# GE Compendium: Goals, Outcomes, and Course Requirements

Approved by GECCo and Revised August 25, 2014

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of GE Courses</td>
<td>2</td>
</tr>
<tr>
<td>Instructor Guidelines</td>
<td>3</td>
</tr>
<tr>
<td><strong>Themes</strong></td>
<td></td>
</tr>
<tr>
<td>Theme Q: Quality of Life</td>
<td>4</td>
</tr>
<tr>
<td>Theme R: Revolutionary Ideas &amp; Innovations</td>
<td>5</td>
</tr>
<tr>
<td>Theme S: Sustainability and Social Responsibility</td>
<td>6</td>
</tr>
<tr>
<td><strong>Foundational Skills and Skills Reinforcements</strong></td>
<td>7</td>
</tr>
<tr>
<td>A1: Oral Communication</td>
<td>7</td>
</tr>
<tr>
<td>Reinforcing Oral Communication</td>
<td>8</td>
</tr>
<tr>
<td>A2: Written Communication</td>
<td>10</td>
</tr>
<tr>
<td>Reinforcing Writing</td>
<td>11</td>
</tr>
<tr>
<td>GWAR</td>
<td>12</td>
</tr>
<tr>
<td>A3: Critical Thinking</td>
<td>13</td>
</tr>
<tr>
<td>Reinforcing Critical Thinking</td>
<td>14</td>
</tr>
<tr>
<td>B4: Math/Quantitative Reasoning</td>
<td>15</td>
</tr>
<tr>
<td>Reinforcing Quantitative Reasoning</td>
<td>16</td>
</tr>
<tr>
<td><strong>Area Courses (Lower-Division and Upper-Division)</strong></td>
<td>18</td>
</tr>
<tr>
<td>B: Physical and Life Sciences</td>
<td>19</td>
</tr>
<tr>
<td>C: Arts and Humanities</td>
<td>22</td>
</tr>
<tr>
<td>D: Social &amp; Behavioral Sciences</td>
<td>23</td>
</tr>
<tr>
<td>Am. Inst. History</td>
<td>25</td>
</tr>
<tr>
<td>Am. Inst. Government</td>
<td>26</td>
</tr>
<tr>
<td>SELF</td>
<td>27</td>
</tr>
<tr>
<td><strong>Guidepost Series</strong></td>
<td>28</td>
</tr>
<tr>
<td>First-Year Seminar</td>
<td>28</td>
</tr>
<tr>
<td>Junior-Year Diversity Reflection</td>
<td>29</td>
</tr>
<tr>
<td>Capstone</td>
<td>30</td>
</tr>
</tbody>
</table>
Types of Courses

First-Year Seminar

Foundational Skills Courses (“connect with a Theme through use of relevant examples and/or assignments to contextualize student learning”)

- A1. Oral Communication
- A2. Written Communication
- A3. Critical Thinking
- B4. Mathematics/Quantitative Reasoning

Lower-Division Area Courses

- Each will fall within one of these categories
  - Thematic course with concurrent skill (department chooses theme and skill)
  - Thematic course reinforcing a skill (pre-requisite skill and theme chosen by department)
  - Satisfies SELF requirement
  - Large-format, lecture course

AND

- Each will also fall within one of these categories
  - B1. Physical Sciences
  - B2. Life Sciences
  - C1. Arts
  - C2. Humanities
  - D. Social and Behavioral Sciences

Other Courses that May be Lower-Division

- American Institutions – History (Reinforces Writing)
- American Institutions – Government (Reinforces Critical Thinking)
- SELF (a course that may be within Area B, C, or D)
Upper-Division Courses

• Junior-Year Diversity and Reflection (JYDR reinforces writing)
• Thematic Area Courses
  o Must be within a theme (chosen by department)
  o Must be within an area (B, C, or D)
  o Must reinforce two skills (one specified and one chosen)
    ▪ Area B reinforces quantitative reasoning and one additional skill
    ▪ Areas C and D reinforce critical thinking and one additional skill
• GWAR
• Capstone

Overview

The General Education Program at CSU, Bakersfield, provides a liberal arts education that builds a vibrant learning community connecting faculty and students across the university. It promotes student success by structuring educational activities that purposefully contextualize, reinforce and integrate knowledge. Students have opportunities throughout the curriculum to reflect upon and apply what they learn through a variety of high-impact practices.

Common Guidelines for Participation of Instructors in General Education

1. Instructors who have a terminal degree in a discipline clearly grounded in the GE learning outcomes of the area of instruction shall not require GECCo approval before being assigned to teach a GE course. GECCo shall review and approve other faculty members recommended by a department before they are assigned to teach a GE course.
2. Instructors reinforcing a foundational skill or teaching thematic courses must participate in relevant skill reinforcement groups (SRGs) or thematic faculty interest groups (FIGs) prior to instruction.
3. Instructors must participate in GE outcomes assessment.
Themes: Interdisciplinary Integration

Students and faculty engage in broad, interdisciplinary themes woven throughout lower-division and upper-division GE coursework, as well as co-curricular and extra-curricular activities. Themes provide CSUB students with a strategically defined cohort of fellow students, explicitly designed opportunities to practice integrative and interdisciplinary learning, and robust, collaborative partnerships. Students are encouraged to gain a depth of knowledge by pursuing a thematic minor through GE coursework. Themes also provide a common focus of conversation among faculty, who will gather in Faculty Interest Groups (FIGs), which can be used to help build and deepen relationships across schools.

THEME Q: Quality of Life

Goal 1: Student will understand factors that influence quality of life (social connectedness, education, environment, civic engagement, health, life satisfaction, safety, aesthetic experiences, spirituality, and/or work-life balance, among others), and be able to analyze the connectedness between at least two of these factors.

Outcome 1A: Students will demonstrate an understanding of at least two factors that influence quality of life.

Outcome 1B: Students will analyze the connectedness between at least two factors that influence quality of life.

Course Requirements:

For a course to be approved as meeting the Quality of Life requirements, it must:

1. Demonstrate ‘quality of life’ as an organizing principle of the course, including at least two factors that influence quality of life (social connectedness, education, environment, civic engagement, health, life satisfaction, safety, and work-life balance).

2. Include assignments that contribute to at least 40% of the student’s grade that address understanding and analysis of factors that influence quality of life.
3. For a lower-division Theme course, EITHER have an explicit course connection to a foundational skill OR reinforce a foundational skill.

4. For an upper-division Theme course, reinforce at least two foundational skills. Area B Courses must reinforce quantitative reasoning skills and one other skill; Area C and D Courses must reinforce critical thinking and one other skill.

5. Rubrics used to evaluate learning outcomes will be made available to students and incorporate the essential dimensions identified by GECCo.

THEME R: Revolutionary Ideas and Innovations

Goal 1: Students will be able to identify and critically evaluate major consequences and implications of a revolutionary idea or innovation. Revolutionary ideas may be economic, social, ethical, cultural, political, and/or scientific, among others.

Outcome 1A: Students will identify the major consequences and implications of a revolutionary idea or innovation beyond the field.

Outcome 1B: Students will critically evaluate the major consequences and implications of a revolutionary idea or innovation beyond the field.

Course Requirements:

For a course to be approved as meeting the Revolutionary Ideas and Innovations requirements, it must:

1. Demonstrate ‘revolutionary ideas and innovations’ as an organizing principle of the course.

2. Include assignments that contribute to at least 40% of the student’s grade that address understanding and evaluation of revolutionary ideas and innovations.

3. For a lower-division Theme course, EITHER have an explicit course connection to a foundational skill OR reinforce a foundational skill.

4. For an upper-division Theme course, reinforce at least two foundational skills. Area B Courses must reinforce quantitative reasoning skills and one other skill; Area C and D Courses must reinforce critical thinking and one other skill.
5. Rubrics used to evaluate learning outcomes will be made available to students and incorporate the essential dimensions identified by GECCo.

**THEME S: [working title] Sustainability and Social Responsibility**

**Goal 1:** Students will understand how social, cultural, and environmental history and practices contribute to current global conditions and future challenges, including the impact on and relationship to social responsibility.

**Outcome 1A:** Students will demonstrate an understanding of at least two factors that influence sustainability and social responsibility; factors may be economic, social, ethical, cultural, political, and/or scientific, among others.

**Outcome 1B:** Students will analyze the connectedness between at least two factors that influence sustainability and social responsibility.

**Course Requirements:**

For a course to be approved as meeting the **Sustainability and Social Responsibility** requirements, it must:

1. Demonstrate ‘Sustainability and Social Responsibility’ as an organizing principle of the course, including at least two factors that influence sustainability and social responsibility.

2. Include assignments that contribute to at least 40% of the student’s grade that address understanding and analysis of factors that influence sustainability and social responsibility.

3. For lower-division Theme course, EITHER have an explicit course connection to a foundational skill OR reinforce a foundational skill.

4. For an upper-division Theme course, reinforce at least two foundational skills. Area B Courses must reinforce quantitative reasoning skills and one other skill; Area C and D Courses must reinforce critical thinking and one other skill.

5. Rubrics used to evaluate learning outcomes will be made available to students and incorporate the essential dimensions identified by GECCo.
Foundational Skills: Contextualizing and Reinforcing

The General Education Program focuses on teaching and reinforcing the foundational skills (oral and written communication, critical thinking and quantitative reasoning) that are core to a liberal arts education. Faculty will meet in Skill Reinforcement Groups (SRGs) to further facilitate common learning experiences for students.

Three-unit courses in oral communication, written communication, critical thinking and quantitative reasoning will connect with a Theme through use of relevant examples and/or assignments to contextualize student learning. SRGs and FIGs will help faculty connect across the curriculum.

ORAL COMMUNICATION

A1. Oral Communication

Goal 1. Students will analyze the principles of effective oral communication from the rhetorical perspective.

   Outcome 1A. Students will identify and apply the rhetorical principles that underlie form and content in formal speeches and oral presentations.
   Outcome 1B. Students will evaluate contexts, attitudes, values, and responses of different audiences.
   Outcome 1C. Students will demonstrate active listening skills in order to interpret, critically evaluate reasoning, and engage with new ideas.

Goal 2. Students will actively participate in written and oral forms of communication in English.

   Outcome 2A. Students will create, organize, and support ideas for various types of oral presentations.
   Outcome 2B. Students will present well-organized oral presentations practicing sound reasoning and advocacy in the physical presence of others.
   Outcome 2C. Students will demonstrate acceptable ethical and responsible communication in researching, creating, and presenting presentations, including proper verbal citations.
A1 Course Requirements

1. The course must be lower division and open to all students.
2. The course is graded on an A/B/C/NC basis (contingent on Senate approval).
3. At least 80% of the course grade must be based on assignments related to oral communication.
4. Assignments accounting for approximately 20% of the course grade are related to the connected theme: (a) Quality of Life, (b) Revolutionary Ideas and Innovations, or (c) Sustainability and Social Responsibility.
5. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; (b) articulating and applying rudimentary criteria in evaluating information and sources; and (c) using and citing properly the information in both written and spoken assignments.
6. Assignments shall foster the understanding and value of academic integrity, and encourage students to take responsibility as an engaged person in various roles: student, learner, professional, and global citizen.
7. Some assignments or classroom activities should encourage the development of skills and strategies for working collaboratively.
8. The course syllabus must include references to assignments that are described above as part of the course expectations.
9. The course syllabus must include the university-approved student learning outcomes for oral communication and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
10. Individual students will speak for at least 25 minutes total, including at least (a) one presentation to inform and (b) one presentation to persuade.
11. Courses must be faculty-supervised, faculty-evaluated practice in communicating orally in the physical presence of other listeners.
12. Courses must have students speak their own words, not only recite words written by others.
13. Rubrics used to evaluate oral communication will be made available to students and incorporate the essential dimensions identified by GECCo.

Oral Communication Reinforcement

Goal 1: Students will demonstrate proficiency in oral communication.

Outcome 1A. Students will create organized oral presentations using appropriate information for the subject and the audience.
Outcome 1B. Students will present information in a professional manner using well-developed oral presentation skills.

Oral Communication Reinforcement Course Requirements
1. The course may be upper or lower division, open to all students, and its prerequisites shall be satisfaction of Areas A1 (Oral Communication).
2. The course is graded on an A/B/C/D/F basis.
3. For courses covering a theme, assignments accounting for about 20% of the course grade are related to the connected theme: (a) Quality of Life, (b) Revolutionary Ideas and Innovations, or (c) Sustainability and Human Rights.
4. Assignments intended to reinforce the foundational skills (collectively, if more than one) must account for at least 30% of the course grade.
5. At least one of the assignments shall involve (a) utilizing a plan for acquiring and recording information employing basic search strategies to explore core sources, including library resources; (b) articulating and applying rudimentary criteria in evaluating information and sources; and (c) using and citing properly the information in both written and spoken assignments.
6. Assignments shall foster the understanding and value of academic integrity, and encourage students to take responsibility as an engaged person in various roles: student, learner, professional, and global citizen.
7. Some assignments or classroom activities should encourage the development of skills and strategies for working collaboratively.
8. The course syllabus must include references to assignments that are described above as part of the course expectations.
9. The course syllabus must include the university-approved student learning outcomes for oral communication reinforcement and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
10. Courses must be faculty-supervised, faculty-evaluated practice in communicating orally in the physical presence of other listeners.
11. Courses must have students speak their own words, not only recite words written by others.
12. Instructors must give timely feedback to students on their oral communication skills.
13. Rubrics used to evaluate oral communication will be made available to students and incorporate the essential dimensions identified by GECCo.
WRITTEN COMMUNICATION

A2. Written Communication

A2 Course Description
In A2 writing courses, students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching, reading, and writing an academic research paper that relates to one of the university themes. Courses contain frequent reading and writing assignments and several library-research assignments.

Goal 1: Students will read critically.
   Outcome 1: Students will critique a writer’s rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic.

Goal 2: Students will write critically.
   Outcome 2A: Students will create proficient thesis statements for various types of writing tasks.
   Outcome 2B: Students will use discourse-appropriate syntax.
   Outcome 2C: Students will use logical reasoning, at the appropriate level, to develop and organize ideas.

Goal 3: Students will research effectively.
   Outcome 3A: Students will find diverse, reputable sources for an academic research paper.
   Outcome 3B: Students will correctly use summary, paraphrase, and direct quotes to synthesize sources into an academic research paper.

A2 Course Requirements

1. This lower-division course has a prerequisite of EPT score of 146 or higher OR a grade of C- or higher in English 99 or its equivalent OR other equivalent test scores.
2. The course is graded on an A/B/C/NC basis (contingent on Senate approval).
3. At least 80% of the course grade must be based on assignments related to written communication.
4. At least one writing assignment must be an academic research paper, that (a) accounts for at least 20% of the course grade; (b) involves finding, evaluating, synthesizing, and documenting at least 8 appropriate sources; (c) relates to one of the three university themes (Quality of Life, Revolutionary Ideas and Innovations, Social and Environmental Justice); and (d) is a minimum of 1750 words (7 pages).
5. Instructors must give timely feedback to students on their writing assignments.
6. The course must use a web-based source to help students avoid plagiarism.
7. The course syllabus must make students aware of online writing lab tutorial services.
8. Students must pass at least one in-class writing assignment to be eligible to pass the course.
9. The course must contain library research assignments.
10. Rubrics used to evaluate written communication will be made available to students and incorporate the essential dimensions identified by GECCo.

Writing Reinforcement

Goal 1: Students will demonstrate proficiency in written communication.

Outcome 1A: Students will create proficient thesis statements.
Outcome 1B: Students will use discourse-appropriate syntax.
Outcome 1C: Students will use logical reasoning, at the appropriate level, to develop a text.
Outcome 1D: Students will correctly use summary, paraphrase, and direct quotes to synthesize sources into a paper.

Writing Reinforcement - Course Requirements

1. Students must have satisfied their A2 requirement before taking courses that reinforce writing skills.
2. Assignments intended to reinforce the foundational skills (collectively, if more than one) must account for at least 30% of the course grade.
3. The course syllabus must include the A2 Reinforcement Student Learning Outcomes and assignments designed to meet these requirements.
4. The course must use the GECCO-approved common A2 rubric (in progress) to assess writing skills.
5. Instructors must give timely feedback to students on their writing skills.
6. Rubrics used to evaluate written communication will be made available to students and incorporate the essential dimensions identified by GECCo.

GWAR – Graduate Writing Assessment Requirement
The Graduate Writing Assessment Requirement (GWAR) is satisfied by every student in one of two ways: (1) passage of the GWAR test or (2) a grade of C or better in a course approved to meet GWAR. Faculty are encouraged to submit Junior-Year Seminar, Upper-division Thematic Area courses, and major courses to meet this requirement.

**GWAR Course Description**
In GWAR courses, students will develop expository and argumentative reading and writing skills for different rhetorical contexts, including researching, reading, and writing an academic research paper. Courses contain frequent reading and writing assignments.

**Goal 1: Students will demonstrate college-level reading skills.**
- **Outcome 1:** Students will evaluate how effectively a writer’s rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic meet the needs of a particular rhetorical context.

**Goal 2: Students will demonstrate college-level writing skills.**
- **Outcome 2A:** Students will create effective thesis statements for various types of writing tasks.
- **Outcome 2B:** Students will effectively use discourse-appropriate prose.
- **Outcome 2C:** Students will use logical reasoning, at the appropriate level, to develop and organize ideas.

**Goal 3: Students will demonstrate college-level research skills.**
- **Outcome 3A:** Students will find and evaluate diverse, reputable sources for a specific writing task.
- **Outcome 3B:** Students will effectively and correctly use summary, paraphrase, and direct quotes to synthesize sources.

**GWAR Course Requirements**
1. This upper-division course has a prerequisite of a grade of C or higher in A2 course or its equivalent and upper-division standing.
2. Students must earn a grade of C or higher in this course to satisfy the GWAR.
3. At least 80 percent of the course grade must be based on writing assignments.
4. At least one writing assignment must include research that involves finding, evaluating, synthesizing, and documenting at least three appropriate sources into student’s own writing.
5. The course syllabus must clearly state which days are devoted to explicit writing instruction.
6. Instructors must give timely feedback to students on their writing form (thesis, development, organization, grammar, or mechanics) and content.
7. The course must use a web-based source to help students avoid plagiarism.
8. The course syllabus must make students aware of online writing lab tutorial services.
9. Students must pass at least one in-class writing assignment to be eligible to pass the course.
10. Rubrics used to evaluate written communication will be made available to students and incorporate the essential dimensions identified by GECCo.

CRITICAL THINKING

A3. Critical Thinking

Goal 1: Students will demonstrate the ability to analyze reasoning.

Outcome 1A. Students will recognize the difference between argumentative discourse and other kinds of discourse (e.g., explanations, descriptions, and assertions).
Outcome 1B. Students will be able to analyze the structure of reasoning, identifying conclusions and their supporting premises.
Outcome 1C. Students will distinguish inductive from deductive reasoning.

Goal 2: Students will demonstrate the ability to critically evaluate argumentative discourse.

Outcome 2A. Students will evaluate deductive arguments.
Outcome 2B. Students will evaluate inductive arguments.
Outcome 2C. Students will detect fallacies and articulate how these mistakes in reasoning are in error.

Goal 3: Students will demonstrate critical thinking in order to reach well-founded conclusions.

Outcome 3A. Students will gather sufficient relevant information to reach well-founded conclusions.
Outcome 3B. Students will arrive at well-founded conclusions, avoid fallacies of logic, and effectively articulate their reasoning.

A3 Course Requirements
1. The course must be lower division, open to all students, and its only prerequisite shall be satisfaction of Area A2 (Written Communication).

2. The course is graded on an A/B/C/NC basis (contingent on Senate approval).

3. At least 80% of the course grade must be based on assignments related to critical thinking.

4. Assignments accounting for approximately 20% of the course grade are related to the connected theme: (a) Quality of Life, (b) Revolutionary Ideas and Innovations, or (c) Sustainability and Social Responsibility.

5. The course syllabus must include the university-approved student learning outcomes for critical thinking and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

6. Instructors must give timely feedback to students on their critical thinking skills.

7. Rubrics used to evaluate critical thinking will be made available to students and incorporate the essential dimensions identified by GECCo.

**Critical Thinking Reinforcement**

Goal 1: Students will demonstrate critical reasoning and problem solving.

Outcome 1A. Students will demonstrate critical reasoning and problem solving by building on the following skills: argument analysis, argument evaluation, and/or argument construction.

**Critical Thinking Reinforcement Course Requirements**

1. The course must have satisfaction of A3 as a pre-requisite.

2. Assignments intended to reinforce the foundational skills (collectively, if more than one) must account for at least 30% of the course grade.

3. The course syllabus must include the university-approved student learning outcomes for reinforcing critical thinking and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

4. Rubrics used to evaluate critical thinking will be made available to students and incorporate the essential dimensions identified by GECCo.

**MATHEMATICS/QUANTITATIVE REASONING**
B4. Mathematics/Quantitative Reasoning

Goal 1. Students will be competent in algebraic manipulations.

   Outcome 1A. Students will understand and perform requisite mathematical calculations, with competency beyond the level of Common Core high school year 3 in the California Framework.

Goal 2. Students will be competent in processing mathematical information.

   Outcome 2A. Students will produce, explain, interpret, and summarize numerical, graphical, and symbolic information

   Outcome 2B. Students will use the above information to draw reasonable conclusions, possibly in the presence of uncertainty, as well as identify deceptive or erroneous reasoning.

Goal 3. Students will demonstrate an understanding of the uses of mathematics.

   Outcome 3A. Students will apply mathematics to model natural, social & behavioral processes, possibly in the presence of uncertainty, that they encounter in professional and everyday settings.

Goal 4. Students will use appropriate technological tools.

   Outcome 4A. Students will use appropriate technology, including calculators and/or computers, as tools to assist with numerical and graphical analyses.

   Outcome 4B. Students will recognize the limitations of technology.

B4 Course Requirements

1. The course must be lower division and open to all students who have passed or are exempt from the Entry Level Mathematics Examination (ELM).
2. The course is graded on an A/B/C/NC basis (contingent on Senate approval).
3. At least 80% of the course grade must be based on assignments related to quantitative reasoning.
4. Assignments accounting for approximately 20% of the course grade are related to the connected theme: (a) Quality of Life, (b) Revolutionary Ideas and Innovations, or (c) Sustainability and Social Responsibility.
5. The course must have an explicit intermediate algebra prerequisite (which could have been met before coming to CSUB), and students shall develop skills and understanding beyond the level of intermediate algebra.

6. The course syllabus must list the university-approved student learning outcomes for Mathematics/Quantitative Reasoning (B4) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

7. The course must address students’ ability in computational skills, and students must be introduced to explaining and applying basic mathematical concepts and solving problems through quantitative reasoning.

8. Instructors must give timely feedback to students on their quantitative reasoning skills.

9. Rubrics used to evaluate quantitative reasoning will be made available to students and incorporate the essential dimensions identified by GECCo.

Quantitative Reasoning Reinforcement

Goal 1: Students will demonstrate proficiency in quantitative reasoning.

   Outcome 1A: Students will correctly utilize mathematical calculations and estimation skills.

   Outcome 1B: Students will demonstrate quantitative reasoning skills.

   Outcome 1C: Students will successfully apply quantitative reasoning skills to the real world.

Quantitative Reasoning Reinforcement Course Requirements

1. The course must have satisfaction of B4 as a pre-requisite.

2. Assignments intended to reinforce the foundational skills (collectively, if more than one) must account for at least 30% of the course grade.

3. The course syllabus must include the university-approved student learning outcomes for reinforcing quantitative reasoning and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.

4. Rubrics used to evaluate quantitative reasoning will be made available to students and GECCO; they will include those dimensions identified by GECCo as essential.

5. Instructors must give timely feedback to students on their quantitative reasoning skills.
6. Rubrics used to evaluate quantitative reasoning will be made available to students and incorporate the essential dimensions identified by GECCo.
**Area Courses**

Students will take

- **Area B**: one three-unit course each in physical and life sciences, including a lab
- **Area C**: one three-unit course each in arts and humanities
- **Area D**: two three-unit courses in different social science disciplines

Each Lower-Division Area Course (B/C/D) falls under one of the following categories:

<table>
<thead>
<tr>
<th>Lower-Division Category</th>
<th>Applicable Outcomes and Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Thematic course with an explicit course connection to a foundational skill (the skills course is a co-requisite or prerequisite)</td>
<td>Area and Theme</td>
</tr>
<tr>
<td>2. Thematic course that reinforces a foundational skill (the skills course is a pre-requisite)</td>
<td>Area, Theme, and Skill Reinforcement</td>
</tr>
<tr>
<td>3. Satisfies the Student Enrichment and Lifelong Fulfillment (SELF) requirement</td>
<td>Area and SELF</td>
</tr>
<tr>
<td>4. Large-format, lecture course</td>
<td>Area</td>
</tr>
</tbody>
</table>

Upper-Division Area Courses: Students will take two upper-division Thematic Area courses in the areas outside of their home school. Each upper-division Area Course (B/C/D) must be Thematic and reinforce two foundational skills. Area B courses will reinforce quantitative reasoning and one other skill, as selected by the course proposer. Area C and D courses will reinforce critical thinking and one other skill, as selected by the course proposer.

<table>
<thead>
<tr>
<th>Upper-Division Area</th>
<th>Applicable Outcomes and Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area B. Natural Sciences</strong></td>
<td>Area B, Theme, Quantitative Reasoning Reinforcement, and one additional skill reinforcement</td>
</tr>
<tr>
<td><strong>Area C. Arts and Humanities</strong></td>
<td>Area C, Theme, Critical Thinking Reinforcement, and one additional skill reinforcement</td>
</tr>
<tr>
<td><strong>Area D. Social Sciences</strong></td>
<td>Area D, Theme, Critical Thinking Reinforcement, and one additional skill reinforcement</td>
</tr>
</tbody>
</table>
AREA B. PHYSICAL AND LIFE SCIENCES

Goal 1. Students will demonstrate an understanding of the basic principles and concepts of the life and physical sciences.

   Outcome 1A. Students will define and explain the unifying themes of the natural sciences (e.g. change, scale, pattern, energy).
   Outcome 1B. Students will define and explain basic principles, concepts, and theories of the natural sciences (e.g. energy, evolution, tectonics, Newtonian mechanics).

Goal 2. Students will demonstrate an understanding of the scientific method.

   Outcome 2A. Students will explain how scientists establish and evaluate theories through the use of the scientific method.
   Outcome 2B. In the laboratory experiences, students will utilize the scientific method to design simple experiments and to collect data in a lab or field setting.
   Outcome 2C. In the laboratory experiences, students will utilize appropriate quantitative methods to analyze data.

Goal 3. Students will apply the principles, concepts, and methods of the life or physical sciences to everyday life.

   Outcome 3A. Students will differentiate between what is science, pseudo-science and other ways of knowing.
   Outcome 3B. Students will explain the role science plays in technological development.
   Outcome 3C. Students will recognize applications of science in everyday life.
   Outcome 3D. Students will recognize the limits of science when applied to problems in the natural world.

Goal 4. Students will demonstrate an understanding of the role science and technology play in society.

   Outcome 4A. Students will discuss ethical issues related to the application of science in everyday life.
Outcome 4B. Students will recognize the impact of human activities on natural resources and
the resulting global implications.

Area B1 Physical Science Course Requirements

1. Be lower division and have an Area B3 component.
2. The course is graded on an A/B/C/D/F scale.
3. Contain a significant commitment to and provide a breadth of coverage within the physical
   science disciplines and provide a general overview of the physical sciences as reflected in the
   course description, syllabus, outcomes, and topics covered.
4. Be broad in perspective and include at least seven of the following:
   a. goals, characteristics, and processes of physical science.
   b. nature of physical science and the scientific method.
   c. application of ethical issues related to the application of physical science in everyday
      life.
   d. inductive and deductive reasoning.
   e. the physical world described by physical science.
   f. experimental controls and data interpretation.
   g. standardization in experimental science.
   h. falsifiable nature of science and pseudoscience.
5. Contain an introduction to independent learning through laboratory assignments related to the
discipline under study.
6. Contain clear measurable course outcomes and demonstrate how the course meets the goals
   and outcomes for the Physical Sciences.
7. Rubrics used to evaluate learning outcomes for Area B will be made available to students and
   incorporate the essential dimensions identified by GECCo.

Area B2 Life Science Course Requirements

1. Be lower division and have an Area B3 component.
2. The course is graded on an A/B/C/D/F scale.
3. Contain a significant commitment to and provide a breadth of coverage within the life science
disciplines and provide a general overview of the life sciences as reflected in the course
description, syllabus, outcomes, and topics covered.
4. Be broad in perspective, cover the structures and functions of autotrophic and heterotrophic organisms and include at least seven of the following:
   a. impact of human activities on natural resources and the resulting global implications.
   b. nature of life science and the scientific method.
   c. discussion of ethical issues related to the application of life science in everyday life.
   d. taxonomy and diversity of all living organisms.
   e. strategies for survival and reproduction.
   f. evidence for, and patterns and processes of, evolution.
   g. levels of organization of living systems, from atom to planet.
   h. interaction of organisms and their natural environment.

5. Contain an introduction to independent learning through laboratory assignments related to the discipline under study.

6. Contain clear measurable course outcomes and demonstrate how the course meets the goals and objectives for the Life Sciences.

7. Rubrics used to evaluate learning outcomes for Area B will be made available to students and incorporate the essential dimensions identified by GECCo.

**Area B3 Natural Science Laboratory Course Requirements**

1. Be lower division and part of an Area B1 or B2 course.
2. Involve students in performing simple experiments appropriate to the natural science discipline.
3. Involve students at least once in designing a simple experiment appropriate to the natural science discipline.
4. Engage students in the collection of their own data in a laboratory or field setting.
5. Require students to use appropriate quantitative methods to analyze data.
6. Rubrics used to evaluate learning outcomes for Area B will be made available to students and incorporate the essential dimensions identified by GECCo.

**Additional Upper-Division Area B Course Requirements**

1. Meet the Student Learning Outcomes of at least one of the Themes in the CSUB general education program.
2. Contain an analysis and understanding of contemporary issues involving technology and the life and/or physical sciences.
3. Contain a focus on the impact of human activities on natural resources and the resulting global
implications.

4. Assignments intended to reinforce the foundational skills (collectively) must account for at least 30% of the course grade. Reinforcement of quantitative reasoning and one other foundational skill is required.

5. Rubrics used to evaluate learning outcomes for Area B will be made available to students and incorporate the essential dimensions identified by GECCo.

AREA C. ARTS & HUMANITIES

Goal 1: Students will understand expressions of the human experience.

   Outcome 1A: Students will describe elements important to the human experience in relation to the history, values, beliefs and practices, communication styles (verbal and nonverbal), or modes of artistic expression of one or more cultures.

   Outcome 1B: Students will explain how their self-understanding is expanded by the distinct perspectives on the human experience offered by Arts and Humanities disciplines.

Goal 2: Students will demonstrate analytical reading and writing skills.

   Outcome 2A: Students will analyze primary source material to more fully understand ideas, cultural practices, literary texts, languages, or works of art.

   Outcome 2B: Students will write organized analytic responses communicating their understanding of ideas, cultural practices, literary texts, languages, or works of art.

Goal 3: Students will apply Arts and Humanities disciplinary methods.

   Outcome 3A: Students will apply proper methods of inquiry characteristic of the disciplines of the Arts and Humanities.

Area C Course Requirements

1. Focus on topics addressed in the disciplines of arts and humanities;

2. Provide the general student with an experience that gives him or her a real sense of the breadth and depth of the humanities.
4. Require reading and analysis of primary source material from the arts or humanities.
5. Contain clear measurable course outcomes and demonstrate how the course meets the goals and outcomes of Area C.
6. Rubrics used to evaluate learning outcomes for Area C will be made available to students and incorporate the essential dimensions identified by GECCo.

**Additional Upper-Division Area C Course Requirements**

1. The course must include either a) a substantial and independent research component that in most cases requires students to make use of scholarly resources, or b) a comparable writing assignment consistent with the particular discipline of the course.
2. Meet the Student Learning Outcomes of at least one of the Themes in the CSUB general education program.
3. Assignments intended to reinforce the foundational skills (collectively) must account for at least 30% of the course grade. Reinforcement of critical thinking and one other foundational skill is required.
4. Rubrics used to evaluate learning outcomes for Area C will be made available to students and incorporate the essential dimensions identified by GECCo.

**AREA D. SOCIAL AND BEHAVIORAL SCIENCES**

**Goal 1.** Students will demonstrate an understanding of major principles, theories, and concepts in the social and behavioral sciences.

**Outcome 1:** Students will define and use basic principles, theories, and concepts in the social and behavioral sciences to predict and explain behavior as it relates to the specific area of study.

**Goal 2.** Students will demonstrate an understanding of how disciplinary knowledge in the social and behavioral sciences can be used to make sense of the world in which we live.

**Outcome 2:** Students will apply disciplinary knowledge in the specific area of study to the understanding of individuals and groups as it relates to local, and global issues and problems in their contemporary and historic contexts.
Goal 3. Students will demonstrate an understanding of how knowledge progresses in the social and behavioral sciences by understanding the scientific method and an acceptance of diverse perspectives.

Outcome 3: Students will explain how social and behavioral scientists establish and evaluate theories in the area of study using the scientific method and demonstrate an understanding of the challenges and opportunities in integrating diverse perspectives and achieving epistemological consensus.

Area D Course Requirements

1. The course is graded on an A/B/C/D/F scale.
2. Have completed area A2 or concurrently in A2.
3. Contain a significant commitment to and provide a breadth of coverage within social and behavioral sciences, providing a general overview of the area as reflected in required readings, lectures, and assignments in the course.
4. Contain an introduction to independent learning through an assigned library research component related to the discipline under study, which should include a short written assignment(s) designed to introduce students to the literature in the specific discipline under study.
5. Rubrics used to evaluate learning outcomes for Area D will be made available to students and incorporate the essential dimensions identified by GECCo.
6. Contain clear measurable course outcomes and demonstrate how the course meets the goals and outcomes for the Social and Behavioral Sciences.

Additional Upper-Division Area D Course Requirements

1. Meet the Student Learning Outcomes of at least one of the Themes in the CSUB general education program.
2. Assignments intended to reinforce the foundational skills (collectively) must account for at least 30% of the course grade. Reinforcement of critical thinking and one other foundational skill is required.
3. Rubrics used to evaluate learning outcomes for Area D will be made available to students and incorporate the essential dimensions identified by GECCo.
AMERICAN INSTITUTIONS – HISTORY

Goal 1: Students will understand the historical development of the United States over at least a 100-year period.

Outcome 1A: Students will be able to identify and explain the significant events, trends, and developments in the history of the area now included in the United States of America, covering a minimum time span of approximately one hundred years, 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.

Outcome 1B: Students will be able to describe the role of major ethnic and social groups in such events and the historical contexts in which the events have occurred.

Outcome 1C: Students will be able to explain 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.

American Institutions – History Course Requirements
1. The course must be lower division, open to all students.

2. The course is graded on an A/B/C/D/F basis.

3. Assignments intended to reinforce the foundational skills (collectively, if more than one) must account for at least 30% of the course grade. Writing reinforcement is required.

4. Rubrics used to evaluate learning outcomes will be made available to students and incorporate the essential dimensions identified by GECCo.
AMERICAN INSTITUTIONS – GOVERNMENT

Goal 1: Students will address the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
  Outcome 1A: Students will describe the political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes (including citizen rights and obligations) under that Constitution as amended and interpreted.
  Outcome 1B: Students will assess the causes and consequences of different forms of political participation, and outline the ways in which individuals and groups can affect political objectives in the United States.

Goal 2: Students will address the processes of California state and local government.
  Outcome 2A: Students will describe the Constitution of the State of California within the context and evolution of federal-state relations and understand the nature and processes of state and local government under that Constitution.
  Outcome 2B: Students will assess the causes and consequences of different forms of political participation, and outline the ways in which individuals and groups can affect political outcomes in California.

American Institutions – Government Course Requirements
1. The course must be lower division, open to all students.
2. The course is graded on an A/B/C/D/F basis.
3. Assignments intended to reinforce the foundational skills (collectively, if more than one) must account for at least 30% of the course grade. Critical thinking reinforcement is required.
4. Rubrics used to evaluate learning outcomes will be made available to students and incorporate the essential dimensions identified by GECCo.
SELF - STUDENT ENRICHMENT AND LIFELONG FULFILLMENT

Students may take a course from Area B, C, or D that fulfills this requirement. They may also take an elective or major course that fulfills this requirement. This area of study is designed to enhance students' awareness and understanding of themselves as integrated physiological, social, and psychological beings who must relate to others in a physical and social environment.

Courses focus on disciplined inquiry leading to self-discovery and self-knowledge. Student learning in this area centers on issues such as human behavior, sexuality, nutrition, substance use, physical and mental health, stress management, financial literacy, social relationships, relationships with the environment, religion, as well as implications of death and dying and avenues for lifelong learning. Physical activity, as a modality for developing health, may be included provided that it is an integral part of the study elements described.

Goal 1: Students will prepare for a lifetime of enrichment and fulfillment.

Outcome 1A. Students will self-assess and develop strategies for enhancing physical, social, and/or psychological well-being including examination of benefits and risks of personal behaviors.

Outcome 1B. Students will actively apply and participate in developing a lifelong commitment to personal growth and well-being.

SELF Course Requirements

1. SELF courses can be in Areas B/C/D (can be upper-division) or, can be elective or major courses
2. Coverage of one or more SELF topics.
3. At least 33% of the course coverage (5 weeks) directly related to the SELF topic(s). This coverage should be reflected in the catalog course description.
4. Self-evaluation of physical, social and/or psychological well-being using a standardized instrument/inventory.
5. Development of a self-improvement plan dealing with physical, social and/or psychological well-being.
6. Evidence of implementation of the plan and a commitment to continue.
7. Rubrics used to evaluate learning outcomes will be made available to students and incorporate the essential dimensions identified by GECCo.
Guidepost Series: Reflecting and Applying

A series of guidepost courses in the first, junior, and senior years provides touchstones throughout the students’ college experience to synthesize their learning within the broad topics of acculturation, skill development and self-reflection. A pilot study will evaluate the use of e-portfolios to help students reflect on and synthesize their learning.

FIRST-YEAR SEMINAR SEQUENCE

A two-unit, year-long course will provide students with an engaged, supportive environment where they can make vital connections with a cohort of fellow students, their instructor, and key members of the campus community who can help ensure their success. Students in the course will be introduced to the themes.

[Placeholder outcomes to be revised/supplemented at a later date.]

Goal 1. Students will demonstrate that they are acculturated to the campus.

   Outcome 1A. Students will demonstrate an understanding of their rights and responsibilities as a member of the CSUB community.
   
   Outcome 1B. Students will demonstrate the ability to locate sources of the appropriate CSUB policies and regulations.
   
   Outcome 1C. Students will demonstrate the ability to locate and access appropriate campus resources.

Goal 2. Students will demonstrate that they can utilize college-level skills to complete the General Education and major curriculum.

   Outcome 2A. Students will develop basic technical, academic, and information literacy skills.
   
   Outcome 2B. Students will articulate a plan to complete the General Education foundation skills courses, including the completion of any required remediation.
Outcome 2C. Students will develop an academic roadmap to graduation that incorporates General Education, major, and minor requirements, including an exploration of major and minor options.

**JUNIOR-YEAR DIVERSITY REFLECTION COURSE**

This three unit course brings transfer students and native students together into one group to reflect on their lower-division general education experience and how those basic skills and ways of knowing are important in the major. The course will reinforce written communication skills.

In addition to self-knowledge, students will develop intercultural knowledge and develop the ability to recognize and navigate diversity through investigation of the cultural values and history, language, traditions, arts and social institutions of a group of people. Intensive use of writing will help students critically explore diverse social experiences, world views, beliefs, practices, and values.

Goal 1. Students will demonstrate an understanding of their academic pursuits by reflecting on their studies of the General Education curriculum.

   - **Outcome 1A.** Students will demonstrate how the study of the basic skills and ways of knowing gained through their General Education study contributes to an understanding of their major.

   - **Outcome 1B.** Students will demonstrate how study of the basic skills and ways of knowing gained through their General Education study contributes to an understanding of their future and career aspirations.

Goal 2. Students will demonstrate an understanding of, and appreciation for, diverse cultures, values, and belief systems.

   - **Outcome 2A.** Students will demonstrate an understanding of the basis of human diversity: biological, cultural, historical, social, economic, and ideological.

   - **Outcome 2B.** Students will be able to recognize, discuss, and demonstrate an understanding of their own beliefs while maintaining respect for differing world views.

**JYDR Course Requirements**

1. Be a 300-level course.
2. Demonstrate diverse cultures, values, and belief systems as an organizing principle of the
course.
3. Demonstrate an inclusion of biological, cultural, historical, social, economic, and ideological diversity.
4. Have reflective written communication assignment(s) that constitute(s) at least 25% of the grade for the course.
5. Rubrics used to evaluate learning outcomes will be made available to students and incorporate the essential dimensions identified by GECCo.

**CAPSTONE COURSE**

This course provides a holistic integration of students’ university experience and reinforces their oral communication skills in preparation of completing their studies at CSU, Bakersfield. Students may take this course within their major if the student learning outcomes of the capstone course are embedded in the Senior Seminar of their major. Theme-based capstone courses of 1-3 units will also be available for students.

Goal 1. Students will demonstrate an understanding of their academic pursuits by reflecting on their studies of the arts, humanities, natural sciences, behavioral sciences, and social sciences.

Outcome 1A. Students will demonstrate how the study of the arts, humanities, natural sciences, behavioral sciences, and social sciences contributed to their completion of a bachelor degree.

Goal 2. Students will demonstrate proficiency in critical thinking, information literacy, oral communication, written communication, and quantitative reasoning.

Outcome 2A. Students will demonstrate critical thinking, information literacy, oral communication, written communication, and quantitative reasoning skills appropriate for a bachelor degree.

**Capstone Course Requirements**

1. Contain assignments that require students to reflect on their overall general education experience and provide the opportunity for students to show how the study of the arts, humanities, natural sciences, social sciences and behavioral sciences relates to their achievement of the bachelor degree.
2. Contain assignments that require students to demonstrate proficiency in critical thinking, information literacy, oral communication, written communication, and quantitative reasoning and
evaluate student work using rubrics containing the essential dimensions identified by GECCo.

3. Contain clear measurable course outcomes and demonstrate how the course meets the goals and outcomes for the Capstone experience.

4. Have reflective oral communication assignment(s) that constitute(s) at least 25% of the grade for the course.

5. Rubrics used to evaluate learning outcomes will be made available to students and incorporate the essential dimensions identified by GECCo.