

Attachment A: Summary of General Education and All University Requirements (GEAR) Program Student Learning Objectives (SLOs) and Summary of Discussion Points for Area-Specific Content Criteria Guidelines

The following is a summary of the current GEAR Program SLOs (updated to include the recently approved Area E SLO as new GEAR SLO #7). Included are GEAR Program requirements, and a list of the 37 current Area-specific SLOs which are proposed to be repurposed as Area-specific content criteria guidelines for use by ICC in approving new GEAR courses. The guidelines will likely be similar in form to those approved for Area E in Fall, 2017.

Current GEAR Program SLOs – For Informational Purposes

The General Education and All-University Requirements (GEAR) Program at Humboldt State University (HSU) 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 Student Learning Outcomes.

Upon Completion of the GEAR Program, students will be able to:

1. Communicate effectively through oral, written, and quantitative methods.
2. Demonstrate the ability to locate, assess, and employ information relevant to a specific discipline, approach, or method.
3. Demonstrate basic knowledge of United States history and politics.

They will apply these skills to:

4. Critically evaluate information through methods of thoughtful inquiry.
5. Analyze and consider diverse, multicultural, interdisciplinary, and global perspectives.
6. Apply knowledge to principled action and professionalism across disciplines.
7. Evaluate and explain how physiological, psychological, and sociocultural factors influence the continuum of personal and professional development.

The diversity of thought fostered by the GEAR Program enhances the knowledge and abilities developed within the major program to assure graduates have made noteworthy progress toward becoming truly educated persons.

Summary of Current GEAR Program Requirements – For Informational Purposes

In accordance with requirements set forth through Executive Order 1065 and with the HSU GEAR Program SLOs, students are required to fulfill the following subject-area distribution requirements in order to complete the HSU GEAR Program curriculum:

Area A: English Language Communication and Critical Thinking (minimum 9 semester units, one course in each subarea).

A1 Oral Communication (3 semester units)

A2 Written Communication (3 semester units)

A3 Critical Thinking (3 semester units)

Area B: Scientific Inquiry and Quantitative Reasoning (minimum 12 semester units, one course in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses; at least one course must be upper division).

B1 Physical Sciences (3 semester units)

B2 Life Sciences (3 semester units)

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

B4 Mathematics/Quantitative Reasoning (3 semester units)

Area C: Arts and Humanities (minimum 12 semester units, at least one course in each of the two subareas; at least one course must be upper division)

C1 Arts: Arts, Cinema, Dance, Music, Theater

C2 Humanities: Literature, Philosophy, Languages Other than English

Area D: Social Sciences (minimum of 12 semester units; at least one course must be upper division)

Area E: Lifelong Learning and Self-Development (minimum of 3 lower division semester units)

The following All University requirements must be achieved in completion of the GEAR Program:

Diversity and Common Ground (DCG) (minimum of 6 semester units, at least one course must be in the Domestic subarea; DCG approved courses may simultaneously meet other degree requirements)

Domestic

Non-Domestic

American Institutions (minimum of 6 semester units, at least one course in each subarea; one course may double count with lower division Area D requirement)

US History

US & California Government

Graduate Writing Proficiency Exam (achievement of Junior standing required)

Starting Point for Discussion of Area-Specific Content Criteria Guidelines for GEAR Courses – For Informational Purposes

Area A, the basic subjects area, attempts to cultivate the ability to think clearly and logically, to find and critically examine information, and to communicate effectively both orally and in writing.

Content of an Area A course targeting **critical thinking** should guide students toward the following skills:

1. identify the premises and conclusion of an argument and determine its validity and soundness;
2. analyze, criticize and advocate ideas;
3. distinguish deductive from inductive argument forms, identify their fallacies, and reason inductively and deductively; and
4. distinguish matters of fact from issues of judgment or opinion and reach well-supported factual or judgmental conclusions from a wide diversity of real world examples.

Content of an Area A course targeting **oral communication** should guide students toward the following skills:

5. demonstrate the discovery, critical evaluation, and reporting of information by designing an appropriately organized and credibly supported speech, using techniques to inform and/or persuade an audience;
6. deliver a speech using effective verbal and nonverbal skills;
7. critically listen to and analyze oral communication; and
8. explain the role that oral communication plays in human societies

Content of an Area A course targeting **written communication** should guide students toward the following skills:

9. demonstrate mastery of writing a well-composed and mechanically competent essay consisting of an introduction, claim (thesis), support (argument), and conclusion;
10. explain how the effectiveness of communication is influenced by the form, content, and context of someone's writing; and
11. practice the discovery, critical evaluation, reporting, and appropriate citation of information.

Area B, the sciences and mathematics area, focuses on the physical universe, its life forms, and quantitative reasoning to assist students in understanding, appreciating, and

participating in a changing world. Program goals recognize the importance of scientific methods as investigative tools and present science as a unified discipline with a major impact on the human condition.

Content of a **lower-division** course in the **life forms and physical universe** portion of Area B should guide students toward the following skills:

12. apply scientific concepts and theories to develop scientific explanations of natural phenomena;
13. critically evaluate conclusions drawn from a particular set of observations or experiments; and
14. 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.

Content of a **upper-division** course in the **life forms and physical universe** portion of Area B should guide students toward the following skills:

15. apply scientific concepts and theories to develop scientific explanations of natural phenomena;
16. critically evaluate conclusions drawn from a particular set of observations or experiments; and
17. discuss value systems and ethics associated with scientific endeavors.

Content of a course in the **math and quantitative reasoning** portion of Area B should guide students toward the following skills:

18. use skills beyond the level of intermediate algebra to solve problems through quantitative reasoning, and
19. apply mathematical concepts and quantitative reasoning to problems.

Area C is the arts and humanities area of HSU's GEAR curriculum.

Content of **all Area C courses** should guide students toward the following skills:

20. apply discipline-specific vocabulary and central discipline-specific concepts and principles to a specific instance, literary work, or artistic creation;
21. respond subjectively as well as objectively to aesthetic experiences and differentiate between emotional and intellectual responses; and
22. 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.

In addition to criteria 20 – 22, content of an Area C course targeting **the arts** should guide students toward the following skill:

23. 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.

In addition to criteria 20 – 22, content of an Area C course targeting **the humanities** should guide students toward the following skill:

24. discuss the intellectual, historical, and cultural elements of written literature through their study of great works of the human imagination.

Area D is the social sciences area of HSU's GEAR curriculum.

Content of all Area D courses should guide students toward the following skills:

25. apply the discipline-specific vocabulary, principles, methodologies, value systems and ethics employed in social science inquiry, to a specific instance;
26. 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; and
27. illustrate how human social, political, and economic institutions and behavior are inextricably interwoven.

Area E focuses on lifelong learning and self-development.

Content of all Area E courses should guide students toward the following skills:

28. explain and demonstrate an appreciation for the nature of being human as an integration of physiological, psychological, and sociocultural influences; and
29. demonstrate preparation for the life-long and complex process of self-understanding, self-analysis, and self-development as an individual among others.

HSU's GEAR curriculum features two all-university components. The first is **Diversity and Common Ground**.

Content of a DCG course should guide students toward the following skill:

30. analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies.

American Institutions is the second all-university component. It is divided into two parts: US history and US and California Constitutions.

Content of an American Institutions course targeting **US History** should guide students toward the following skills:

31. explain significant events covering a time span of at least 100 years of US history, including the relationships of US regions and relationships with foreign nations;
32. analyze the roles of major ethnic and social groups in the significant events above, and the contexts in which those events have occurred; and
33. explain how these events illustrate both the continuity of "the American experience" and its derivation from other cultures by considering at least 3 of the following: politics, economics, social movements, and geography.

Content of an American Institutions course targeting **US and California Governments** should guide students toward the following skills:

34. distinguish the key philosophies of the framers of the U.S. Constitution;
35. demonstrate an understanding of the nature and operation of major U.S. political institutions and processes;
36. identify the liberties, rights, and responsibilities of citizens under the political system established by the U.S. Constitution; and

37. demonstrate an understanding of the California Constitution and state and local government within the framework of evolving Federal-State relations.