

Choose an item. General Education

Individual Course Submission Template

Please name the file with course prefix and number (i.e. ART 2209) and send as an email attachment to: geoffice@csub.edu

[Jump to Review and Approval Cycle](#)

Course Information*

Complete for all courses

Course Prefix	Course Number	Course Title	Faculty Contact

General Education Course Type

Please **SEE TABLE BELOW** if the [selection fields] do not work when this template is downloaded.

Course Type (select one from drop-down):	[CRS Type 1]
If applicable, choose a Thematic Course from these options:	Theme R: Revolutionary Ideas & Innovation
If applicable, choose a Concurrent Skill Connection from these options:	[Concurrent Skill Connection]
If applicable, choose a first Skill Reinforcement from these options:	[Skill Reinforcement 1]
If applicable, choose second Skill Reinforcement from these options:	[Skill Reinforcement 2]
If applicable, choose from these options:	[Other]

TIP: If the [selection fields] break, please type in the selection from the choices listed below.

Course Type	Thematic Course	Concurrent Skill Connection	Skill Reinforcement 1
<ul style="list-style-type: none"> A1 (Oral Communication) A2 (Written Communication) A3 (Critical Thinking) B4 (Math/Quantitative Reasoning) B1 (Physical Science) B2 (Life Science) C1 (Arts) C2 (Humanities) D (Social Sciences) F (Ethnic Studies) AI-Hist AI-Govt Junior-Year Diversity Reflection Upper-division B (Natural Sciences) Upper-division C (Arts and Humanities) Upper-division D (Social Sciences) Capstone (none of the above/major) 	<ul style="list-style-type: none"> Theme Q: Quality of Life Theme R: Revolutionary Ideas & Innovations Theme S: Sustainability & Justice 	<ul style="list-style-type: none"> A1 Co-requisite A2 Co-requisite A3 Co-requisite B4 Co-requisite 	<ul style="list-style-type: none"> Oral Communication (A1 prereq.) Written Communication (A2 prereq.) Critical Thinking (A3 prereq.) Quantitative Reasoning (B4 prereq.)
	Skill Reinforcement 2	Other	
	<ul style="list-style-type: none"> Oral Communication (A1 prereq.) Written Communication (A2 prereq.) Critical Thinking (A3 prereq.) Quantitative Reasoning (B4 prereq.) 	<ul style="list-style-type: none"> SELF GWAR Large-format, lecture course 	

How Does the Course Meet the SLOs and Course Requirements?

Please list those core aspects of the course that are related to the GE Student Learning Outcomes and course requirements. For GE SLOs, use the unique identifiers found in Appendix A. If applicable, also provide the percentage of the course grade.

What are you doing in the course?	GE Outcomes Addressed (enter unique identifier from Appendix A)	Percentage of Course Grade (for relevant course requirements)

Attach Syllabus. Please note that the Syllabus must contain the GE SLOs. Please also note that the learning outcomes for foundational skills (including reinforcement) must be linked to assignments in the Syllabus.

Rationale	<i>Provide a one-page (maximum) narrative addressing how the components of the course you propose meet the relevant General Education learning outcomes and course requirements.</i>

Review and Approval Cycle

This form represents the information necessary only for the *additional* GE approvals. The course must receive department approval before submission for GE. If the course carries a school prefix, it must be approved by the corresponding school curriculum committee also before submission for GE. Select “GECCo Review” from the following drop-down field that represents the GE review/approval cycle.

Select Review and Approval Cycle: GECCo Review

Reviewers

Please enter the name of who is conducting the review for each step of the review cycle.

Review Cycle	Name	Date Complete	Comments / Revision Requests
GECCo	[GECCO Chair]	[GECCO Review Date]	
AVP-AP <i>(Final Approval)</i>	[AVP_AP Name]	[AVP-AP Approval Date]	

Appendix A: Unique Identifiers for GE Student Learning Outcomes

THEME Q: Quality of Life

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

Outcome **TQ-1A**: Students will demonstrate an understanding of 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.

THEME R: Revolutionary Ideas and Innovations

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

Outcome **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.

THEME S: Sustainability and Justice

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

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

A1. Oral Communication

Goal A1-1. Students will analyze the principles of effective oral communication from the rhetorical perspective.

Outcome **A1-1A**. Students will identify and apply the rhetorical principles that underlie form and content in formal speeches and oral presentations.

Outcome **A1-1B**. Students will evaluate contexts, attitudes, values, and responses of different audiences.

Outcome **A1-1C**. Students will demonstrate active listening skills in order to interpret, critically evaluate reasoning, and engage with new ideas.

Goal A1-2. Students will actively participate in written and oral forms of communication in English.

Outcome **A1-2A**. Students will create, organize, and support ideas for various types of oral presentations.

Outcome **A1-2B**. Students will present well-organized oral presentations practicing sound reasoning and advocacy in the physical presence of others.

Outcome **A1-2C**. Students will demonstrate acceptable ethical and responsible communication in researching, creating, and presenting presentations, including proper verbal citations.

Oral Communication Reinforcement

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.

A2. Written Communication

Goal A2-1: Students will read critically.

Outcome **A2-1**: Students will critique a writer's rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic.

Goal A2-2: Students will write critically.

Outcome **A2-2A**: Students will create proficient thesis statements for various types of writing tasks.

Outcome **A2-2B**: Students will use discourse-appropriate syntax.

Outcome **A2-2C**: Students will use logical reasoning, at the appropriate level, to develop and organize ideas.

Goal A2-3: Students will research effectively.

Outcome **A2-3A**: Students will find diverse, reputable sources for an academic research paper.

Outcome **A2-3B**: Students will correctly use summary, paraphrase, and direct quotes to synthesize sources into an academic research paper.

Writing Reinforcement

Goal WR-1: Students will demonstrate proficiency in written communication.

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 and organize ideas in a text.

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

GWAR – Graduate Writing Assessment Requirement

Goal G-1: Students will demonstrate college-level reading skills.

Outcome **G-1**: Students will evaluate how effectively a writer's rhetorical choices (e.g., bias, rhetorical modes, organization, diction, etc.) and logic meet the needs of a particular rhetorical context.

Goal G-2: Students will demonstrate college-level writing skills.

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

Outcome **G-2B**: Students will effectively use discourse-appropriate prose.

Outcome **G-2C**: Students will use logical reasoning, at the appropriate level, to develop and organize ideas.

Goal G-3: Students will demonstrate college-level research skills.

Outcome **G-3A**: Students will find and evaluate diverse, reputable sources for a specific writing task.

Outcome **G-3B**: Students will effectively and correctly use summary, paraphrase, and direct quotes to synthesize sources.

A3. Critical Thinking

Goal A3-1: Students will demonstrate the ability to analyze reasoning.

Outcome **A3-1A**. Students will recognize the difference between argumentative discourse and other kinds of discourse (e.g., explanations, descriptions, and assertions).

Outcome **A3-1B**. Students will be able to analyze the structure of reasoning, identifying conclusions and their supporting premises.

Outcome **A3-1C**. Students will distinguish inductive from deductive reasoning.

Goal A3-2: Students will demonstrate the ability to critically evaluate argumentative discourse.

Outcome **A3-2A**. Students will evaluate deductive arguments.

Outcome **A3-2B**. Students will evaluate inductive arguments.

Outcome **A3-2C**. Students will detect fallacies and articulate how these mistakes in reasoning are in error.

Goal A3-3: Students will demonstrate critical thinking in order to reach well-founded conclusions.

Outcome **A3-3A**. Students will gather sufficient relevant information to reach well-founded conclusions.

Outcome **A3-3B**. Students will arrive at well-founded conclusions, avoid fallacies of logic, and effectively articulate their reasoning.

Critical Thinking Reinforcement

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

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

B4. Mathematics/Quantitative Reasoning

Goal B4-1. Students will be competent in algebraic manipulations.

Outcome **B4-1**. Students will understand and perform requisite mathematical calculations, with competency beyond the level of Common Core high school year 3 in the California Framework.

Goal B4-2. Students will be competent in processing mathematical information.

Outcome **B4-2A**. Students will produce, explain, interpret, and summarize numerical, graphical, and symbolic information

Outcome **B4-2B**. 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 B4-3. Students will demonstrate an understanding of the uses of mathematics.

Outcome **B4-3**. Students will apply mathematics to model natural, social & behavioral processes, possibly in the presence of uncertainty, that they encounter in professional and everyday settings.

Goal B4-4. Students will use appropriate technological tools.

Outcome **B4-4A**. Students will use appropriate technology, including calculators and/or computers, as tools to assist with numerical and graphical analyses.

Outcome **B4-4B**. Students will recognize the limitations of technology.

Quantitative Reasoning Reinforcement

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.

AREA B. PHYSICAL AND LIFE SCIENCES

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

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

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

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

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

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

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

Outcome **B-3A**. Students will differentiate between what is science, pseudo-science and other ways of knowing.

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

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

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

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

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

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

AREA C. ARTS & HUMANITIES

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

Outcome **C-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 **C-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 C-2: Students will demonstrate analytical reading and writing skills.

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

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

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

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

AREA D. SOCIAL AND BEHAVIORAL SCIENCES

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

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

Goal D-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 **D-2**: Students will apply disciplinary knowledge in the specific area of study to the understanding of individuals and groups as it relates to local, and global issues and problems in their contemporary and historic contexts.

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

AREA F. ETHNIC STUDIES

Goal **ES-1**. 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 **ES-2**. 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 **ES-3**. 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 **ES-4** 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 **ES-5**. 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.

AMERICAN INSTITUTIONS – HISTORY

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 be able to identify and explain the significant events, trends, and developments in the history of the area now included in the United States of America, covering a minimum time span of approximately one hundred years, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.

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

Outcome **AIH-1C**: Students will be able to explain the events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.

AMERICAN INSTITUTIONS – GOVERNMENT

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 that 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.

SELF - STUDENT ENRICHMENT AND LIFELONG FULFILLMENT

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

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

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

FIRST-YEAR SEMINAR SEQUENCE

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

Outcome **F-1A**. Students will demonstrate an understanding of their rights and responsibilities as a member of the CSUB community.

Outcome **F-1B**. Students will demonstrate the ability to locate sources of the appropriate CSUB policies and regulations.

Outcome **F-1C**. Students will demonstrate the ability to locate and access appropriate campus resources.

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

Outcome **F-2A**. Students will develop basic technical, academic, and information literacy skills.

Outcome **F-2B**. Students will articulate a plan to complete the General Education foundation skills courses, including the completion of any required remediation.

Outcome **F-2C**. Students will develop an academic roadmap to graduation that incorporates General Education, major, and minor requirements, including an exploration of major and minor options.

JUNIOR-YEAR DIVERSITY REFLECTION COURSE

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

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

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

Goal 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 the basis of human diversity: biological, cultural, historical, social, economic, and ideological.

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

CAPSTONE COURSE

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

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

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

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