AIMS Compendium: Course and Program Goals and Requirements

Approved by GECCo and Revised April 30, 2026

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Overview

The Achieving Integration and Mastering Skills general education program (AIMS) 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.

AIMS Program Learning Outcomes

Goal 1. Students will attain competency in the skills that are foundational to a liberal arts education.

- **Outcome 1A.** Students will present information using well-developed oral communication skills.
- **Outcome 1B.** Students will present information using well-developed written composition skills.
- **Outcome 1C.** Students will evaluate information using well-developed critical thinking skills.
- **Outcome 1D.** Students will use quantitative information to draw reasonable conclusions.
- **Outcome 1E**. Students will locate relevant information from credible sources.

Goal 2. Students will develop a well-rounded knowledge base across a broad range of disciplines.

- **Outcome 2A.** Students will apply the principles, concepts, and methods of the natural sciences, arts and humanities, and social and behavioral sciences.
- **Outcome 2B.** Students will integrate the principles, concepts, and methods of the natural sciences, arts and humanities, and social and behavioral sciences.

Goal 3. Students will develop the grounds for engaged citizenship.

- **Outcome 3A.** Students will explain key historical events and institutions of the United States.
- **Outcome 3B.** Students will identify the many bases of human diversity.

Types of Courses

Lower-Division Courses

First-Year Seminar

Foundational Skills Courses (Areas 1 and 2)

- Area 1A. English Composition
- Area 1B. Critical Thinking
- Area 1C. Oral Communication
- Area 2. Mathematical Concepts and Quantitative Reasoning

Area Courses

- Each will fall within one of these categories
    - Thematic course with a concurrent (co-requisite) foundational skill
    - Thematic course reinforcing a (pre-requisite) foundational skill
    - Large-format, lecture course
    - Stand-alone Laboratory course

AND

- Each will also fall within one of these categories
    - Area 3A. Arts
    - Area 3B. Humanities
    - Area 4: Social and Behavioral Sciences
    - Area 5A: Physical Sciences
    - Area 5B: Biological Sciences
    - Area 5C: Laboratory
    - Area 6. Ethnic Studies

Other Courses that May be Lower-Division

- American Institutions – History (reinforces writing)
- American Institutions – Government (reinforces critical thinking)

Upper Division Courses

- Junior-Year Diversity and Reflection (reinforces writing)
- Thematic Area Courses
    - Must be within a theme
    - Must be within an area (3, 4, or 5)
    - Must reinforce two skills (one specified and one chosen)
        - Areas 3 and 4 reinforce critical thinking and one additional skill
        - Area 5 reinforces quantitative reasoning and one additional skill
- GWAR
- Capstone (reinforces oral communication)

GE Course Numbers and Designation

A course satisfying only (a) General Education requirement(s) must end in "9" (xxx9).

A course satisfying both (a) major requirement(s) and (a) General Education requirement(s) must end in "8" (xxx8).

Upper-division Area 5 courses satisfying only General Education may use the "SCI" designation, not departmental designations. To distinguish originating departments, the following numbering scheme has been adopted:

- Department of Biology: SCI 30x9
- Department of Chemistry and Biochemistry: SCI 31x9
- Department of Computer Science, Computer and Electrical Engineering: SCI 32x9
- Department of Geological Sciences: SCI 33x9
- Department of Mathematics: SCI 34x9
- Department of Nursing: SCI 35x9
- Department of Physics and Engineering: SCI 36x9

Requirements for Participation of Instructors in General Education

1. AIMS instructors (other than those teaching large-format, lecture course) are expected to participate in relevant AIMS workshops or learning communities at least once every five years prior to instruction and during the semester of instruction.
   Instructors are expected to 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 Learning Communities (LCs), which can be used to help build and deepen relationships across schools.

THEME Q: Quality of Life

Goal 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 1A: Students will identify 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 among others).

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 5 courses must reinforce quantitative reasoning skills and one other skill; Area 3 and 4 courses must reinforce critical thinking and one other skill.

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 or innovations 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 5 courses must reinforce quantitative reasoning skills and one other skill; Area 3 and 4 courses must reinforce critical thinking and one other skill.

THEME S: Sustainability and Justice

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 identify at least two factors that influence sustainability and justice; 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 justice.

Course Requirements:

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

1. Demonstrate sustainability and justice as an organizing principle of the course, including at least two factors that influence sustainability and justice.
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 justice.
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 5 courses must reinforce quantitative reasoning skills and one other skill; Area 3 and 4 courses must reinforce critical thinking and one other skill.

Thematic Minor

Students may earn a minor in any one of the three Themes by completing four courses approved for that theme. At least two of these courses must be at the upper-division level for a total of at least 12 units.

Foundational Skills: Contextualizing and Reinforcing

The General Education Program focuses on teaching and reinforcing the foundational skills (oral and english composition, critical thinking and quantitative reasoning) that are core to a liberal arts education. Faculty will meet in Learning Communities (LCs) to further facilitate common learning experiences for students.

Three-unit courses in oral communication, english composition, critical thinking and quantitative reasoning will introduce all three Themes through use of relevant examples and/or assignments to contextualize student learning. LCs will help faculty connect across the curriculum.

ENGLISH COMPOSITION

Area 1A. English Composition

Area 1A Course Description
Practice in expository writing, focusing on the college research paper. Includes instruction and assignments in critical reading, writing, and research with a focus on purpose, audience, occasion, and tone.

Goal 1: Reading Skills

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

Goal 2: Writing Skills

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

Outcome 2B: Students will use logical reasoning to develop and organize ideas.

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

Goal 3: Research Skills

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

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

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

Outcome 3D: Students will incorporate sources into an academic research paper.

Area 1A Course Requirements

1. Prerequisite: Department Discretion.
2. The course is graded on an A/B/C/NC basis. (A minimum grade of C- or higher required for credit.)
3. At least 80% of the course grade must be based on assignments related to english composition.
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 5 appropriate sources; and (c) is a minimum of 1500 words (5-7 pages).
5. Instructors must give timely developmental 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.
9. The course must contain library research assignments.
10. Rubrics used to evaluate written composition will be made available to students and incorporate the essential dimensions identified by GECCo.

Writing Reinforcement

Goal 1: Students will demonstrate proficiency in written composition.

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.

Outcome1D: 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 Area 1A 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 university-approved student learning outcomes for reinforcing english composition and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
4. The course must use the GECCO-approved Writing Reinforcement Rubrics.
5. Instructors must give timely developmental feedback to students on their writing skills.
6. Rubrics used to evaluate english composition will be made available to students and incorporate the essential dimensions identified by GECCo.

CRITICAL THINKING

Area 1B. 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 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 utilize sufficient relevant information, avoid fallacies, and articulate their reasoning to arrive at well-founded conclusions.

Area 1B Course Requirements

1. Prerequisite: Department Discretion.
2. The course is graded on an A/B/C/D/F basis. (A minimum grade of C- is required for credit.)

3. At least 80% of the course grade must be based on assignments related to critical thinking.
4. 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.
5. Instructors must give timely developmental feedback to students on their critical thinking skills.
6. 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 thinking and problem solving.

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

Critical Thinking Reinforcement Course Requirements

1. The course must have satisfaction of Area 1B 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. Instructors must give timely developmental feedback to students on their critical thinking skills.
5. Rubrics used to evaluate critical thinking will be made available to students and incorporate the essential dimensions identified by GECCo.

ORAL COMMUNICATION

Area 1C. 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.

Area 1C Course Requirements

1. The course must be lower division.
2. Prerequisite: Department Discretion.
3. The course is graded on an A/B/C/NC basis. (A minimum grade of C- or higher required for credit.)
4. At least 80% of the course grade must be based on assignments related to oral communication.
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. Instructors must give timely developmental feedback to students on their oral communication skills.
14. 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 must have satisfaction of 1C 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 oral communication and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
4. Instructors must give timely developmental feedback to students on their oral communication skills.
   Rubrics used to evaluate oral 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) must be satisfied by every student with a grade of C- or better in a course approved to meet GWAR. Junior-Year Diversity/Reflection, Upper-division Thematic Area courses, and major courses may also be GWAR courses.

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: Reading Skills

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

Goal 2: Writing Skills

Outcome 2A: Students will create effective thesis statements for various writing tasks.
Outcome 2B: Students will effectively use logical reasoning to develop and organize ideas.
Outcome 2C: Students will effectively use appropriate language and grammar as determined by the writing task.

Goal 3: Research Skills

Outcome 3A: Students will find credible and relevant sources for a specific writing task.
Outcome 3B: Students will evaluate sources for a specific writing task.
Outcome 3C: Students will use summary, paraphrase, and direct quotes to synthesize sources into their writing using proper documentation.
Outcome 3D: Students will effectively incorporate sources into their writing without plagiarizing.

GWAR Course Requirements

1. This upper-division course has a prerequisite of a grade of C- or higher in an Area 1A course or its equivalent and upper-division standing.
2. Any pre or co-requisites associated with a 3 semester unit GWAR course shall not increase units toward graduation
3. Students must earn a grade of C- or higher in this course to satisfy the GWAR.
4. At least 80 percent of the course grade must be based on writing assignments.
5. At least one writing assignment must include research that involves finding, evaluating, synthesizing, and documenting at least three appropriate sources into the student's own writing.
6. The course syllabus must clearly state which days are devoted to explicit writing instruction.
7. Instructors must give timely developmental feedback to students on their writing form (thesis, development, organization, grammar, or mechanics) and content.
8. The course must use a web-based source, such as Turnitin.com, to help students avoid plagiarism.
9. The course syllabus must make students aware of university-sponsored writing tutoring services, such as the Writing Resource Center.
10. Faculty teaching this course must participate in annual assessment procedures at least once per year.
11. Rubrics used to evaluate written communication will be made available to students; the faculty will use the language of these rubrics to respond to their assignments.

MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

Area 2. Mathematical Concepts and Quantitative Reasoning

Goal 1: Students will be competent in mathematical operations.

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

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 or behavioral processes, possibly in the presence of uncertainty, that they may 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 summaries.

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

Area 2 Course Requirements

1. Prerequisite: Department Discretion.
2. The course must be lower division and open to all students.
3. The course is graded on an A/B/C/NC basis. (A minimum grade of C- is required for credit.)
4. At least 80% of the course grade must be based on assignments related to quantitative reasoning.
5. The course syllabus must list the university-approved student learning outcomes for Mathematics/Quantitative Reasoning (Area 2) and link them to activities and/or assignments that students complete to demonstrate they have met the outcomes.
6. 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.

7. Instructors must give timely developmental feedback to students on their quantitative reasoning skills.
8. 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 Area 2 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 developmental feedback to students on their quantitative reasoning skills.

Information Literacy Reinforcement

Goal 1: Students will demonstrate proficiency in information literacy.

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

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

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

Area Courses

Students will take

Area 3: two three-unit courses: one in the arts and one in the humanities

Area 4: one three-unit course in a social or behavioral science discipline

Area 5: Students must complete at least one course in Physical Sciences (5A) and one in Life Sciences (5B). The laboratory requirement (Area 5C) may be fulfilled by a three-semester-unit science course with an embedded lab, provided that the combined total for Area 5 coursework is at least 7 units. Stand-alone lab courses (Area 5C) must be a minimum of 1 semester (or 1 quarter) unit.

Subject Area 6: one three-unit course in an ethnic studies discipline

Each Lower-Division Area Course (3/4/5/6) falls under one of the following categories:

Lower-Division Category	Applicable Outcomes and Course Requirements
1. **Thematic course with an explicit course connection to a foundational skill (the skills course is a co-requisite)**	Area and Theme
2. **Thematic course that reinforces a foundational skill (the skills course is a pre-requisite)**	Area, Theme, and Skill Reinforcement
3. **Large-format, lecture course**	Area
4. Stand-alone laboratory course	Area

Upper-Division Area Courses: Students must complete two upper-division Thematic Area courses outside their home college. Each upper-division Area 3, 4, or 5 course must be Thematic and reinforce two foundational skills. Area 5 courses will reinforce quantitative reasoning and one additional skill, as selected by the course proposer. Area 3 and Area 4 courses will reinforce critical thinking and one additional skill, also selected by the proposer.

Upper-Division Area	Applicable Outcomes and Course Requirements
Area 3. Arts and Humanities	Area 3, Theme, Critical Thinking Reinforcement, and one additional skill reinforcement
Area 4. Social Sciences	Area 4, Theme, Critical Thinking Reinforcement, and one additional skill reinforcement
Area 5. Physical and Biological Sciences	Area 5, Theme, Quantitative Reasoning Reinforcement, and one additional skill reinforcement

AREA 3. 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 3 Course Requirements

1. The course is graded on an A/B/C/D/F scale.
2. Focus on topics addressed in the disciplines of arts or humanities;
3. Provide students with an experience that gives them a sense of the breadth and depth of the arts or humanities.
4. Utilize humanistic methods of inquiry.
5. Require reading and analysis of primary source material from the arts or humanities.
6. Contain clear measurable course outcomes and demonstrate how the course meets the goals and outcomes of Area 3.
7. Rubrics used to evaluate learning outcomes for Area 3 will be made available to students and incorporate the essential dimensions identified by GECCo.

Upper-Division Area 3 Course Requirements

1. The course is graded on an A/B/C/D/F scale.
2. Focus with depth on topics addressed in a discipline of arts or humanities;
3. Utilize humanistic methods of inquiry.
4. Contain clear measurable course outcomes and demonstrate how the course meets at least two of the goals and outcomes of Area 3.
5. 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.
6. Meet the Student Learning Outcomes of at least one of the Themes in the CSUB general education program.
7. 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.

AREA 4. SOCIAL AND BEHAVIORAL SCIENCES

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

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

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

Area 4 Course Requirements

1. The course is graded on an A/B/C/D/F scale.
2. 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.
3. 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.
4. Rubrics used to evaluate learning outcomes for Area 4 will be made available to students and incorporate the essential dimensions identified by GECCo.
5. 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 4 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 4 will be made available to students and incorporate the essential dimensions identified by GECCo.

AREA 5. PHYSICAL AND BIOLOGICAL 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 and what is not science in real world situations.
- 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 5A Physical Science Course Requirements

1. Be lower division and may have an associated lab (Area 5C) component.
2. Outcomes 2B and 2C are not to be met if the course does not have a laboratory embedded.

3. The course is graded on an A/B/C/D/F scale
4. 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.
5. 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.
6. Contain an introduction to independent learning through laboratory assignments related to the discipline under study.
7. Contain clear measurable course outcomes and demonstrate how the course meets the goals and outcomes for the Physical Sciences.
8. Rubrics used to evaluate learning outcomes for Area 5 will be made available to students and incorporate the essential dimensions identified by GECCo.

Area 5B Biological Sciences Course Requirements

1. Be lower division and may have an associated lab (Area 5C) component.
2. Outcomes 2B and 2C are not to be met if the course does not have a laboratory embedded.
3. The course is graded on an A/B/C/D/F scale.
4. 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.
5. 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.

6. Contain an introduction to independent learning through laboratory assignments related to the discipline under study.
7. Contain clear measurable course outcomes and demonstrate how the course meets the goals and objectives for the Life Sciences.
8. Rubrics used to evaluate learning outcomes for Area 5 will be made available to students and incorporate the essential dimensions identified by GECCo.

Area 5C Laboratory Course Requirements

1. Be lower division and shall have a prerequisite or co-requisite of 5A or 5B.
2. Must meet at least outcomes 2B and 2C.
3. Involve students in performing simple experiments appropriate to the natural science discipline.
4. Involve students at least once in designing a simple experiment appropriate to the natural science discipline.
5. Engage students in the collection of their own data in a laboratory or field setting.
6. Require students to use appropriate quantitative methods to analyze data.
7. Rubrics used to evaluate learning outcomes for Area 5 will be made available to students and incorporate the essential dimensions identified by GECCo.

Upper-Division Area 5 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 an area in technology and/or the life and/or physical sciences.
3. Meet either the upper-division 5A or 5B course requirements below
   a. Upper-division 5A Course Requirements:
      i. Contain a significant commitment to a physical science discipline and provide a deeper view of the physical science as reflected in the course description, syllabus, outcomes, and topics covered.

ii. Include at least four of the following:
    1. goals, characteristics, and processes of physical science.
    2. nature of physical science and the scientific method.
    3. application of ethical issues related to the application of physical science in everyday life.
    4. inductive and deductive reasoning.
    5. the physical world described by physical science.
    6. experimental controls and data interpretation.
    7. standardization in experimental science.
    8. falsifiable nature of science and pseudoscience.

b. Upper-division 5B Course Requirements;
    i. Contain a significant commitment to the life science disciplines and provide a deeper view of the life sciences as reflected in the course description, syllabus, outcomes, and topics covered.
    ii. Cover the structures and functions of autotrophic and heterotrophic organisms and include at least four of the following:
        1. impact of human activities on natural resources and the resulting global implications.
        2. nature of life science and the scientific method.
        3. discussion of ethical issues related to the application of life science in everyday life.
        4. taxonomy and diversity of all living organisms.
        5. strategies for survival and reproduction.
        6. evidence for, and patterns and processes of, evolution.
        7. levels of organization of living systems, from atom to planet.
        8. interaction of organisms and their natural environment.

4. Contain a focus on the impact of human activities on natural resources involving science and/or technology and the resulting global implications.
5. 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.
6. Rubrics used to evaluate learning outcomes for Area 5 will be made available to students and incorporate the essential dimensions identified by GECCo.

AREA 6: ETHNIC STUDIES

Goal 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 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 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 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 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.

Area 6 Course Requirements

1. The course is graded on an A/B/C/D/F scale.
2. Must fulfill a *minimum of three out of the five* goals as appropriate to their lower- or upper-division status.
3. Courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this

requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix.

4. Contain a significant commitment to and provide a breadth of coverage within ethnic studies, providing a general overview of the area as reflected in required readings, lectures, and assignments in the course.
5. Rubrics used to evaluate learning outcomes for Subject Area 6 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 Ethnic Studies.

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 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 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 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.

American Institutions – History Course Requirements

1. The course must be lower division.
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 the 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.
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.

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

This two-unit course will provide students with a supportive environment where they can make vital connections and foster community with fellow students, their instructor, and key campus members who will ensure their successful transition into the college environment. Students in this course will be introduced to the value of general education, learn critical university level skills necessary for academic success, their rights and responsibilities as a student, important university policies, and campus resources.

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

- Outcome 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 1B. Students will locate, describe, and access appropriate campus resources.
- Outcome 1C. Students will engage in and reflect upon campus programs and events.

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

- Outcome 2A. Students will develop skills and identify strategies for personal wellness.
- Outcome 2B. Students will develop an understanding of effective time-management skills in order to successfully progress towards a degree.
- Outcome 2C. Students will demonstrate the ability to read and understand materials using note taking strategies and exam preparation
- Outcome 2D. Students will demonstrate introductory level oral and english composition skills.

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

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

Outcome 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 4: Develop connections with other students and work collaboratively together.

Outcome 4A. Students will practice interpersonal communication.

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

FYS Course Requirements

1. The course must be 1000 level.
2. The course is graded on an A/B/C/D/NC basis. (A minimum grade of D- or higher required for credit).
3. At least two assignments requiring students to participate in and reflect upon a campus activity approved by the instructor will be included.
4. Students will develop an outline and make at least one brief individual oral presentation.
5. An activity/assignment in which students will make connections with other students and work collaboratively together.
6. An assignment requiring students to reflect on how and why they arrived at CSUB and to develop career and other life goals.
7. Introduction of academic roadmaps that incorporate general education, major, and minor requirements.
8. An assignment requiring students to identify and improve upon their personal wellness, such as time management techniques, to further develop their success as a college student.
9. Students will utilize one of the multiple notetaking methods based on their learning style.
10. Students will participate in an activity, assignment and/or learn from campus speakers to demonstrate awareness and understanding of the many resources available for student's success.
11. An assignment requiring students to reflect on how their current life and educational experiences have prepared them for future academic success by identifying habits, skills, knowledge and campus resources they will need to further develop their academic goals.

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 english composition skills.

In addition to self-knowledge, students will develop an understanding of dimensions of human diversity and approaches for successful interactions with others in an increasingly diverse and global society. Intensive use of writing will help students critically explore diverse social experiences, world views, beliefs, practices, and values.

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

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 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 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.

JYDR Course Requirements

1. Be a 3000-level course.
2. Demonstrate human diversity as an organizing principle of the course.
3. Demonstrate an inclusion of at least four dimensions of human diversity, including but not limited to: gender, race/ethnicity, social class, age/generation, and religious/philosophical beliefs and mental/physical ability.
4. Reinforce writing and have reflective English composition assignment(s) that constitute(s) at least 30% 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 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 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 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 2. Students will demonstrate proficiency in critical thinking, information literacy, oral communication, english composition, and quantitative reasoning.

- Outcome 2A. Students will demonstrate critical thinking, information literacy, oral communication, english composition, and quantitative reasoning skills appropriate for a bachelor degree.
- Outcome 2B. Students will create and deliver an effective oral presentation in a professional manner using information and techniques appropriate for the subject and audience.

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, english composition, 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 oral communication assignment(s) that constitute(s) at least 30% 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.

AIMS Course Pre- and Co-requisites

LOWER DIVISION

FYS – [D- passing grade]

Areas 1 and 2 [C- passing grade]

- ***Area 1A****:* Department Discretion
- ***Area 1B****:* Department Discretion
- ***Area 1C***: Department Discretion
- ***Area 2***: Department Discretion

Areas 3 and Area 5 [D- passing grade]

- Large-format lecture: none
- Thematic courses that reinforce a foundation skill: Pre-reqs - relevant Area 1A or 1B or 1C or Area 2 course
- Thematic courses with a foundation skill: Co-req - concurrent enrollment in the relevant Area 1A or 1B or 1C or Area 2 course
- Laboratory Courses: Prerequisite or corequisite of 5A or 5B

Area 4 [D- passing grade] (LD D SEM Courses)

- Large-format lecture: none
- Thematic courses that reinforce a foundation skill: Pre-reqs - relevant Area 1A or 1B or 1C or Area 2 course
- Thematic courses with a foundation skill: Co-req - concurrent enrollment in the relevant Area 1A or 1B or 1C or Area 2 course

Area 6 [D- passing grade]

- Large-format lecture: none
- Thematic courses that reinforce a foundation skill: Pre-reqs - relevant Area 1A or 1B or 1C or Area 2 course
- Thematic courses with a foundation skill: Co-req - concurrent enrollment in the relevant Area 1A or 1B or 1C or Area 2 course

AI-Hist [D- passing grade]

- Pre-req 1A

AI-Govt [D- passing grade]

- Pre-req 1B

UPPER DIVISION

JYDR [D- passing grade]

- At least 45 units; pre-req 1A

GWAR [C- passing grade]

- At least 60 units; area 1A
- Departments may assign additional pre-requisites
- Any pre or co-requisites assigned shall not increase units toward graduation

UD Area 3: [D- passing grade]

- At least 60 units and completion of LD Area 3
- Completion of Area 1B
- Completion of one of the following areas: Area 1A, Area 1C, or Area 2, as determined by the additional foundational skill reinforced.

UD Area 4: [D- passing grade]

- At least 60 units and completion of LD Area 4 (DSEM)
- Completion of Area 1B
- Completion of one of the following areas: Area 1A, Area 1C, or Area 2, as determined by the additional foundational skill reinforced.

UD Area 5: [D- passing grade]

- At least 60 units and completion of LD Area 5
- Completion of Area 2
- Completion of one of the following areas: Area 1A, Area 1B, or Area 1C, as determined by the additional foundational skill reinforced.

Senior Capstone: [D- passing grade]

- At least 90 units and completion of JYDR.
- Departments may assign additional pre-requisites

Appendix I: Proposed Class Caps for AIMS program

FYS: 35

Areas 1 and2

Area 1A: 25

Area 1B: 35

Area 1C: 26

Area 2: 35

Lower-division large-format and co-requisite thematic courses: 85

Area 3, 4, 5, 6 thematic reinforcing skills: 45, 35 for OC

Al-Govt:: 45 critical thinking reinforcement

Al-Hist: 45 writing reinforcement

JYDR: 45 writing reinforcement

GWAR: 30

Capstone: 30

Other:

Oral Communication Reinforcement: 35 (A course with 45 students giving one 5 minute speech would take 225 minutes or more than 4 entire 50 minute class periods)

Other than large-format lecture courses, all online courses should have the same course caps as the face-to-face courses.

Appendix II: AIMS Program Policies

Course Approval Process

1. Any course submission to GECCo must show evidence of approval by the responsible school curriculum committee.
2. Course submissions must include the completed, current GE Course Submission Form.
3. Course submissions must include a syllabus. Master course outlines (MCOs) are not acceptable.
4. If a course proposal is rejected by GECCo, the decision may be appealed following the academic senate approved guidelines described in the Academic Planning Manual.

Revision of Approved GE Courses

If a revision to an approved GE course is non-substantive (for example, change of course number or course prefix), the General Education Faculty Director can approve without GECCo review. A substantive change is referred to GECCo for review.

Course Mode of Delivery

All previously approved courses (except for Area 1C: Oral Communication, and OC Reinforcement) do not need GECCo approval for online/hybrid delivery. As long as the course continues to meet the student learning outcomes it was originally approved for, the mode of delivery is up to the department/unit. The recommended course caps are the same for all modes of delivery.

Course Pre- or Co-requisites

1. The course pre- or co-requisites are listed by GE requirement in the GE Compendium.
2. Students may not take a lower division area course concurrently with an upper division course satisfying the same area.
3. No Pre-requisite may be added to an existing GE course, except for a senior seminar (Capstone) course, unless approved by GECCo.
4. No GE course with pre- or co-requisites except for a senior seminar (Capstone) course may carry the "or permission of instructor" description in the catalog.
5. All pre-requisite or co-requisite overrides for enrollment in GE courses except for a senior seminar (Capstone) course must be approved by the GE Director.

Course Recertification

The General Education Curriculum Committee will regularly review all courses which are approved for the GE Program for recertification. The purpose is to ensure that the goals of the GE program and those of individual courses continue to align.

The recertification process will follow these steps:

a. All courses approved for the GE program are reviewed at least once every 5 years
b. If a course has not been offered for 5 consecutive years, the course will be suspended:
    I. The originating department will be contacted to determine if the course should be removed.
    II. If the department would like to keep it, they may be asked to resubmit a syllabus to GECCo for review before scheduling the course again.
c. A sample of syllabi for a course for the five-year time period will be reviewed.
    I. Departments will be contacted of syllabi are missing from Taskstream.
    II. If no syllabi can be found on Taskstream and a department does not respond to requests to provide them, the course may be suspended.

Course Substitution

GECCo has authorized the GE Faculty Director to approve or deny course substitution forms. Only in unusual cases should GECCo be consulted first.

Course substitutions should be submitted electronically using either the fillable pdf from (Course Substitution/Waive Form) or the Registrar's Office Course Substitution Form.

- Substitution is sent to GE Faculty Director
- Director either approves or denies the substitution
- E-sign the document
- Registrar's Office form is processed automatically
- GE Office will file the substitution and send out a letter to the student

The following additional policies are in effect.

a. Lower division courses cannot be used to satisfy the JYDR requirement.
b. Students who transfer with less than 12 units of course work from another college or university must complete CSUB 1029. AP course credit does not count in the 12 unit minimum.
c. AI Government courses must include CA State and Local Government. Students who transfer a course that does not contain CA State and Local Government can complete one of our AI Government courses.
d. Students must complete one 5A and one 5B course and complete at least one unit of lab to receive 5C credit as long as the minimum unit value of 7 units is met for subject area 5.

Double majors and Upper division Area Courses

If students earn a double major in two different schools, they are required to take only one upper division course in the area outside the two schools. Thus, they will have two upper division areas satisfied through their majors.

Appendix III: Non-ETHS Course Cross-Listing Policy

General Criteria for Non-Ethnic Studies Subject-Coded Courses Satisfying the General Education Area 6 CSU Ethnic Studies/AB 1460 Graduation Requirement

Given that faculty and academic units may wish to offer courses to serve the new Ethnic Studies requirement at CSUB, below is a set of standards and requirements that any non-ETHS subject-coded course proposed to serve Area 6Area 6 must meet. Any such course must first be approved by the Ethnic Studies faculty to have its home program's subject code and course number be cross-listed with an Ethnic Studies (ETHS) subject code and course number. Only then can the course be submitted to the General Education Curriculum Committee (GECCo) for approval for Area 6 of the General Education program.

Materials Needed for ETHS Cross-Listing

1. A cover letter discussing the course proposed for consideration, specifically evidencing how the course meets the standards of Ethnic Studies, how the course will incorporate Ethnic Studies pedagogy in the classroom, and how the course's discipline-specific field (i.e., English, History, Sociology, Philosophy, Teacher Education, etc.) will be de-centered to allow an Ethnic Studies approach to serve as the course's overarching framework.

2. A full syllabus (including weekly readings and assignments). (Currently, only lower-division courses will be considered for Area 6.)

Timeline

The turnaround time between submitting a course for review and receiving feedback could take six to eight weeks, depending on the number of submissions received. In order to submit courses for review to cross-list with ethnic studies (ETHS), a non-ETHS faculty member or a program proposing an Area 6 course should:

- Submit all requested materials to Marta Ruiz, Administrative Support Coordinator for INST/ETHS, at mruiz14@csub.edu
- The INST/ETHS faculty will review the materials and the course content for its adherence to the "Curriculum Map for Area 6 Courses" document.
- The INST/ETHS faculty will meet with INST/ETHS Faculty Director to further discuss the proposed courses.
- The INST/ETHS faculty may request a meeting to discuss the proposed course with the non-INST/ETHS faculty member proposing the course.
- The INST/ETHS faculty will provide a brief response either a) approving the course, b) requesting that the course be revised and resubmitted for a second review, or c) not approving the course.
- If course is approved for cross-listing, it will be forwarded to all responsible school curriculum committees for approval.

- Once approved by all responsible school curriculum committees, the course is sent to GECCo for approval for Area 6 following the standard course approval process in place for the General Education Program.

GECCo will consider non-ETHS courses for inclusion in Area 6 only if the request for cross-listing with ETHS is approved. Given the catalog deadlines in place it is highly recommended to initiate this process well before the due date for course proposals for the next catalog.

All proposed courses must:

1. Satisfy the Council on Ethnic Studies Core Competencies (Criteria & Learning Objectives) Criteria
    a. Specifically, Criteria (CR) 1 and at least 3 out of the 5 SLOs (see below)
2. Submit a complete application process (cover letter, full syllabus).
3. The course must evidence how the field of Ethnic Studies will be centered in the classroom and how the decentering of the discipline the proposing program come from will occur.

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Council on Ethnic Studies Core Competencies (Criteria & Learning Objectives) Criteria

CSU Ethnic Studies Graduation Requirement courses must meet ***all*** of the following criteria:

CR1: The course must be an existing ethnic studies course or part of a traditional ethnic studies department, unit, or program (e.g. Native American Studies, Latina/o Studies, African American Studies, Asian American Studies); or be proposed, designed and implemented by faculty with expertise in Ethnic Studies (and related disciplines) and be an Ethnic Studies department/unit approved cross-listed course.

Notes:

1. The review, modifications, adaptions, or additions to these criteria are subject to the expert peer evaluation of Ethnic Studies faculty and faculty in traditional Ethnic Studies departments or units (e.g. Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies) in collaboration with the academic senate on each campus. Such committees must be led/chaired by Ethnic Studies faculty and must be made up of a majority faculty from Ethnic Studies departments/units/programs like Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.

2. Ethnic Studies faculty (as described above) will collaborate to develop any additional course criteria with their campus. In addition to the minimum criteria above, such committees must be led/chaired by Ethnic Studies faculty and must be made up of a majority faculty from Ethnic Studies departments/units/programs, such as: Native American Studies, African American Studies, Asian American Studies, and Latina/o Studies faculty.

3. For CSU campuses that have Ethnic Studies, Native American Studies, African American Studies, Asian American Studies and Latina/o Studies departments/programs/units, courses that meet the

Ethnic Studies requirement should be housed and offered within those departments/units/programs.

Course Learning Objectives

Each course meeting the Ethnic Studies requirement must fulfill a *minimum of three out of the following five* learning objectives as appropriate to their lower- or upper-division status. These learning objectives must be used in addition to any learning objectives and criteria established and required by each campus' Ethnic Studies department/unit/program (as traditionally defined) faculty for all courses meeting the CSU Ethnic Studies graduation requirement:

SLO 1: 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.

SLO 2: 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.

SLO 3: 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.

SLO 4: Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied 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.

SLO 5: 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.