

UNIVERSITY CURRICULUM COMMITTEE

GENERAL EDUCATION REQUIREMENTS CRITERIA

African-American Experience: Race And Racism

CRITERIA

The central and primary focus of the course shall pertain to the African-American Experience. A major component of the course must be on race and racism—The Interaction between Blacks and Whites in the United States.

Courses should:

1. relate directly to the unique contemporary existence of racism within the continental United States although there may be a comparative component that includes other countries or time periods.
2. address issues that confront the continued significance of race and racism in our society which may include conflict, inequity, power relationships, opportunity structures, and collaboration.
3. provide a basis from which students may better understand the manifestations of racism in our society and its repercussions.
4. provide opportunities for student discussion and reflection, in oral or written form, around the objectives of the requirement.
5. should employ theories, concepts, models, and histories that incorporate pertinent concerns, drawing upon the experiences of race and racism to elucidate those doctrines.

Arts and Humanities

CRITERIA

1. 100/200-level courses from at least two different departments of Art, Dramatic Arts, Music, English, History, Modern Languages, Philosophy (except logic courses) and Religious Studies, or other approved courses.
2. Courses must be broad, language-based courses that focus on the study of human endeavors over time (e.g., varying perspectives, spanning time and cross-culture).
3. Excluded: courses in performing arts, studio arts, creative writing and skill Courses (e.g., English grammar, first-year foreign language course); topical Courses, local history or parochial courses, and symbolic logic courses.

English 102

CRITERIA

Any course offered as a substitute for English 102 should meet the following criteria:

1. Students must be required to write a minimum of 5,000 words, at least half of which must be coherent, unified prose.
2. The syllabus must specify that significant portions of the completed writing will be revised on the basis of feedback from the instructor or an assistant.
3. A variety of readings for analysis must be offered, not simply a single textbook.
4. Rhetorical, stylistic and evidentiary conventions for the field studied must be included.
5. Instruction in the process of conducting research in the field must be offered, including introduction to electronic data bases (coordinated with CSU Library).
6. Students must demonstrate mastery of the conventions of standard written English in order to pass the course.

Human Diversity

CRITERIA

Subject matter focuses upon one or more of the following: The experiences and contributions of African-Americans, other racial/ ethnic minority group within the United States with primary focus on Native Americans, Hispanics, and Asians, and/or other groups in the United States that encounter bias based upon group identity(includes gender, sexual orientation, disability, and/or religion.) Courses should:

1. relate directly to other unique contemporary experiences of the subject population(s) within the continental United States although there may be a comparative component that includes other countries or time periods.
2. focus upon the salient experiences and contributions of one or more groups that reflect the diversity within the United States.
3. address issues that challenge the subject population(s) and which may include conflict, inequity, power relationships, opportunity structures, and collaboration.
4. provide a basis from which students may better understand the manifestations of racism in our society and its repercussions.
5. provide opportunities for student discussion and reflection, in oral or written form, around the objectives of the requirement.
6. employ theories, concepts, models, and histories that incorporate human diversity concerns, drawing upon the experiences of subject populations to elucidate those doctrines.

Mathematics or Logic

CRITERIA

1. 100/200-level mathematics courses offered by the Mathematics Department or other approved courses. Each course must have as its prerequisite three years of college preparatory mathematics at the high-school level (or their equivalent). Students may choose to satisfy one-half of this requirement by taking PHL 131.
2. Each course must have as its prerequisite three years of college preparatory mathematics at the high school level (or their equivalent.)
3. Courses in statistics may also satisfy this requirement. However, such courses must have a mathematics prerequisite comparable to successful completion of Algebra I, Geometry, and Algebra II.

Natural Science

CRITERIA

1. 100/200-level courses offered by the departments of Biology, Chemistry, Geological Sciences and Physics or other approved courses. At least one of the courses must have a laboratory component which carries at least 1 credit hour and meets an average of at least two class hours per week.
2. Courses of an introductory nature must make clear the importance of experimentation and observation in the sciences and the way in which these observations of the physical and biological world lead scientist to formulate principles that provide universal explanations of diverse phenomena.
3. Course should have as a goal the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society and the human health and well-being of individuals.
4. Students should develop and understanding of structured thinking involving Induction and deduction.
5. Excluded: Remedial or developmental courses; upper-division courses, and technical or pre-technical courses.

Nonwestern Culture and Civilization

CRITERIA

1. Courses should demonstrate that:
 - a. human beings, in all times and in all places, must confront and solve a common set of problems (such as managing and utilizing their economic resources, organizing themselves socially and politically, developing appropriate value and aesthetic standards and practices; and
 - b. that human beings everywhere, in all times and all places, have found solutions to these problems and have developed systems to make them coherent, even though such systems may differ profoundly from those in the European or Euroamerican tradition.
2. Courses may:
 - a. incorporate subject matter approaching the examined culture from an ancient, classical, traditional, modern or contemporary perspective.
 - b. deal with a single culture or be comparative (within nonwestern context), but may not incorporate so much Euro-centered material as to obscure their primary nonwestern focus.
3. Course content should include a significant exposure to materials produced by the subject culture or civilization rather than relying on materials produced by "outsiders." Materials should include artifacts, art, literature, film, or other cultural aspects of the civilization(s) studied.

Social Science

CRITERIA

1. 100/200-level courses from at least two different departments including the departments of Anthropology, Sociology, Political Science, Social Work, Psychology, Economics, Communication, Urban Studies, courses labeled "Social Science" (SSC) or other approved courses.
2. Courses must be survey courses which explain, through empirical investigation and theoretical interpretation, the behavior of individuals and various groups in societies, economies, governments, and subcultures.
3. Courses with an interdisciplinary or integrated focus on social sciences are also acceptable.
4. Excluded: Non-credit continuing education courses, remedial or developmental courses, specific career preparation courses, mathematics and statistics courses and life experience courses.

Western Culture and Civilization

CRITERIA

"Western" means all cultures representative of, or rooted in Europe or the British Isles, as well as the Mediterranean sources of western culture and civilization. "Culture and Civilization" includes history, literature, the arts, and philosophy/religion, as well as political, social and economic patterns of behavior, organization, and structure. Courses in Western Culture and Civilization should be designed to foster and engagement between students and some of the ideas and issues that have shaped the western culture heritage.

Courses should include a comparative approach that allows a significant depth of

understanding. For example, this might involve:

1. a chronological time-span of several centuries in order to demonstrate the processes of continuity and change over time;
2. a breadth of several countries rather than focusing on the history, art, literature, etc. of a single country;
3. organization around particular themes that persist over a broad chronological scope (i.e. the rise of the nation-state, western expansionism, human perception of and interaction with nature, the tension between individuality and the idea of community, freedom vs order etc.

Writing Across the Curriculum

CRITERIA

1. Students should be required to produce a minimum of 2,000 words in writing assignments.
2. The required writing must be in at least two separate assignments or drafts. The instructor should give feedback to assist the student in preparing subsequent papers or drafts of papers. Some of the feedback given must be on the writing. It is not sufficient, for instance, simply to correct punctuation and grammar. The feedback given on the writing should be directed at helping students learn how to write in a style of appropriate to the field and how to communicate to audiences appropriate to the field.
3. At least some of the required writing should be prepared outside of class, giving the student opportunity for extended thought and revision.
4. Students must perform at a skill level of C or better in their writing in Writing Across the Curriculum courses in order to be eligible for a grade of C or better in the course. If students' writing is weak but they show understanding of the course material, they may be assigned a D. In that case, the student(s) will not receive credit for the course as a Writing Across the Curriculum course. Of course, if the students have not understood and retain the course material satisfactorily, they should be assigned a D or F as is appropriate, regardless of whether or not they write competently.
5. The syllabi in WAC courses must include the short version of these criteria (see below).
6. Maximum enrollment of 35 – 45 with a graduate assistant.

The following must appear on the syllabus of any course that carries the WAC nomination.

This course meets the following criteria for *Writing Across the Curriculum* General Education requirement:

1. Students must be required to write a minimum of 2,000 words in writing assignments.
2. The required writing must be in at least two separate assignments or drafts. The instructor should give feedback to assist the student in preparing subsequent papers or drafts of papers. This must include feedback on the writing. It should not consist entirely of mechanical correction of punctuation grammar.
3. In order to receive a C or better in this course, the student must write at a satisfactory skill level (C or better). IF the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.
4. Maximum enrollment for this course is 35 or 45 with a graduate assistant.