

## HSU GEAR Requirements and Course/Program of Study Certification

### Section I. Summary of Current GEAR Program Requirements

In accordance with requirements set forth by Executive Orders [1100](#), [1061](#), and Humboldt State All-University Requirements, students are required to complete the following subject-area distribution requirements in order to complete the HSU GEAR Program Curriculum:

**Area A: English Language and Communication and Critical Thinking** (minimum nine semester units, one course in each area)

**A1 Oral Communication** (3 semester units)

**A2 Written Communication** (minimum 3 semester units)

**A3 Critical Thinking** (3 semester units)

**Area B: Scientific Inquiry and Quantitative Reasoning** (one course each in subareas B1, B2, and B4, plus laboratory activity (B3) related to one of the completed science courses; in addition, three semester units at the upper-division level in one of the following subareas)

**B1 Physical Sciences** (3 LD semester units)

**B2 Life Sciences** (3 LD semester units)

**B3 Laboratory Activity** (associated with a lower division course in B1 or B2)

**B4 Mathematics/Quantitative Reasoning** (3 LD semester units)

**B Scientific Inquiry and Quantitative Reasoning** (3 UD semester units)

**Area C: Arts and Humanities** (one lower-division course completed in each of these two subareas, plus one lower-division course completed in either subarea based on student choice, for a total of nine LD units; in addition, three semester units at the upper-division level in one of the following subareas)

**C1 Arts** (3 or 6 LD semester units)

**C2 Humanities** (3 or 6 LD semester units)

**C Arts and Humanities** (3 UD semester units)

**Area D: Social Sciences** (six lower-division units and three additional semester units at the upper-division level; courses shall be completed in at least two different disciplines among the nine total required semester units)

**D1 — D0** (6 LD semester units, total)

**D** (3 UD semester units)

**Area E: Lifelong Learning and Self-Development** (3 LD semester units)

**Area F: Ethnic Studies** (3 LD or UD semester units)

**Diversity and Common Ground (DCG)** (6 semester units; at least one course must be in the Domestic subarea)

**Domestic** (3 or 6 LD or UD semester units)

**Non-Domestic** (0 or 3 LD or UD semester units)

**American Institutions** (minimum 6 LD or UD semester units; with a combination of courses to cover all three content areas)

**US History**

**US Constitution**

**US & California State and Local Government**

**Section II. General Regulations**

- A. All GEAR-certified courses must align with the objectives set forth for the respective content area of the course (GE Areas A-F, outlined in [EO 1100](#); American Institutions, outlined in section [40404](#) of Title 5; and Diversity and Common Ground, outlined [here](#)).
- B. Each GEAR-certified course must identify at least one [GEAR PLO \(25-19/20-ICC\)](#) that the course will assess for GEAR program assessment and an SLO that demonstrates the PLO.
- C. Each GEAR-certified course must identify a signature assignment and assessment tool for the purposes of conducting GEAR program assessment.
- D. All GEAR-certified courses must continuously participate in the GEAR program-wide assessment to maintain certification.
- E. All course syllabi for approved GEAR courses must identify the [GEAR PLO](#) with which the course aligns.
- F. Only courses certified as GEAR courses in the HSU catalog at the time the student takes them will count towards GEAR requirements.
- G. Where appropriate exams exist, GEAR requirements may be met by external examinations, such as Advanced Placement or International Baccalaureate exams (see [EO 1036](#) and [HSU Catalog](#)).
- H. Courses may not double count for more than one GE Area (A-F).
- I. Courses that meet requirements of more than one GE Area (A-F) can gain certification in multiple GE Areas (A-F). Upon successful completion of these courses, students, in consultation with their advisor, can select which **ONE** of the GE Areas (A-F) the course will satisfy on their degree program.
- J. Courses certified as GE Area (A-F) courses may be designated as American Institutions **AND/OR** Diversity and Common Ground courses. These overlay courses will satisfy the

requirements of both the GE Area (A-F) designation and the American Institutions and/or DCG designation upon successful student completion of the course.

- K. Neither courses identified in the catalog as graduate level (500, 600, 700) nor undergraduate and graduate co-listed courses (400/500) will be certified as GE Area A-F courses (See [P14-05](#)).
- L. Courses approved for GE Area A-F status that have not been offered in a five-year period shall have GE Area A-F certification removed (See [EO 1100](#)).
- M. GEAR courses may be offered in various formats and instructional modes and in various timeframes. Departments have the burden of demonstrating that the alignment with GEAR PLOs, GEAR assessment, and the expectations of student performance are maintained in all formats in which the course is taught.
- N. All GEAR-certified courses will be required to resubmit outcome and assessment information in accordance with the recertification process outlined in [Section V](#) to maintain certification.
- O. Courses certified for Areas A2 and B4 must meet additional requirements outlined in [EO 1110](#).

### **Section III. Proposal of a New GEAR Course: GE Areas A-E, Diversity and Common Ground, and/or American Institutions**

The guidelines in this section apply to proposed courses that have not previously been certified as lettered GE Areas A-E courses **OR** that were not recertified at the last certification cycle (see section V).

- A. All courses proposals for GE Areas A-E must satisfy all General Requirements listed in [section II](#).
- B. GEAR Certification proposals must include:
  - a. All elements required as part of ICC proposals:
    - i. For courses already in the HSU catalog: [Course Change](#)
    - ii. For courses not already in the HSU catalog: [New Course Proposal](#)
  - b. A completed [GEAR Course Overview Form](#) is required upon proposal submission to demonstrate course ability to meet GEAR requirements.
  - c. A completed [GEAR Assessment Form](#) is required upon proposal submission to demonstrate that GEAR PLO assessment via an SLO-aligned signature assignment is in place for participation in university assessment.
- C. Complete proposals must be submitted to [Curriculumlog](#) and are subject to the [Curriculum Deadlines Calendar](#).

- D. Complete proposals will be reviewed by the GEAR Curriculum and Assessment Committee, Curriculum Development Committee, and ICC in accordance with [ICC bylaws](#).

#### Section IV. Proposal of a New GEAR Course: GE Area F

The guidelines in this section apply to proposed courses that have not previously been certified as lettered GE Area F courses **OR** that were not recertified at the last certification cycle (see section V).

- A. All course proposals for GE Area F must first follow guidelines in the [GE Area F Procedures](#).
- B. All course proposals for GE Area F must satisfy all General Requirements listed in [section II](#).
- C. GEAR Certification proposals must include:
  - a. All elements required as part of ICC proposals:
    - i. For courses already in the HSU catalog: [Course Change](#)
    - ii. For courses not already in the HSU catalog: [New Course Proposal](#)
  - b. All elements as required in the [GE Area F Procedures](#).
  - c. A completed [GEAR Course Overview Form](#) is required upon proposal submission to demonstrate course ability to meet GEAR requirements.
  - d. A completed [GEAR Assessment Form](#) is required upon proposal submission to demonstrate that GEAR PLO assessment via an SLO-aligned signature assignment is in place for participation in university assessment.
- D. Complete proposals must be submitted to [Curriculog](#) and are subject to the [Curriculum Deadlines Calendar](#).
- E. Complete proposals will be reviewed by the GEAR Curriculum and Assessment Committee, Curriculum Development Committee, and ICC in accordance with [ICC bylaws](#).

#### Section V. GEAR Course Recertification

The guidelines in this section apply to courses that have been previously certified as GEAR courses and are seeking recertification.

- A. Recertification will occur on a seven-year cycle as follows, beginning AY 2021/2022:

Year One	Area F
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Year Two	DCG
Year Three	Area E
Year Four	Area D/AI
Year Five	Area C
Year Six	Area B
Year Seven	Area A

- B. During the designated AY, GEAR-certified courses are required to submit the [GEAR Course Recertification Form](#) to demonstrate continued alignment with GEAR program objectives and assessment.
- C. Completed recertification forms must be submitted to [curriculog](#) and are subject to the [Curriculum Deadlines Calendar](#).
- D. Recertification forms will be reviewed by the GEAR Curriculum and Assessment Committee and ICC in accordance with [ICC bylaws](#).
- E. Courses for which recertification forms are not submitted prior to the curricular deadline and courses that do not demonstrate continued alignment with GEAR requirements will not be granted recertification and will be removed from GEAR designation effective the following AY.

## **Section VI. Proposal of a Program of Study to Satisfy GEAR Requirements**

These guidelines apply to major programs and minors wherein a combination of outcomes in two or more required courses within the program of study can be shown to satisfy the upper-division GE Area B/C/D requirement.

- A. Students with double (multiple) majors or minors may exercise this substitution in each major and minor if available.
- B. Recertification and assessment of GEAR PLOs will occur on an ongoing basis, by the same process and on the same schedule as traditional GE courses.
- C. When accepting transfer credit and/or student petitions for substitution of a major or minor course, issues of GE requirements must also be considered. If a course is accepted in place of an HSU major or minor course but does not fulfill needed GE requirements, then that student will need to fulfill the GE requirement by taking a traditional GE course.
- D. Program of Study proposals must include:

- a. Respective Program of Study Form:
  - i. [Area B](#)
  - ii. [Area C](#)
  - iii. [Area D](#)
- E. Complete proposals must be submitted to [Curriculog](#) and are subject to the [Curriculum Deadlines Calendar](#).
- F. Complete proposals will be reviewed by the GEAR Curriculum and Assessment Committee, Curriculum Development Committee, and ICC in accordance with [ICC bylaws](#).
- G. The approved list of majors and their courses that will be used to satisfy the GE requirements will be forwarded to the Registrar's Office to ensure that the information is entered into the university catalog and DARS.

## **\*DRAFT\*** GEAR Course Overview Form **\*DRAFT\***

The General Education and All-University Requirements (GEAR) Program at Humboldt State University is designed, in concert with the major, to ensure that all graduates have attained the knowledge, skills, experiences, and perspectives necessary to achieve the HSU Baccalaureate Institutional Learning Outcomes.

Each GEAR subject area is aligned with a specific set of skills that students should be building toward as a result of completion of coursework in that area, included at the [end of this form](#). Please refer to these skills when answering question five of this form.

To describe how the proposed course meets the needs of the GEAR Program and HSU students, please respond to the following:

<b>1. What is the course name and number?</b>
<b>2. What GEAR subject area(s) (e.g. A1, B2, DCG etc.) is this course being proposed for?</b>
<b>3. In the most recent course catalogue, how many other courses are currently certified in the GEAR subject area (e.g. A1, B2, DCG etc.) into which the proposed course would fit?</b>
<b>4. How does the proposed course fill a need within the GEAR curriculum?</b>
<b>5. Using specific examples of course activities, please describe how the proposed course will address the <a href="#">skills associated with the GEAR subject area</a> into which the proposed course would fit (if multiple subjects areas (e.g. Area F and DCG), please describe how the course will address skills for all subject areas).</b>
<b>6. How will the proposed course meet the needs of non-major students with little to no previous knowledge of the subject matter?</b>
<b>7. If the course will double count for credit in a major program, how will it meet the needs of major students while still remaining applicable to the general curriculum?</b>
<b>8. What evidence exists on the budgetary and resources impact of adding the proposed course to the GEAR Program?</b>

## Skills by Subject Area

### Area A:

#### I. **Written and Oral Communication:**

- A. Examine communication from the rhetorical perspective
- B. Practice reasoning, advocacy, organization, and accuracy
- C. Enhance their skills and abilities in the discovery, critical evaluation, and reporting of information

#### II. **Critical Thinking:**

- A. Logic and its relation to language
- B. Elementary inductive and deductive processes, including the formal and informal fallacies of language and thought
- C. How to distinguish matters of fact from issues of judgment or opinion

### Area B

#### I. **Life Forms and Physical Universe**

- A. Apply scientific concepts and theories to develop scientific explanations of natural phenomena
- B. Critically evaluate conclusions drawn from a particular set of observations or experiments
- C. Demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts

#### II. **Mathematics/Quantitative Reasoning**

- A. Demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems

### Area C

- I. Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation
- II. Respond subjectively as well as objectively to aesthetic experiences and differentiate between emotional and intellectual responses
- III. Explain the nature and scope of the perspectives and contributions found in a particular discipline within the arts and humanities as related to the human experience, both individually (theirs) and collectively

### Area D

- I. Apply the discipline-specific vocabulary, principles, methodologies, value systems and ethics employed in social science inquiry, to a specific instance
- II. Explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts
- III. Illustrate how human social, political, and economic institutions and behavior are inextricably interwoven.

### Area E

- I. Courses are designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Students will focus on skills, abilities, and dispositions.

### Area F



- I. Courses shall guide students toward at *least three of the following five* core competencies:
  - A. 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.
  - B. 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.
  - C. 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.
  - D. 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.
  - E. 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 and a just and equitable society.

### **Diversity and Common Ground**

Diversity and Common Ground (DCG) courses guide students toward the ability to analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies. DCG courses are centrally organized around the aims of *one of the four* pedagogical models:

- I. **Multicultural Studies**, the educational objectives of this model are for students to:
  - A. Comprehend the diversity of knowledge, experiences, values, worldviews, traditions, and achievements represented by the cultures of the United States and/or beyond, and to understand some of the significant ways in which those cultures have interacted with one another; Explore and evaluate concrete examples of the student's own cultural heritage in relation to others
  - B. Be able to read a culture critically through expressions and representations indigenous and exogenous to that culture.
- II. **Identity Politics**, the educational objectives of this model are for students to:
  - A. Study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
  - B. Evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
  - C. Understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)
- III. **Differential Power and Privilege**, the educational objectives of this model are for students to:

- A. Become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
  - B. Study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
  - C. Expand the ability to think critically about vital problems and controversies in social, scientific, economic, and cultural life stemming from differences of gender, race, disability, class, etc.
- IV. Integrative Approach**, the integrative approach model will substantively incorporate aims from two or more of the above models.

### **American Institutions**

- I. Courses focused on historical development of American institutions and ideals**
  - A. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, 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.
  - B. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
  - C. 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.
- II. Courses focused on the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government**
  - A. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
  - B. The rights and obligations of citizens in the political system established under the Constitution.
  - C. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.
  - D. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

**\*DRAFT\* GEAR Assessment Form \*DRAFT\***

**Section I. Learning Outcomes**

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the *specific measurable behaviors that demonstrate achievement of the PLOs*. GEAR assessment data is reported to the CSU and accreditation bodies as part of program evaluation. As a result, courses designated as meeting GEAR requirements are responsible for identifying SLOs that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

From the [table included at the end of this form](#), please identify the GEAR PLO that the proposed course will assess. (Note that the course curriculum may address multiple GEAR PLOs, but this form asks you to identify which one will be assessed in the course and reported back to the GEAR committee as part of the GEAR Program Assessment Cycle.) If the course proposed fits a different PLO from the corresponding AREA identified in the table, please attach a document providing justification for addressing the selected PLO.

An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by writing an SLO that will demonstrate the PLO the proposed course will address.**

<b>GEAR PLO:</b>
In order to achieve this PLO, students will perform the following demonstration of specific measurable behaviors:
<b>SLO:</b>

**Section II. Assessment Plan**

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the achievement of a PLO. The wording of the proposed SLO broadly describes what students will do in this assignment. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, and rating scales.

Each GEAR course needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment entailed in the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

<b>Signature Assignment:</b>
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**Assessment Tool:**

**Section III. Executive Order 1110 Plan (Required for courses in Area A2 and B4 ONLY)**

In 2017, the CSU adopted [Executive Order 1110](#) to address college readiness of students in written communication (A2) and mathematics/quantitative reasoning (B4) courses. All GEAR A2 and B4 courses are accountable for meeting the student support and reporting requirements of EO1110. To describe how the proposed course will meet the requirements of EO1110, please respond to the following:

**How will the course address the needs of students in [readiness categories 3 and 4](#)?**

**What consultation with current A2/B4 programs has occurred to ensure that reporting happens in a systematic and cooperative way with the existing structure?**

GEAR PLOs and Corresponding GEAR Areas

PLO	Area
1. Demonstrate emergent skills and dispositions necessary for lifelong learning and self-development.	E
2. Locate, evaluate, and employ information effectively and ethically for a wide range of purposes.	A1, A2, A3
3. Critically evaluate issues, ideas, artifacts, and evidence.	A3
4. Develop and express ideas effectively in writing.	A2
5. Effectively communicate orally for informational, persuasive, and expressive purposes.	A1
6. Demonstrate knowledge of broad college-level quantitative concepts and apply mathematical or statistical methods to describe, analyze, and solve problems in context.	B4
7. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.	B1, B2, B3
8. Transform materials, ideas, or solutions into new forms through creative expression, innovative thinking and making, risk taking, or problem solving.	C1
9. Analyze literary, philosophical, historical, or artistic works and explain their cultural and/or historical significance and context.	C2
10. Analyze concepts, research methods, and theories pertaining to one or more of disciplines of the social sciences.	D
11. Demonstrate a critical understanding of the history of the US, and its structures of constitutional government, as a foundation for civic participation at all levels.	AI
12. Apply knowledge produced by voices and perspectives of marginalized communities to analyze systems of power and privilege and identify strategies for creating just and equitable societies.	DCG/F
13. Describe how the resilience, sustainability, and conservation of ecological systems is a foundation of the functions of the natural world and/or economies.	
14. Articulate how a resilient future interfaces with the development of just and equitable societies, economies, environmental protection, and/or resource management at the local, national, and/or global levels.	DCG

## \*DRAFT\* GEAR Course Recertification Form \*DRAFT\*

### Why are Current GEAR Courses Required to be Recertified?

The WSCUC 2018 Team Visit included the feedback: “Implement a comprehensive university assessment plan developed by faculty so that effective assessment is consistent across the institution, and widely shared among faculty, staff, and students. Improving the assessment of GEAR and consistently embedding the expectations for student learning in the standards faculty use to evaluate student work are components of effective assessment. (CFR 2.4, 2.6)”.

In response, GEAR PLOs were revised and the new (current) PLOs were approved by the University Senate in spring 2020. In order to meet the “comprehensive university assessment plan”, each GEAR course needs to have:

1. A GEAR PLO that it will assess
2. An SLO that describes how students will demonstrate the PLO
3. A signature assignment, which is an assignment that can be used to measure student progress toward the identified PLO
4. An assessment tool, which will be used to score the signature assignment

Including the four components listed above not only ensures that the courses meet the requirements of the GEAR Program but also that there is a set expectation and agreed upon tool for assessment that can be passed on as new or different instructors teach the course or sections of the course over time. This form provides instructions for establishing an SLO and assessment plan for existing GEAR courses and must be submitted to the ICC for review in order to maintain GEAR Status.

### Section I. Learning Outcomes

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the *specific measurable behaviors that demonstrate achievement of the PLOs*. GEAR assessment data is reported out to the CSU system and accreditation bodies as part of program evaluation. As a result, courses designated as meeting GEAR requirements are responsible for identifying SLO(s) that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

Please identify the PLO for the course from the table included at the end of this form and complete sections II and III speaking to that PLO. If the course fits a different PLO from the corresponding AREA identified in the table, please attach a document providing justification for addressing the selected PLO.

An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by writing an SLOs that will demonstrate the PLO the course will address.**

<b>GEAR PLO:</b>
In order to achieve this PLO, students will perform the following demonstration of specific measurable behaviors:
<b>SLO:</b>

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**Section II. Assessment Plan**

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the assessment of specific SLOs. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, rating scales.

Each GEAR course needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment that will require students to perform the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

<b>Signature Assignment:</b>
<b>Assessment Tool:</b>

**Section III. Executive Order 1110 Plan (Required for courses in Area A2 and B4 ONLY)**

In 2017, the CSU adapted [Executive Order 1110](#) to address college readiness of students in written communication (A2) and mathematics/quantitative reasoning (B4) courses. All GEAR A2 and B4 courses are accountable for meeting the student support and reporting requirements of EO1110. To describe how the course will meet the requirements of EO1110, please respond to the following:

<b>How will the course address the needs of students in readiness categories 3 and 4?</b>
<b>How will the course report out results?</b>
<b>What consultation with current A2/B4 programs has occurred to ensure that reporting happens in a systematic and cooperative way with the existing structure?</b>

**Section IV. Alignment with GEAR Content**

5. Using specific examples of course activities, please describe how the proposed course will address the skills associated with the GEAR subject area into which the proposed course would fit:

## Skills by Subject Area

### Area A:

#### I. Written and Oral Communication:

- A. Examine communication from the rhetorical perspective
- B. Practice reasoning, advocacy, organization, and accuracy
- C. Enhance their skills and abilities in the discovery, critical evaluation, and reporting of information

#### II. Critical Thinking:

- A. Logic and its relation to language
- B. Elementary inductive and deductive processes, including the formal and informal fallacies of language and thought
- C. How to distinguish matters of fact from issues of judgment or opinion

### Area B

#### I. Life Forms and Physical Universe

- A. Apply scientific concepts and theories to develop scientific explanations of natural phenomena
- B. Critically evaluate conclusions drawn from a particular set of observations or experiments
- C. Demonstrate their understanding of the science field under study through proper use of the technical/scientific language, and the development, interpretation, and application of concepts

#### II. Mathematics/Quantitative Reasoning

- A. Demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems

### Area C

- I. Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation
- II. Respond subjectively as well as objectively to aesthetic experiences and differentiate between emotional and intellectual responses
- III. Explain the nature and scope of the perspectives and contributions found in a particular discipline within the arts and humanities as related to the human experience, both individually (theirs) and collectively

### Area D

- I. Apply the discipline-specific vocabulary, principles, methodologies, value systems and ethics employed in social science inquiry, to a specific instance



- II. Explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts
- III. Illustrate how human social, political, and economic institutions and behavior are inextricably interwoven.

#### **Area E**

- I. Courses are designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Students will focus on skills, abilities, and dispositions.

#### **Area F**

- I. Courses shall guide students toward at *least three of the following five* core competencies:
  - A. 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.
  - B. 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.
  - C. 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.
  - D. 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.
  - E. 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 and a just and equitable society.

#### **Diversity and Common Ground**

Diversity and Common Ground (DCG) courses guide students toward the ability to analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies. DCG courses are centrally organized around the aims of *one of the four* pedagogical models:

- I. **Multicultural Studies**, the educational objectives of this model are for students to:
  - A. Comprehend the diversity of knowledge, experiences, values, worldviews, traditions, and achievements represented by the cultures of the United States and/or beyond, and to understand some of the significant ways in which those cultures have interacted with one another; Explore and evaluate concrete examples of the student's own cultural heritage in relation to others
  - B. Be able to read a culture critically through expressions and representations indigenous and exogenous to that culture.

- II. **Identity Politics**, the educational objectives of this model are for students to:
  - A. Study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
  - B. Evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
  - C. Understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)
- III. **Differential Power and Privilege**, the educational objectives of this model are for students to:
  - A. Become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
  - B. Study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
  - C. Expand the ability to think critically about vital problems and controversies in social, scientific, economic, and cultural life stemming from differences of gender, race, disability, class, etc.
- IV. **Integrative Approach**, the integrative approach model will substantively incorporate aims from two or more of the above models.

#### **American Institutions**

- I. **Courses focused on historical development of American institutions and ideals**
  - A. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, 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.
  - B. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
  - C. 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.
- II. **Courses focused on the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government**
  - A. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
  - B. The rights and obligations of citizens in the political system established under the Constitution.
  - C. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.
  - D. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

**\*DRAFT\* Proposal to Satisfy Upper Division Area B through Course of Study \*DRAFT\***

Department:

Major/Minor:

**Section I. Alignment of Program of Study with GEAR Area Skills**

Using specific examples from the syllabi, describe how the collection of two or more courses in the program of study will address the skills within GEAR Area B. *Note: Please attach to this proposal a sample syllabus for each course listed.*

Skills students should gain as a result of completing the Program of Study courses identified to address GEAR Area B	Relevant courses/components that address skills (refer specifically to attached course syllabi)
Apply scientific concepts and theories to develop scientific explanations of natural phenomena	
Critically evaluate conclusions drawn from a particular set of observations or experiments	
Demonstrate understanding of the science field under study through proper use of the technical/scientific language and the development, interpretation, and application of concepts	

**Section II. Identification of GEAR Program PLO and Assessment SLO**

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the **specific measurable behaviors that demonstrate achievement of the PLOs**. GEAR assessment data are reported to the CSU and accreditation bodies as part of program evaluation. As a result, courses designated as meeting GEAR requirements are responsible for identifying SLOs that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

The GEAR PLOs associated with Area B are:

- PLO 6: Demonstrate knowledge of broad college-level quantitative concepts and apply mathematical or statistical methods to describe, analyze, and solve problems in context.
- PLO 7: Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.

The program of study should address one of these PLOs in connection to GEAR Program Assessment. An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by identifying the appropriate PLO and writing an SLO that will demonstrate the PLO the proposed course will address.**

<b>GEAR PLO:</b>
In order to achieve this PLO, students will perform the following demonstration of specific measurable behaviors:
<b>SLO:</b>

## Section II. Assessment Plan

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the achievement of a PLO. The wording of the proposed SLO broadly describes what students will do in this assignment. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, and rating scales.

One of the courses in the program of study included above needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment entailed in the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

<b>Signature Assignment:</b>
<b>Assessment Tool:</b>

**\*DRAFT\* Proposal to Satisfy Upper Division Area C through Course of Study \*DRAFT\***

Department:

Major/Minor:

**Section I. Alignment of Program of Study with GEAR Area Skills**

Using specific examples from the syllabi, describe how the collection of two or more courses in the program of study will address the skills within GEAR Area C. *Note: Please attach to this proposal a sample syllabus for each course listed.*

Skills students should gain as a result of completing the Program of Study courses identified to address GEAR Area C	Relevant courses/components that address skills (refer specifically to attached course syllabi)
Apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation	
Respond subjectively as well as objectively to aesthetic experiences and differentiate between emotional and intellectual responses	
Explain the nature and scope of the perspectives and contributions found in a particular discipline within the arts and humanities as related to the human experience, both individually (theirs) and collectively	
<b>Arts-specific Outcome C.4</b> Demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the creative arts through their (or, “as a result of their”) participation in and study of drama, music, studio art, and/or creative writing	

<p><b>Humanities-Specific Outcome C.4</b>  Discuss the intellectual, historical, and cultural elements of written literature through their study of great works of the human imagination.</p>	
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**Section II. Identification of GEAR Program PLO and Assessment SLO**

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the *specific measurable behaviors that demonstrate achievement of the PLOs*. GEAR assessment data are reported to the CSU and accreditation bodies as part of program evaluation. As a result, courses designated as meeting GEAR requirements are responsible for identifying SLOs that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

The GEAR PLOs associated with Area C are:

- PLO 8: Transform materials, ideas, or solutions into new forms through creative expression, innovative thinking and making, risk taking, or problem solving.
- PLO 9: Analyze literary, philosophical, historical, or artistic works and explain their cultural and/or historical significance and context.

The program of study should address one of these PLOs in connection to GEAR Program Assessment. An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by identifying the appropriate PLO and writing an SLO that will demonstrate the PLO the proposed course will address.**

<p><b>GEAR PLO:</b></p>
<p>In order to achieve this PLO, students will perform the following demonstration of specific measurable behaviors:</p>
<p><b>SLO:</b></p>

**Section II. Assessment Plan**

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the achievement of a PLO. The wording of the proposed SLO broadly describes what students will do in this assignment. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, and rating scales.

One of the courses in the program of study included above needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment entailed in the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

**Signature Assignment:**

**Assessment Tool:**

**\*DRAFT\* Proposal to Satisfy Upper Division Area D through Course of Study \*DRAFT\***

Department:

Major/Minor:

**Section I. Alignment of Program of Study with GEAR Area Skills**

Using specific examples from the syllabi, describe how the collection of two or more courses in the program of study will address the skills within GEAR Area D. *Note: Please attach to this proposal a sample syllabus for each course listed.*

Skills students should gain as a result of completing the Program of Study courses identified to address GEAR Area D	Relevant courses/components that address skills (refer specifically to attached course syllabi)
Apply the discipline-specific vocabulary, principles, methodologies, value systems, and ethics employed in social science inquiry to a specific instance	
Explain and critically analyze human social, economic, and political issues from the respective disciplinary perspectives by examining them in contemporary as well as historical settings and in a variety of cultural contexts	
Illustrate how human social, political, and economic institutions and behavior are inextricably interwoven	

**Section II. Identification of GEAR Program PLO and Assessment SLO**

The General Education and All-University Requirements (GEAR) curriculum at HSU has its own program learning outcomes (PLOs). PLOs are the knowledge, skills, and dispositions that graduates will have attained, and they are measured with student learning outcomes (SLOs) that describe the **specific measurable behaviors that demonstrate achievement of the PLOs**. GEAR assessment data are reported to the CSU and accreditation bodies as part of program evaluation. As a result, courses designated as



meeting GEAR requirements are responsible for identifying SLOs that will be used to assess student learning and collect assessment data related to the GEAR PLOs.

The GEAR PLO associated with Area D is:

- PLO 10: Analyze concepts, research methods, and theories pertaining to one or more of disciplines of the social sciences.

The program of study should address GEAR PLO 10 in connection to GEAR Program Assessment. An SLO describes **how** students will demonstrate that they met the PLO. **Please complete this table by writing an SLO that will demonstrate the PLO the proposed course will address.**

In order to achieve GEAR PLO 10, students will perform the following demonstration of specific measurable behaviors:
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<b>SLO:</b>
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## Section II. Assessment Plan

A *signature assignment* is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the achievement of a PLO. The wording of the proposed SLO broadly describes what students will do in this assignment. An *assessment tool* is an instrument used to score or evaluate the assessment activity (i.e. signature assignment). Examples include: rubrics (that produce scores based on established criteria), observational checklists, observational narratives, video or audio recording with written analysis, and rating scales.

One of the courses in the program of study included above needs to include a signature assignment and an assessment tool to be used in meeting GEAR Program assessment requirements. Briefly describe the signature assignment entailed in the above SLO. Describe the assessment tool that will measure performance, as well. Please attach a copy of the full assessment tool to this form.

<b>Signature Assignment:</b>
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<b>Assessment Tool:</b>
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