

GENERAL EDUCATION HANDBOOK

Committee on Instruction
Approved October 16, 2006

General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in certain basic principals, concept and methodologies both unique to *and* shared by various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture and the society in which they live.

At the College of San Mateo the general education curriculum is designed to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding.

The College of San Mateo's Institutional Student Learning Outcomes

After completion of the General Education requirements at College of San Mateo, the student should be able to:

1. Comprehend, interpret, and analyze written and oral information;
2. Express ideas and provide supporting evidence effectively in writing and in speaking;
3. Communicate productively in a group or team situation;
4. Solve challenging problems that require quantitative reasoning;
5. Interpret graphical representations of quantitative information;
6. Identify, develop, and evaluate arguments;
7. Assess the adequacy of both qualitative and quantitative evidence;
8. Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method;
9. Understand and respect the range of diversity;
10. Acknowledge the value of divergent opinions and perspectives;
11. Work effectively with others of diverse backgrounds;

12. Analyze the interconnectedness of global and local concerns, past and present;
13. Identify ethical issues and understand the conflicts inherent in them;
14. Identify possible courses of action in response to ethical issues and evaluate their consequences.
15. Demonstrate ethical behavior in working with students, instructors, and the campus community.

Any course that fits within the general education pattern at the College of San Mateo will meet the narrative statement above, as well as the narrative for the general education section it satisfies. Additionally, the course will address a significant number of learning outcomes indicated in the specific area which it satisfies.

COLLEGE OF SAN MATEO GENERAL EDUCATION GRADUATION REQUIREMENTS

The requirements for the Associate in Arts or Associate in Science Degrees include completion of (1) no fewer than 60 units in prescribed courses, a minimum of 48 units taken at the College of San Mateo (or last 12 units), (2) a cumulative grade point average of 2.0 or better in the last 60 units *and* a minimum of 2.0 in all courses taken at the College of San Mateo, (3) demonstration of Math/Quantitative Reasoning and English competency, (4) a major of no fewer than 18 units in a curriculum approved by the College Curriculum Committee, 15 of which must be taken at the college of San Mateo, and (5) , the five General Education area requirements listed below. (For detailed information on each area requirement, please refer to the College Catalog.)

- I . American History and Institutions
CA, State and Local Government
- II. Language and Rationality
 - a. English, Literature, Speech
 - b. Communication and Analytical Thinking
- III. Health Science
- IV. Physical Education
- V. Additional GE Requirements
 - Area A - Natural Science
 - Area B - Social Science
 - Area C - Humanities
 - Area D - Career Exploration and Self-Development

American History and Institutions, CA State and Local Government

Courses in this area prepare students to participate in the civics and politics of the United States. These courses should provide an understanding of our representative variant of democracy, and how it, and we, fit into the larger system of nation-states comprising the modern world.

Group 1: American History and Institutions

History courses in this group address the historical development of American institutions and ideals over a time span of approximately 100 years, including the role of major ethnic and social groups. Events illustrate the continuity of the American experience and its derivation from other cultures, considering the influence of politics, economics, geography and the social movements of the day.

Courses addressing the U.S. Constitution deal with the political philosophies of the Constitution's framers, the nature and operation of U.S. political institutions and processes under the Constitution, and the rights and responsibilities of citizens under the Constitution.

Upon the successful completion of the American History and Institutions group requirement, a student will be able to demonstrate one or more of the following outcomes:

1. Understand how federal systems of government compare with unitary variants;
2. Comprehend the U.S. Constitution as the framework of our federal governmental construct, and the civil rights and civic duties it confers upon U.S. citizens;
3. Analyze the interconnectedness of global and local concerns with a clear understanding of how and where the United States might fit into the global concert of nations socially, economically and politically
4. Clearly outline the basic institutions of our present federal system, and how the legislative, executive and judicial branches carry out their basic functions;
5. Effectively discuss basic theories underlying democratic systems of government verbally and in writing;
6. Acknowledge and value the range of diversity both within our own country and in the larger world beyond our borders;
7. Evaluate the logic, validity and relevance of information in the field of political science and or history.
8. Assess the relative importance of specific factors in historical causation as they apply to the development of the U.S. Constitution and representative democracy.
9. Explain the historical origins of major institutions of contemporary Western/American society.
10. Effectively use multiple sources and approaches to knowledge when studying different societies and their evolution.
11. Synthesize knowledge and draw accurate conclusions from primary and secondary sources of historical information.

Group 2: CA State and Local Government

Courses satisfying this area address the Constitution of the State of California within the framework of evolution of Federal-State relations, the nature and processes of State and local governments under California's Constitution, and contemporary relationships of State and local government with the Federal government including conflict resolution and cooperation.

Upon the successful completion of the CA State and Local Government group requirement, a student will be able to demonstrate one or more of the following outcomes:

1. Outline how and where the state of California fits into the larger federal system;
2. Comprehend the Constitution of the State of California as the framework of local governmental construct, and the civil rights and civic duties it confers upon California residents;
3. Analyze the interconnectedness of global and local concerns with a clear understanding of how and where California might fit into the global concert of nations socially, economically and politically
4. Effectively discuss some of the basic theories underlying democratic systems of government in writing and in speaking;
5. Evaluate the logic, validity and relevance of information in the field of political science/history.
6. Assess the relative importance of specific factors in historical causation as they apply to the development of the Constitution of the State of California and representative democracy.
7. Explain the historical origins of major institutions of contemporary Californian society.
8. Synthesize knowledge and draw accurate conclusions from both primary and secondary sources of historical information.

Language and Rationality

a. English, Literature, and Speech

Courses in English, literature, and speech communication introduce students to the rigors of academic reading, writing, speaking, and critical thinking, and to the intellectual, written and/or spoken, communication expectations of college communities. Courses in this general education area require students to think critically and analytically about selected texts and their own oral and written discourse in the context of analyzing and formulating arguments. Students learn to produce sophisticated, college-level prose, as either a speech or written document, which reflects an awareness of audience and purpose, rhetorical conventions, and sentence stylistics.

Upon completion of a course satisfying the English, Literature, and Speech Communication requirement, a student will be able to demonstrate one or more of the following

1. Comprehend, interpret, and analyze written and oral information;
2. Express ideas and provide supporting evidence effectively in writing and in speaking;
3. Communicate productively in a group or team situation;
4. Identify, develop, and evaluate arguments;
5. Assess the adequacy of both qualitative and quantitative evidence;
6. Understand and use multiple modes of inquiry and approaches to knowledge in disciplines;
7. Understand and respect the range of diversity;
8. Acknowledge the value of divergent opinions and perspectives;
9. Work effectively with others of diverse backgrounds;
10. Identify ethical issues and understand the conflicts inherent in them;
11. Identify possible courses of action in response to ethical issues and evaluate their consequences.

b. Communication and Analytical Thinking

Courses in this area develop logical thought and critical evaluation of communication in areas other than written composition.

Upon completion of a course satisfying the Communication and Analytical Thinking requirement, a student will be able to demonstrate one or more of the following outcomes:

1. Identify, develop, and evaluate arguments;
2. Comprehend, interpret, and analyze oral information;
3. Express ideas and provide supporting evidence in speaking;
4. Communicate productively in a group or team situation;
5. Solve challenging problems that require quantitative reasoning;
6. Interpret graphical representations of quantitative information;
7. Synthesize knowledge and draw accurate conclusions from qualitative and quantitative sources;

Health Science

Courses in this area are designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities. Courses may include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications death and dying. Physical activity course be included, provided that it is an integral part of the study described herein.

Upon completion of a course satisfying the Health Science requirement, a student will be able to demonstrate one or more of the following:

1. Awareness of the human being as an integrated physiological, social and psychological Organism;
2. Interpret graphical representations of quantitative information;
3. Synthesize fitness and physiologic factors for the development of a self-directed fitness program;
4. Understand and use multiple modes of inquiry to acquire information on current health issues;
5. Evaluate the logic, validity, and relevance of information relating to the cause, prevention, and treatment of prevalent health issues;
6. Understand and respect the range of emotional diversity in society;
7. Discuss the many types of environmental hazards and their effect on human health;

PHYSICAL EDUCATION

Courses in this area require physical activity and promote physical and mental well being.

Upon completion of a course satisfying the Physical Education requirement, a student will be able to demonstrate one or more of the following:

1. An understanding of the importance of regular physical activity on wellness throughout one's lifetime;
2. A skill that enable participation in lifetime physical activity;
3. Make decisions which improve personal health;
4. Define behaviors and societal factors which can impact personal health;

Area A: Natural Sciences

Courses in natural science are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the methodologies of science. In addition, attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, and its relationship to human values and social goals.

Upon completion of a course satisfying the Natural Science requirement, a student will be able to demonstrate one or more of the following outcomes:

1. Comprehend, interpret, and analyze written and oral information relative to current scientific knowledge;
2. Use scientific methodologies to solve challenging problems that require quantitative reasoning;
3. Evaluate the logic, validity, and relevance of information to fields of natural science;
4. Synthesize knowledge and draw accurate conclusions from qualitative and quantitative sources;
5. Identify possible courses of action within the scientific community in response to ethical issues and evaluate their consequences;

Area B: Social Science

Courses in this area focus on people as members of societies. Upon completion of a course satisfying the Social Science requirement, a student will be able to demonstrate one or more of the following outcomes:

1. Understand and describe the behavioral and organizational structures within which societies and subgroups operate;
2. Understand and describe the ways in which individuals and groups are affected by and can influence their societies;
3. Analyze the interconnectedness of global and local concerns, past and present;
4. Understand and respect the range of diversity in societies, subgroups, and their members;
5. Acknowledge the value of divergent opinions and perspectives;
6. Understand and use multiple methods of inquiry and approaches to knowledge relevant to the social sciences;
7. Synthesize knowledge and draw accurate conclusions from qualitative and quantitative sources;

Area C: Humanities

Courses in the humanities explore artistic and expression of western and non-western cultures. To satisfy the general education requirement in the humanities, courses develop a student's awareness of the ways by which people have responded, through the ages, to themselves and the world around them. The courses refine a student's aesthetic understanding and develop their abilities to formulate value judgements.

Upon completion of a course satisfying the Humanities requirement, a student will be able to demonstrate one or more of the following:

1. Understand the significance of historical and cultural context in human condition;
2. Exhibit an awareness of of other cultures and times;
3. Demonstrate an appreciation of human values and achievements;
4. Interpret and participate in social and cultural communities associated with artistic and literary endeavor;
5. Express ideas in a language other than English both verbally and in writing;

Area D: Career Exploration and Self-Development

Courses in this area promote career exploration and self-growth by providing students with variety of learning opportunities. Courses focus on knowledge, techniques, and skills intended to strengthen a student's success in school and beyond.

Upon completion of a course satisfying the Career and Self-Development requirement, students will be able to demonstrate one or more of the following outcomes:

1. Awareness of the broad range of career opportunities and divergent perspective often provided by each;
2. Effectively use multiple modes of inquiry and approaches to knowledge in diverse disciplines;
3. Acknowledge the value of divergent perspectives as viewed through a variety of disciplines;
4. Comprehend, interpret and analyze written and oral information for the purposes of educational and/or career planning;
5. Combine knowledge from a variety of available sources to derive a credible educational and/or career plan;
6. Utilize an inventory of college-level learning skills to augment the undergraduate learning experience;
7. Research and evaluate the logic, validity and relevance of information as supporting evidence;

Recommending a Course for General Education Area fulfillment at CSM

In order to recommend a course to satisfy a General Education area for an AA/AS at College of San Mateo, it is necessary to indicate this on the Permanent Course Approval form. Section D of the Permanent Course Approval form provides a listing of General Education areas from which the area(s) to be considered can be selected. Please note, that the Committee on Instruction *only* considers courses for General Education inclusion at the November and March meetings. Evaluation of a course for inclusion in the College of San Mateo AA/AS General Education pattern is based on the criteria stated in this document.

If a course which is currently part of the College of San Mateo GE pattern is being revised, any major revision will result in the course being reconsidered for its GE area(s).

Tips for Faculty Seeking Course Approval for CSM GE

- 1.) Refer to GE criteria to get an overview of requirements and philosophy, as well as the requirements of the various areas within the GE pattern.
- 2.) Consult a member of COI if you have questions about the CSM GE pattern.
- 3.) Identify the GE areas for which the course is being recommended.
- 4.) Look at courses that have previously been approved.
- 5.) Be sure that Course Description and Student Learning Outcomes reflect the criteria required for the GE area.

Recommending a Course for CSU GE-Breadth Area Fulfillment

New courses which are to be considered for inclusion in the California State University General Education Breadth requirement pattern must be submitted by the Dean of Articulation to CSU in December and therefore must be submitted for the November meeting of the Committee on Instruction. It is advised that you review CSU GE-Breadth criteria and/or meet with the Dean of Articulation while drafting your course. CSU GE-Breadth course criteria may be found on the CSM COI website at:

http://www.smccd.net/accounts/csmcoi/forms/CSU_GE_Standards_EO-595.pdf .

Recommending a Course for UC IGETC Area Fulfillment

New courses which are to be considered for inclusion in the University of California IGETC pattern must be submitted by the Dean of Articulation to UC in December and therefore must be submitted for the November meeting of the Committee on Instruction. It is advised that you review UC IGETC criteria and/or meet with the Dean of Articulation while drafting your course. In order to apply, a course must already have been approved as UC transferable, and conform to the guidelines which are provided on the CSM COI website at:

http://www.smccd.net/accounts/csmcoi/forms/IGETC_Standards_Summary.doc

California Code of Regulations Title 5

§ 55805. Philosophy and Criteria for Associate Degree and General Education

(a) The governing board of a community college district shall adopt policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors'.

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

□.(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

□.(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.

§ 55805.5. Types of Courses Appropriate to the Associate Degree.

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in section 55002(a) and that fall into the following categories to be offered for associate degree credit:

□.(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.

□.(b) Courses that apply to the major in non-baccalaureate occupational fields.

□.(c) English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.

□.(d) All mathematics course above and including Elementary Algebra.

□.(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skill at a level equivalent to those necessary for the courses specified in subsections (c) and (d) above.

§ 55806. Minimum Requirements for the Associate Degree (Applicable July 1, 1983)

The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in

mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of college work. This course work requirement must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in General Education and at least 18 semester or 27 quarter units in a major as prescribed in this section. Of the required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the Associate Degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Major Requirements. At least 18 semester or 27 quarter units of study taken in a single discipline or related disciplines, as listed in the Community Colleges "Taxonomy of Programs" shall be required.

(b) General Education Requirements.

□.(1) Students receiving an Associate Degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (A), (B) and (C) and the same minimum in each part of (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

□.(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

□.(B) Social and Behavioral Sciences. Course in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

□.(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

□.(D) Language and Rationality. Courses in languages and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

1. 1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

2. 2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such course is eligible under the provisions of section 40405 of this title.

(3) Ethnic Studies will be offered in at least one of the required areas.

□.(c) The provisions of this section shall be applicable to all students who enter a communitycollege on or after July 1, 1983, provided that a governing board may specify an earlier implementation date pursuant to subsection (b) of Section 55810