will take one course in each of the 4 categories below. Departments are encouraged to apply for designations for classes across categories.

C1 – Arts - Courses in category C1 - Arts must fulfill a minimum of the Information Literacy GLO, Written Communication OR Oral Communication GLO, and a minimum of one additional

GLO specific to the course. Upper division classes must also fulfill the Integrative Learning GLO.

C2 – Humanities – Courses in category C2 – Humanities must fulfill a minimum of 3 GLOs. To address the wide variety of topics addressed in this area there are some choices in the required GLOs. C2 course must fulfill written or oral communication, learning how to learn or ethical responsibility, and diverse perspectives or global perspectives. Departments are encouraged to include more than the minimum GLO requirements.

C3 – Students choose one more class from C1 or C2. Courses should not be proposed to the C3 category.

From EO1100

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

Upper division GE courses provide students with an integrative experience, offering an understanding of the interrelationships among disciplines and their application to contemporary complex environments. Such courses will integrate, develop, and explore the implications of the knowledge acquired in the lower division courses, in effect providing a culminating experience in each school by building upon that knowledge taught in the lower division GE courses. The upper division GE courses are expected to provide a higher level of analysis than lower division courses, while avoiding the narrowness and specificity more appropriate to advanced courses in the program of a major. Upper division courses in category C should be appropriate for non-arts and humanities majors.

Category D – In addition to the history and government classes fulfilled in university foundations, students will also complete 2 courses in disciplinary perspectives in social science, exposing students to a sample of disciplines with social science fields.

D – Social Science Disciplinary Perspectives – lower division – Courses in category D – Social Science Disciplinary Perspectives must fulfill a minimum of the Diverse Perspectives GLO, Global Perspectives GLO, and a minimum of one additional GLO specific to the course.

Courses meeting the Discipline Perspectives requirement should:

- a. Introduce students to the concepts, theories, methodologies and modes of thought, inquiry, research, analysis and application necessary for understanding the orientation and focus of that discipline--without so narrowly defining the scope for the course as to fail to provide the balance between breadth and substance appropriate for general education students (Thus, courses designed exclusively as an introduction to the major are NOT suitable for this section.);
- b. Acquaint students with:
 - the history of intellectual thought that has directly influenced the development of the particular discipline;
 - the types of data used and the processes for collecting and analyzing such data on social and behavioral sciences phenomena;
 - where feasible and appropriate, the ways in which quantification and statistical methods are used in the social and behavioral sciences;
 - the differences between scientific methods and the role of value judgments in the analysis of social issues;
 - the interrelationship of the particular discipline with the other social and behavioral sciences; and
 - the actual and potential role of the social and behavioral sciences in dealing with contemporary issues.
- c. Include, from the perspective of the particular discipline, materials on the roles and contributions of men and women and relevant issues and problems that have been and/or are related to the factor of gender; and
- d. Incorporate, from the perspective of the discipline, materials on diverse ethnic and/or cultural groups, particularly in terms of the ways they have affected, and been affected by, the developments of their respective societies, cultures, and institutions, and on contemporary issues involving diverse groups in this and/or other societies.

D – Social Science – upper division – Upper division courses in category D must fulfill a minimum of the Thinking Critically GLO, Diverse Perspectives GLO, Global Perspectives GLO, and Integrative Learning GLO.

Upper division GE courses provide students with an integrative experience, offering an understanding of the interrelationships among disciplines and their application to contemporary complex environments. Such courses will integrate, develop, and explore the implications of the knowledge acquired in the lower division courses, in effect providing a culminating experience in each school by building upon that knowledge taught in the lower division GE courses. The upper division GE courses are expected to provide a higher level of analysis than lower division courses, while avoiding the narrowness and specificity more appropriate to advanced courses in

the program of a major. Upper division courses in category D should be appropriate for non-social science majors.

From EO1100

Area D deals with human social, political and economic institutions and behavior, and their historical background. Students shall complete courses from at least two different disciplines, and one upper division Area D course is required.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D.

Designations

To achieve the many different GE student learning outcomes in balance with CSUSB values several course designations have been created to overlay CSUSB campus requirements with the state requirements. Courses with a designation go beyond a focus on the associated GLOs; they intentionally and comprehensively incorporate the designation in the content and goals of the course. Contained within the course offerings for GE foundations and disciplinary perspectives are courses that fulfill one or more of the designations.

Diversity and Inclusiveness Designation (DI) Courses with a DI designation comprehensively explore multiple perspectives in order to develop students to collaborate respectfully and effectively with others across a variety of cultures and contexts.

Courses approved for this requirement should principally have a contemporary emphasis that includes materials on several American ethnic groups AND on gender, OR provide a focus on the evolution of those groups and issues. Individual courses may emphasize different (and even changing) combinations of groups or focus on gender more than on ethnicity, but both components SHALL be essential parts of all courses designated as meeting this requirement. Course include the development and understanding of:

- a. Social structures and systems of oppression
- b. Diverse identities in context and their histories
- c. Diversity as an asset of fostering collaboration
- d. Personal responsibility and application

Global Perspectives Designation (G) Courses with a G designation comprehensively develop the student ability to understand global contexts and to contribute to an ever changing and pluralistic world.

Courses approved for this requirement should principally have an emphasis on how students live as global citizens who see countries and regions as interconnected and embrace how each person's actions potentially have global ramifications. In interpreting global events, students are able to consider how global interdependence entails power relationships and ideological struggles as well as cooperation. Students embrace a commitment to be critically informed, engaged, and responsible to use their roles as global citizens to promote the human rights of themselves and others. This includes environment, arts, language, ideologies, socio-economic factors and geographical space across the globe.

Course include the development and understanding of:

- a. Global differences and changes
- b. Respect for regional differences
- c. Personal responsibility and application

Writing Intensive Requirements (WI) Students satisfy the writing requirements by completing:

- Two Writing Intensive (WI) designated courses in the GE program, at least one at the upper division level (satisfies GEAR).
- Students may substitute 1 writing intensive course outside of GE (major, minor, or elective) to satisfy 1 WI course. In most cases students will complete 1 WI course in their major.

Students may fulfill Diversity and Inclusiveness, Writing Intensive, and Global Perspectives designations with courses in their major, minor, or electives that have approved designations. Courses outside of GE that become designated courses would then be included in the GE outcomes assessment. Non-GE proposals seeking designations will need to apply to the GE curriculum committee for the designation through CourseLeaf. Proposals do not need to address all of the GE questions. Proposals for non-GE designated courses should describe how the course will meet the requirements for the designation. Rubrics found on the GE website can help with this process. Designated courses are expected to achieve development on all sub dimensions of the diverse perspectives rubric, global perspectives rubric, or written communications rubric.

General Education Learning Outcomes at CSUSB

GLOs

General Education at CSUSB fosters intellectual rigor and exploration whereby students understand and investigate the foundations and consequences of ideas, theories, beliefs, and expressions. The program uses a multidisciplinary approach to encourage ongoing and self-motivated learning and to inform student creativity, reasoning, decision-making, expression, and responsible action. It's a process whereby students...

- 1) **Learning How to Learn/Metacognition** - Develop awareness of their learning processes, becoming reflective, self-directed learners who are able to apply and adapt their processes of learning in new contexts.
- 2) **Thinking Critically** - Think critically, evaluate, analyze, and solve problems employing multiple methods of reasoning.
- 3) **Critical Literacies** - Analyze the ways that information, including quantitative and technological, oral and written, both shape and are shaped by social contexts.
 - 3.1 **Information Literacy**
 - 3.2 **Oral Communication**
 - 3.3 **Written Communication**
 - 3.4 **Quantitative Reasoning**
 - 3.5 **Technological Literacy**
- 4) **Diverse Perspectives** - Explore multiple perspectives in order to collaborate respectfully and effectively with others across a variety of cultures and contexts.
- 5) **Global Perspectives** - Develop the ability to understand global contexts and to contribute to an ever changing and pluralistic world.
- 6) **Integrative Learning** - Become aware of connections and differences across disciplines and learning experiences in order to frame and address ideas and questions they encounter in their lives.
- 7) **Ethical Responsibility** - Recognize that they are ethically responsible for the impact that their ideas, decisions, and actions have upon their lives and local and global communities.
- 8) **Collaboration** - Explore and understand multiple perspectives in order to collaborate and communicate effectively, both orally and in writing, across a variety of cultures and contexts.

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