Faculty Reference Handout for GE Course Development
Unique Identifiers for Student Learning Outcomes

Area 1A English Composition

Foundational skill

Use these goals and outcomes to align a foundational English composition course.

Goal 1A-1 Reading Skills

Outcome 1A-1A Students will recognize the rhetorical devices and/or the choices writers make in a text (e.g., bias, word choice, tone, purpose, methods of development and organization, etc.).

Outcome 1A-1B Students will analyze the effects a writer's choices and/or rhetorical devices have on the audience.

Goal 1A-2 Writing Skills

Outcome 1A-2A Students will create proficient thesis statements for various types of writing tasks.

Outcome 1A-2B Students will use logical reasoning to develop and organize ideas.

Outcome 1A-2C Students will use appropriate language and grammar as determined by the writing task.

Goal 1A-3 Research Skills

Outcome 1A-3A Students will find a variety of credible and relevant sources for an academic research paper.

Outcome 1A-3B Students will evaluate a variety of sources for an academic research paper.

Outcome 1A-3C Students will use summary, paraphrase, and direct quotes to synthesize sources into an academic research paper using proper documentation.

Outcome 1A-3D Students will incorporate sources into an academic research paper.

Selected course design requirements

At least 80% of the grade addresses English composition. A research paper is at least 1,500 words, uses at least five appropriate sources, and is worth at least 20%.

Include library research, developmental feedback, plagiarism prevention, writing tutorial information, and student-accessible rubrics. Prerequisites are at department discretion; minimum grade C-.

Area 1B Critical Thinking

Foundational skill

Use these goals and outcomes to align a foundational critical thinking course.

Goal 1B-1 Students will demonstrate the ability to analyze reasoning.

Outcome 1B-1A Students will recognize the difference between argumentative discourse and other kinds of discourse (e.g., explanations, descriptions, and assertions).

Outcome 1B-1B Students will analyze the structure of reasoning, identifying conclusions and their supporting premises.

Outcome 1B-1C Students will distinguish inductive from deductive reasoning.

Goal 1B-2 Students will demonstrate the ability to critically evaluate argumentative discourse.

Outcome 1B-2A Students will evaluate deductive arguments.

Outcome 1B-2B Students will evaluate inductive arguments.

Outcome 1B-2C Students will detect fallacies and articulate how these mistakes in reasoning are in error.

Goal 1B-3 Students will demonstrate critical thinking in order to reach well-founded conclusions.

Outcome 1B-3A Students will utilize sufficient relevant information, avoid fallacies, and articulate their reasoning to arrive at well-founded conclusions.

Selected course design requirements

At least 80% of the course grade addresses critical thinking.

Link approved outcomes to activities and assignments in the syllabus. Provide timely developmental feedback and student-accessible rubrics with GECCo essential dimensions.

Prerequisites are at department discretion. Grading is A/B/C/D/F; minimum grade C-.

Area 1C Oral Communication

Foundational skill

Use these goals and outcomes to align a foundational oral communication course.

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

Outcome 1C-1A Students will identify and apply the rhetorical principles that underlie form and content in formal speeches and oral presentations.

Outcome 1C-1B Students will evaluate contexts, attitudes, values, and responses of different audiences.

Outcome 1C-1C Students will demonstrate active listening skills in order to interpret, critically evaluate reasoning, and engage with new ideas.

Goal 1C-2 Students will actively participate in written and oral forms of communication in English.

Outcome 1C-2A Students will create, organize, and support ideas for various types of oral presentations.

Outcome 1C-2B Students will present well-organized oral presentations practicing sound reasoning and advocacy in the physical presence of others.

Outcome 1C-2C Students will demonstrate acceptable ethical and responsible communication in researching, creating, and presenting presentations, including proper verbal citations.

Selected course design requirements

At least 80% of the grade addresses oral communication. Each student speaks for at least 25 minutes total, including an informative and a persuasive presentation.

Include faculty-supervised and evaluated practice in the physical presence of listeners, source research and evaluation, proper citations, academic integrity, and collaborative activities.

Lower division; prerequisites at department discretion; minimum grade C-. Link outcomes and assignments in the syllabus and provide feedback and rubrics.

Area 2 Mathematical Concepts and Quantitative Reasoning

Foundational skill

Use these goals and outcomes to align a foundational mathematics and quantitative reasoning course.

Goal 2-1 Students will be competent in mathematical operations.

Outcome 2-1A Students will understand and perform requisite mathematical calculations and algebraic manipulations.

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

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

Outcome 2-2B 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 2-3 Students will demonstrate an understanding of the uses of mathematics.

Outcome 2-3A Students will apply mathematics to model natural, social or behavioral processes, possibly in the presence of uncertainty, that they may encounter in professional and everyday settings.

Goal 2-4 Students will use appropriate technological tools.

Outcome 2-4A Students will use appropriate technology, including calculators and/or computers, as tools to assist with numerical and graphical summaries.

Outcome 2-4B Students will recognize the limitations of technology.

Selected course design requirements

Lower division and open to all students; prerequisites at department discretion; minimum grade C-. At least 80% of the grade addresses quantitative reasoning.

Address computational skills, explanation and application of mathematical concepts, and quantitative problem solving. Link approved outcomes to assignments and provide developmental feedback and rubrics.

Area 3A Arts

Lower division area courses

Both Area 3 subareas use the shared Arts and Humanities goals and outcomes below.

Goal 3A-1 Students will understand expressions of the human experience.

Outcome 3A-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 3A-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 3A-2 Students will demonstrate analytical reading and writing skills.

Outcome 3A-2A Students will analyze primary source material to more fully understand ideas, cultural practices, literary texts, languages, or works of art.

Outcome 3A-2B Students will write organized analytic responses communicating their understanding of ideas, cultural practices, literary texts, languages, or works of art.

Goal 3A-3 Students will apply Arts and Humanities disciplinary methods.

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

Selected course design requirements

Provide breadth and depth in arts or humanities, use humanistic methods, and require reading and analysis of primary sources. Include measurable outcomes and student-accessible rubrics.

A thematic course must meet its theme outcomes and connect to a foundational skill through a corequisite or reinforce a completed skill. Large-format lecture courses meet area requirements.

Grading is A/B/C/D/F. The lower division pattern includes one three-unit arts course and one three-unit humanities course.

Area 3B Humanities

Lower division area courses

Both Area 3 subareas use the shared Arts and Humanities goals and outcomes below.

Goal 3B-1 Students will understand expressions of the human experience.

Outcome 3B-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 3B-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 3B-2 Students will demonstrate analytical reading and writing skills.

Outcome 3B-2A Students will analyze primary source material to more fully understand ideas, cultural practices, literary texts, languages, or works of art.

Outcome 3B-2B Students will write organized analytic responses communicating their understanding of ideas, cultural practices, literary texts, languages, or works of art.

Goal 3B-3 Students will apply Arts and Humanities disciplinary methods.

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

Selected course design requirements

Provide breadth and depth in arts or humanities, use humanistic methods, and require reading and analysis of primary sources. Include measurable outcomes and student-accessible rubrics.

A thematic course must meet its theme outcomes and connect to a foundational skill through a corequisite or reinforce a completed skill. Large-format lecture courses meet area requirements.

Grading is A/B/C/D/F. The lower division pattern includes one three-unit arts course and one three-unit humanities course.

Area 4 Social and Behavioral Sciences

Lower division area course

Use these goals and outcomes to align a lower division social or behavioral science course.

Goal 4-1 Students will demonstrate an understanding of major principles, theories, and concepts in the social and behavioral sciences.

Outcome 4-1A 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 4-2 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 4-2A 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 4-3 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 4-3A Students will explain how social and behavioral scientists establish and evaluate theories in the area of study using the scientific method.

Outcome 4-3B Students will demonstrate an understanding of the challenges and opportunities in integrating diverse perspectives and achieving epistemological consensus.

Selected course design requirements

Provide broad disciplinary coverage in readings, lectures, and assignments. Include library research and short written work introducing students to disciplinary literature.

Include measurable outcomes and student-accessible rubrics. A thematic course also meets theme outcomes and connects to or reinforces a foundational skill.

Grading is A/B/C/D/F. The lower division pattern includes one three-unit course.

Area 5A Physical Sciences

Lower division area courses

Use the shared Area 5 goals and outcomes below for a course without an embedded laboratory.

Goal 5A-1 Students will demonstrate an understanding of the basic principles and concepts of the life and physical sciences.

Outcome 5A-1A Students will define and explain the unifying themes of the natural sciences (e.g. change, scale, pattern, energy).

Outcome 5A-1B Students will define and explain basic principles, concepts, and theories of the natural sciences (e.g. energy, evolution, tectonics, Newtonian mechanics).

Goal 5A-2 Students will demonstrate an understanding of the scientific method.

Outcome 5A-2A Students will explain how scientists establish and evaluate theories through the use of the scientific method.

Goal 5A-3 Students will apply the principles, concepts, and methods of the life or physical sciences to everyday life.

Outcome 5A-3A Students will differentiate between what is science and what is not science in real world situations.

Outcome 5A-3B Students will explain the role science plays in technological development.

Outcome 5A-3C Students will recognize applications of science in everyday life.

Outcome 5A-3D Students will recognize the limits of science when applied to problems in the natural world.

Goal 5A-4 Students will demonstrate an understanding of the role science and technology play in society.

Outcome 5A-4A Students will discuss ethical issues related to the application of science in everyday life.

Outcome 5A-4B Students will recognize the impact of human activities on natural resources and the resulting global implications.

Selected course design requirements

Provide broad coverage in the physical sciences and at least seven of the eight content topics listed in the compendium.

Include independent learning through laboratory assignments, measurable outcomes, and student-accessible rubrics. An embedded laboratory must also meet Area 5 outcomes 2B and 2C on the laboratory handout.

Lower division; A/B/C/D/F grading. Area 5 totals at least seven units across physical science, biological science, and laboratory coursework.

Area 5B Biological Sciences

Lower division area courses

Use the shared Area 5 goals and outcomes below for a course without an embedded laboratory.

Goal 5B-1 Students will demonstrate an understanding of the basic principles and concepts of the life and physical sciences.

Outcome 5B-1A Students will define and explain the unifying themes of the natural sciences (e.g. change, scale, pattern, energy).

Outcome 5B-1B Students will define and explain basic principles, concepts, and theories of the natural sciences (e.g. energy, evolution, tectonics, Newtonian mechanics).

Goal 5B-2 Students will demonstrate an understanding of the scientific method.

Outcome 5B-2A Students will explain how scientists establish and evaluate theories through the use of the scientific method.

Goal 5B-3 Students will apply the principles, concepts, and methods of the life or physical sciences to everyday life.

Outcome 5B-3A Students will differentiate between what is science and what is not science in real world situations.

Outcome 5B-3B Students will explain the role science plays in technological development.

Outcome 5B-3C Students will recognize applications of science in everyday life.

Outcome 5B-3D Students will recognize the limits of science when applied to problems in the natural world.

Goal 5B-4 Students will demonstrate an understanding of the role science and technology play in society.

Outcome 5B-4A Students will discuss ethical issues related to the application of science in everyday life.

Outcome 5B-4B Students will recognize the impact of human activities on natural resources and the resulting global implications.

Selected course design requirements

Provide broad coverage in the life sciences and at least seven of the eight content topics listed in the compendium. Also cover structures and functions of autotrophic and heterotrophic organisms.

Include independent learning through laboratory assignments, measurable outcomes, and student-accessible rubrics. An embedded laboratory must also meet Area 5 outcomes 2B and 2C on the laboratory handout.

Lower division; A/B/C/D/F grading. Area 5 totals at least seven units across physical science, biological science, and laboratory coursework.

Area 5C Laboratory

Lower division area courses

The laboratory must meet at least the two Area 5 outcomes below.

Goal 5C-2 Students will demonstrate an understanding of the scientific method.

Outcome 5C-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 5C-2C In the laboratory experiences, students will utilize appropriate quantitative methods to analyze data.

Selected course design requirements

Lower division, with an Area 5A or 5B prerequisite or corequisite. A stand-alone laboratory is at least one semester unit or one quarter unit.

Students perform simple experiments and design at least one simple experiment appropriate to the discipline. They collect their own laboratory or field data and analyze those data quantitatively.

Provide student-accessible rubrics incorporating GECCo essential dimensions. A laboratory may be embedded in a three-semester-unit science course when combined Area 5 coursework totals at least seven units.

Area 6 Ethnic Studies

Lower division area courses

Courses must fulfill at least three of the five goals below, appropriate to their division level.

Goal 6-I Students will analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

Goal 6-II Students will apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

Goal 6-III Students will critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

Goal 6-IV Students will critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler colonialism, multiculturalism, language policies.

Goal 6-V Students will describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Selected course design requirements

Use an approved ethnic studies prefix or cross-list with a course carrying one. Provide broad ethnic studies coverage, measurable outcomes, and student-accessible rubrics. Grading is A/B/C/D/F.

The lower division pattern includes one three-unit course. The compendium presents these as goals, without separately numbered outcomes.

Upper Division Area 3 Arts and Humanities

Upper division thematic area course

Use the shared area goals and outcomes below together with the required theme and skill reinforcement outcomes.

Goal UD3-1 Students will understand expressions of the human experience.

Outcome UD3-1A 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 UD3-1B Students will explain how their self-understanding is expanded by the distinct perspectives on the human experience offered by Arts and Humanities disciplines.

Goal UD3-2 Students will demonstrate analytical reading and writing skills.

Outcome UD3-2A Students will analyze primary source material to more fully understand ideas, cultural practices, literary texts, languages, or works of art.

Outcome UD3-2B Students will write organized analytic responses communicating their understanding of ideas, cultural practices, literary texts, languages, or works of art.

Goal UD3-3 Students will apply Arts and Humanities disciplinary methods.

Outcome UD3-3A Students will apply proper methods of inquiry characteristic of the disciplines of the Arts and Humanities.

Selected course design requirements

Meet at least two Area 3 goals and outcomes, focus in depth on arts or humanities, and use humanistic inquiry. Include substantial independent research using scholarly resources or a comparable disciplinary writing assignment.

Meet at least one theme and reinforce critical thinking plus one other foundational skill. Skill reinforcement assignments collectively contribute at least 30% of the grade.

Prerequisites: at least 60 units, lower division Area 3, Area 1B, and the additional skill prerequisite. Grading is A/B/C/D/F.

Upper Division Area 4 Social and Behavioral Sciences

Upper division thematic area courses

Use the shared area goals and outcomes below together with the required theme and skill reinforcement outcomes.

Goal UD4-1 Students will demonstrate an understanding of major principles, theories, and concepts in the social and behavioral sciences.

Outcome UD4-1A 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 UD4-2 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 UD4-2A 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 UD4-3 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 UD4-3A Students will explain how social and behavioral scientists establish and evaluate theories in the area of study using the scientific method.

Outcome UD4-3B Students will demonstrate an understanding of the challenges and opportunities in integrating diverse perspectives and achieving epistemological consensus.

Selected course design requirements

Meet Area 4 requirements, including disciplinary breadth, library research with short written work, measurable outcomes, and student-accessible rubrics.

Meet at least one theme and reinforce critical thinking plus one other foundational skill. Skill reinforcement assignments collectively contribute at least 30% of the grade.

Prerequisites: at least 60 units, lower division Area 4, Area 1B, and the additional skill prerequisite. Grading is A/B/C/D/F.

Upper Division Area 5 Physical and Biological Sciences

Upper division thematic area courses

Use the shared area goals and outcomes below together with the required theme and skill reinforcement outcomes.

Goal UD5-1 Students will demonstrate an understanding of the basic principles and concepts of the life and physical sciences.

Outcome UD5-1A Students will define and explain the unifying themes of the natural sciences (e.g. change, scale, pattern, energy).

Outcome UD5-1B Students will define and explain basic principles, concepts, and theories of the natural sciences (e.g. energy, evolution, tectonics, Newtonian mechanics).

Goal UD5-2 Students will demonstrate an understanding of the scientific method.

Outcome UD5-2A Students will explain how scientists establish and evaluate theories through the use of the scientific method.

Goal UD5-3 Students will apply the principles, concepts, and methods of the life or physical sciences to everyday life.

Outcome UD5-3A Students will differentiate between what is science and what is not science in real world situations.

Outcome UD5-3B Students will explain the role science plays in technological development.

Outcome UD5-3C Students will recognize applications of science in everyday life.

Outcome UD5-3D Students will recognize the limits of science when applied to problems in the natural world.

Goal UD5-4 Students will demonstrate an understanding of the role science and technology play in society.

Outcome UD5-4A Students will discuss ethical issues related to the application of science in everyday life.

Outcome UD5-4B Students will recognize the impact of human activities on natural resources and the resulting global implications.

Selected course design requirements

Analyze contemporary science or technology issues and the global implications of human activities on natural resources. Meet the upper division physical or biological science criteria, including at least four of the eight listed content topics.

Meet at least one theme; reinforce quantitative reasoning plus one other skill. Reinforcement assignments collectively contribute at least 30%. Prerequisites: 60 units, lower division Area 5, Area 2, and the additional skill prerequisite.

Laboratory outcomes 5C-2B and 5C-2C apply to laboratory experiences; see the Area 5C handout.

Theme Q Quality of Life

Interdisciplinary themes

Use these theme goals and outcomes alongside the applicable GE area and foundational skill outcomes.

Goal TQ-1 Students 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 TQ-1A Students will identify at least two factors that influence quality of life.

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

Selected course design requirements

Make the theme an organizing principle of the course. Assignments addressing understanding and analysis of at least two quality of life factors must contribute at least 40% of the course grade.

Lower division thematic courses must explicitly connect to a foundational skill through a corequisite or reinforce a foundational skill already completed.

Upper division thematic courses reinforce at least two foundational skills: Area 3 and Area 4 require critical thinking plus one other skill; Area 5 requires quantitative reasoning plus one other skill.

Theme R Revolutionary Ideas and Innovations

Interdisciplinary themes

Use these theme goals and outcomes alongside the applicable GE area and foundational skill outcomes.

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

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

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

Selected course design requirements

Make the theme an organizing principle of the course. Assignments addressing understanding and evaluation of revolutionary ideas and innovations must contribute at least 40% of the course grade.

Lower division thematic courses must explicitly connect to a foundational skill through a corequisite or reinforce a foundational skill already completed.

Upper division thematic courses reinforce at least two foundational skills: Area 3 and Area 4 require critical thinking plus one other skill; Area 5 requires quantitative reasoning plus one other skill.

Theme S Sustainability and Justice

Interdisciplinary themes

Use these theme goals and outcomes alongside the applicable GE area and foundational skill outcomes.

Goal TS-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 TS-1A Students will identify at least two factors that influence sustainability and justice; factors may be economic, social, ethical, cultural, political, and/or scientific, among others.

Outcome TS-1B Students will analyze the connectedness between at least two factors that influence sustainability and justice.

Selected course design requirements

Make the theme an organizing principle of the course. Assignments addressing understanding and analysis of at least two sustainability and justice factors must contribute at least 40% of the course grade.

Lower division thematic courses must explicitly connect to a foundational skill through a corequisite or reinforce a foundational skill already completed.

Upper division thematic courses reinforce at least two foundational skills: Area 3 and Area 4 require critical thinking plus one other skill; Area 5 requires quantitative reasoning plus one other skill.

American Institutions History

University requirement

Use these goals and outcomes to align the American Institutions history requirement.

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

Outcome AIH-1A Students will 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 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 AIH-1B Students will describe the role of major ethnic and social groups in such events and the historical contexts in which the events occurred.

Outcome AIH-1C Students will 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.

Selected course design requirements

Lower division; grading is A/B/C/D/F. Area 1A is a prerequisite, and writing reinforcement is required.

Assignments reinforcing foundational skills collectively contribute at least 30% of the grade. Include the writing reinforcement outcomes and provide student-accessible rubrics.

American Institutions Government

University requirements

Use these goals and outcomes to align the American Institutions government requirement.

Goal AIG-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 AIG-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 the Constitution as amended and interpreted.

Outcome AIG-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 AIG-2 Students will address the processes of California state and local government.

Outcome AIG-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 AIG-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.

Selected course design requirements

Lower division; grading is A/B/C/D/F. Area 1B is a prerequisite, and critical thinking reinforcement is required.

Assignments reinforcing foundational skills collectively contribute at least 30% of the grade. Include critical thinking reinforcement outcomes and provide student-accessible rubrics.

First Year Seminar

Guidepost courses

This two-unit course supports students in their transition to university study and campus life.

Goal F-1 Demonstrate an understanding of campus resources and opportunities to engage with the campus community to further enhance your success as a student.

Outcome F-1A Students will demonstrate an understanding of their rights and responsibilities as a member of the CSUB community and be able to locate appropriate policies and procedures for successful progress to degree.

Outcome F-1B Students will locate, describe, and access appropriate campus resources.

Outcome F-1C Students will engage in and reflect upon campus programs and events.

Goal F-2 Develop time-management skills and personal wellness as well as university-level skills necessary for academic success.

Outcome F-2A Students will develop skills and identify strategies for personal wellness.

Outcome F-2B Students will develop an understanding of effective time-management skills in order to successfully progress towards a degree.

Outcome F-2C Students will demonstrate the ability to read and understand materials using note taking strategies and exam preparation

Outcome F-2D Students will demonstrate introductory level oral and english composition skills.

Goal F-3 Articulate career and other life goals and reflect upon the academic preparation necessary for their collegiate success.

Outcome F-3A Students will identify career and other life goals and reflect upon their life experiences that led them to pursue a college degree at CSUB.

Outcome F-3B Students will identify academic roadmaps to develop a plan towards degree completion.

Outcome F-3C Students will explain how their university experiences to date have prepared them for future academic success and identify habits, skills and knowledge that they will need to realize their goals.

Goal F-4 Develop connections with other students and work collaboratively together.

Outcome F-4A Students will practice interpersonal communication.

Outcome F-4B Students will effectively collaborate with other students and facilitate group discussion.

Selected course design requirements

1000 level; A/B/C/D/NC grading; minimum D-. Include two campus activity reflections, an individual presentation with an outline, collaboration, goal reflection, roadmaps, wellness, note taking, and campus resource learning.

Junior Year Diversity Reflection

Guidepost courses

This three-unit course uses reflection and intensive writing to connect earlier learning, diversity, and future goals.

Goal J-1 Students will articulate how their foundational skills, other General Education coursework, and major and minor coursework thus far will or has helped them attain their career and other goals.

Outcome J-1A Students will articulate how their foundational skills and other General Education coursework will or has helped them attain career and other life goals.

Outcome J-1B Students will articulate how their major and minor coursework will or has helped them attain their career and other life goals.

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

Outcome J-2A Students will demonstrate an understanding of at least four dimensions of the basis of human diversity including, but not limited to, gender, race/ethnicity, social class, age/generation, religious/philosophical beliefs and/or mental/physical ability.

Outcome J-2B Students will be able to recognize, discuss, and demonstrate an understanding of their own experiences and perspectives while maintaining respect for diverse experiences and perspectives.

Selected course design requirements

3000 level; at least 45 units and Area 1A completed. Human diversity organizes the course, with at least four dimensions of diversity addressed.

Reinforce writing; reflective English composition assignments constitute at least 30% of the grade. Include the writing reinforcement outcomes and student-accessible rubrics.

Capstone Course

Guidepost courses

Students integrate their university learning and reinforce oral communication as they complete their studies.

Goal Cap-1 Students will articulate how their foundational skills, other General Education coursework, and other major and minor coursework has prepared them for their career and will help or has helped them achieve other life goals.

Outcome Cap-1A Students will articulate how their foundational skills and other General Education coursework has prepared them for their career and will help or has helped them achieve other life goals.

Outcome Cap-1B Students will articulate how their major and minor coursework has prepared them for their career and will help or has helped them achieve other life goals.

Goal Cap-2 Students will demonstrate proficiency in critical thinking, information literacy, oral communication, english composition, and quantitative reasoning.

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

Outcome Cap-2B Students will create and deliver an effective oral presentation in a professional manner using information and techniques appropriate for the subject and audience.

Selected course design requirements

Prerequisites: at least 90 units and completion of Junior Year Diversity Reflection; departments may add prerequisites. A major senior seminar may fulfill the requirement when capstone outcomes are embedded.

Include reflection on overall GE learning and demonstrate proficiency in all five foundational skills. Oral communication assignments constitute at least 30% of the grade; use student-accessible GECCo-based rubrics.

GWAR Writing Assessment Requirement

Additional requirements

Use these goals and outcomes to align a course approved to satisfy GWAR.

Goal G-1 Reading Skills

Outcome G-1A Students will recognize the rhetorical devices and/or choices writers make in a text (e.g., bias, word choice, tone, purpose, methods of organization and development, etc.).

Outcome G-1B Students will evaluate how well a writer's choices and/or rhetorical devices meet the needs of the writer and audience.

Goal G-2 Writing Skills

Outcome G-2A Students will create effective thesis statements for various writing tasks.

Outcome G-2B Students will effectively use logical reasoning to develop and organize ideas.

Outcome G-2C Students will effectively use appropriate language and grammar as determined by the writing task.

Goal G-3 Research Skills

Outcome G-3A Students will find credible and relevant sources for a specific writing task.

Outcome G-3B Students will evaluate sources for a specific writing task.

Outcome G-3C Students will use summary, paraphrase, and direct quotes to synthesize sources into their writing using proper documentation.

Outcome G-3D Students will effectively incorporate sources into their writing without plagiarizing.

Selected course design requirements

Upper division; at least 60 units and Area 1A or equivalent with C- or higher. Completion requires C- or higher. Prerequisites or corequisites must not increase graduation units.

At least 80% of the grade is writing. At least one research assignment integrates at least three appropriate sources. Identify explicit writing instruction in the syllabus and give developmental feedback.

Provide plagiarism prevention, writing tutoring information, and student-accessible rubrics. Faculty participate in annual assessment.

Writing Reinforcement

Foundational skill reinforcement

Use these additional outcomes when a GE course is designated to reinforce this foundational skill.

Goal WR-1 Students will demonstrate proficiency in written composition.

Outcome WR-1A Students will create proficient thesis statements.

Outcome WR-1B Students will use discourse-appropriate syntax.

Outcome WR-1C Students will use logical reasoning, at the appropriate level, to develop a text.

Outcome WR-1D Students will correctly use summary, paraphrase, and direct quotes to synthesize sources into a paper.

Selected course design requirements

Completion of Area 1A is a prerequisite. Assignments reinforcing foundational skills collectively contribute at least 30% of the course grade.

List approved reinforcement outcomes in the syllabus and connect them to activities or assignments. Give timely developmental feedback and provide rubrics with GECCo essential dimensions. Use GECCo-approved Writing Reinforcement Rubrics.

Critical Thinking Reinforcement

Foundational skill reinforcement

Use these additional outcomes when a GE course is designated to reinforce this foundational skill.

Goal CTR-1 Students will demonstrate critical thinking and problem solving.

Outcome CTR-1A Students will analyze, evaluate, and/or construct arguments.

Selected course design requirements

Completion of Area 1B is a prerequisite. Assignments reinforcing foundational skills collectively contribute at least 30% of the course grade.

List approved reinforcement outcomes in the syllabus and connect them to activities or assignments. Give timely developmental feedback and provide rubrics with GECCo essential dimensions.

Oral Communication Reinforcement

Foundational skill reinforcement

Use these additional outcomes when a GE course is designated to reinforce this foundational skill.

Goal OR-1 Students will demonstrate proficiency in oral communication.

Outcome OR-1A Students will create organized oral presentations using appropriate information for the subject and the audience.

Outcome OR-1B Students will present information in a professional manner using well-developed oral presentation skills.

Selected course design requirements

Completion of Area 1C is a prerequisite. Assignments reinforcing foundational skills collectively contribute at least 30% of the course grade.

List approved reinforcement outcomes in the syllabus and connect them to activities or assignments. Give timely developmental feedback and provide rubrics with GECCo essential dimensions.

Quantitative Reasoning Reinforcement

Foundational skill reinforcement

Use these additional outcomes when a GE course is designated to reinforce this foundational skill.

Goal QR-1 Students will demonstrate proficiency in quantitative reasoning.

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

Outcome QR-1B Students will demonstrate quantitative reasoning skills.

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

Selected course design requirements

Completion of Area 2 is a prerequisite. Assignments reinforcing foundational skills collectively contribute at least 30% of the course grade.

List approved reinforcement outcomes in the syllabus and connect them to activities or assignments. Give timely developmental feedback and provide rubrics with GECCo essential dimensions.

Information Literacy Reinforcement

Foundational skill reinforcement

Use these outcomes to support the development and assessment of information literacy.

Goal ILR-1 Students will demonstrate proficiency in information literacy.

Outcome ILR-1A Students will find diverse sources for a specific writing or presentation task.

Outcome ILR-1B Students will evaluate the quality and validity of the sources for a specific writing or presentation task.

Outcome ILR-1C Students will demonstrate acceptable ethical standards in their use of information sources.

The compendium lists these outcomes without a separate set of information literacy reinforcement course requirements.