

# College of San Mateo

## **General Education Handbook**

*Curriculum Committee*

*Approved November 2021*

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## **OVERVIEW**

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 principles, concepts 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 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.

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## THE COLLEGE OF SAN MATEO'S GENERAL EDUCATION STUDENT LEARNING OUTCOMES

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

### Effective Communication

The ability of students to write, read, speak, and listen in order to communicate effectively.

Students will be able to:

- Comprehend, interpret, and analyze written and oral information;
- Express ideas and provide supporting evidence effectively in writing and in speaking;
- Communicate effectively ~~in~~ as part of a group or team situation.

### Quantitative Skills

The ability of students to perform quantitative analysis, using appropriate resources.

Students will be able to:

- Solve a variety of problems that require quantitative reasoning;
- Interpret graphical representations of quantitative information.

### Critical Thinking

The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines.

Students will be able to:

- Develop and evaluate arguments;
- Assess the validity of both qualitative and quantitative evidence;
- Apply diverse disciplinary approaches and perspectives;
- Employ the scientific method.

### Social Awareness and Diversity

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present.

Students will be able to:

- Identify the benefits of diversity and respect the range of diversity;
- Work effectively with others of diverse backgrounds;
- Recognize the importance and analyze the interconnectedness of global and local concerns, both past and present.

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## **Ethical Responsibility/Effective Citizenship**

The ability of students to make judgments with respect to individual conduct, based on systems of values.

Students will be able to:

- Recognize ethical principles
- Identify possible courses of action in response to ethical dilemmas and evaluate their consequences;
- Behave ethically and respectfully when working with students, instructors, and the campus community.

Any course that fits within the general education pattern at College of San Mateo will meet some portion of 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.

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## COLLEGE OF SAN MATEO GENERAL EDUCATION GRADUATION REQUIREMENTS

The requirements for the Associate in Arts or Associate in Science Degrees include completion of the following

1. No fewer than 60 units in prescribed courses, a minimum of 12 units taken at the College of San Mateo.
2. 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 College of San Mateo.
3. Demonstration of Math/Quantitative Reasoning as defined in Title V - 5 CA ADC § 55063
4. Demonstration of current English competency standards Title V - 5 CA ADC § 55063
5. "Information Competency" proficiency as demonstrated by curriculum committee approved methods.
6. Major requirements: minimum of 18 units; either 12 units or 50 percent of the units applied to the major, whichever is fewer, must be completed at College of San Mateo. For major requirements, please refer to the College Catalog.
7. General Education area requirements listed below.

### General Education Areas -

AREA E1 American History and Institutions CA, State and Local Government and Ethnic Studies

AREA E2 Language and Rationality

Area E2a English Composition

Area E2b Communication and Analytical Thinking

AREA E4 Physical Education Activity

AREA E5 Additional GE Requirements

Area E5a Natural Science

Area E5b Social Science

Area E5c Humanities

Area E5d Career Exploration and Self-Development

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## **Area E1 American History and Institutions, CA State and Local Government and Ethnic Studies**

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.

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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.

## **Group 3: Ethnic Studies**

Courses satisfying this area analyze the socially-constructed categories of race and ethnicity and examine the processes whereby *social categories of identity and difference* are produced, resisted, inhabited, embraced, and transformed across historical time and geographic space. Courses in this group must be in the Ethnic Studies discipline.

Upon the successful completion of the Ethnic Studies requirement, a student will be able to demonstrate one or more of the following outcomes:

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.



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2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.
3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

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## **Area E2 Language and Rationality**

Courses in language 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.

### **Area E2a English Composition**

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

Upon completion of a course satisfying the English Composition 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;

### **Area E2b 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. 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;

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## **Area E4 Physical Education Activity**

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 enables participation in lifetime physical activity;
3. Make decisions which improve personal health;
4. Define behaviors and societal factors which can impact personal health;

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## Area E5 Additional GE Requirements

### Area E5a 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 collection of tools, activities and protocols that are applied in the execution of the scientific method. In addition, attention should be given to the influence and impact which 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 scientific knowledge;
2. Use scientific methodologies to solve challenging problems that require quantitative reasoning;
3. Evaluate the logic, validity, and relevance of information in fields of natural science;
4. Synthesize knowledge and draw accurate conclusions from qualitative and quantitative data;
5. Identify both individual and societal courses of action in response to ethical scientific issues and evaluate their consequences.

### Area E5b Social Science

Courses in this area focus on people as members of societies and on how societies and social subgroups operate.

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;

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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 E5c Humanities**

Courses in the humanities are those which study the cultural activities and artistic expressions 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 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

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 different 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 E5d Career Exploration and Self-Development**

Courses in this area support the development of educational goals and promote self-growth. Self-Development courses include three kinds of inquiry: sociological, physiological, and psychological focus on the development of skills, abilities and dispositions that will 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. Describe career opportunities and their attendant educational requirements and professional responsibilities;
2. Combine knowledge from a variety of sources to develop a coherent educational or career plan;
3. Use an inventory of college-level learning skills;
4. Demonstrate communication skills conducive to success in college and in employment;

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5. Use software and technology conducive to success in college and in employment;
6. Develop strategies for maintaining physical or mental health.
7. Demonstrate research and information evaluation skills conducive to success in college and in employment;

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## PROCEDURES

All actions related to General Education, CSU GE Breadth or UC IGETC are initiated through actions/proposals through the CurricUNET curriculum system. More information about using CurricUNET for new or revised courses is available on the Committee on Instruction site - <http://collegeofsanmateo.edu/committeeoninstruction/>

### **PROCEDURE - Recommending a Course for General Education Area fulfillment at CSM**

To recommend a course to satisfy a General Education area for an AA/AS at College of San Mateo, check the Transferability/GE option on the Checklist in CurricUNET. The option is available when creating a new course or modifying an existing course in the CurricUNET system.

The Curriculum Committee considers courses for General Education inclusion when the course is considered for approval. However, to have any changes included for the upcoming catalog, requests and approvals must meet the December catalog deadline. All requests after December will be included in the following year's catalog. 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 should be reviewed for adherence to assigned 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 Curriculum Committee 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.

### **PROCEDURE: 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 at <http://www.calstate.edu/eo/EO-1065.html>

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## **PROCEDURE: 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.

### **Resources:**

Graduation Requirements in United States History, Constitution and American Ideals — Executive Order No. 1061 | California State University - <http://www.calstate.edu/eo/EO-1061.html>

General Education Breadth Requirements—Executive Order No. 1065 | California State University <http://www.calstate.edu/eo/EO-1065.html>

Standards, Policies & Procedures For Intersegmental General Education Transfer Curriculum Version 1.4 – 2012  
<http://collegeofsanmateo.edu/articulation/docs/IGETC%20Standards%20Final%20version%201.4.pdf>

Title V Sections – see Appendices

55061. Philosophy and Criteria for Associate Degree and General Education

55062. Types of Courses Appropriate to the Associate Degree

55063. Minimum Requirements for the Associate Degree

Criteria\_for\_Information\_Competency\_Integrated\_Courses (approved Spring 2010)



## **Appendices**

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## APPENDIX A - California Code of Regulations Title 5

### § 55061. Philosophy and Criteria for Associate Degree and General Education

(a) The governing board of a community college district shall adopt a 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 subdivisions (a) and (b) of this section.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.

### HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

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## APPENDIX B - California Code of Regulations Title 5

§ 55062. 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 as degree-applicable credit courses:

(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 or area of emphasis in non-baccalaureate career technical fields.

(c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.

(d) All mathematics courses 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 skills at a level equivalent to those necessary for the courses specified in subdivisions (c) and (d) above.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66701, 70901 and 70902, Education Code.

### HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment of subsection (c) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

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## APPENDIX C - California Code of Regulations Title 5

### § 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree 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 degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work 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 or area of emphasis as prescribed in this section. Of the total

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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) Requirements for a major or area of emphasis.

(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges “Taxonomy of Programs,” or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a “P” if the course is taken on a “pass-no pass” basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (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. Courses 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

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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 language 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. Such courses include:

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

(ii) 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) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) 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 or area of emphasis 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 accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

## HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment and redesignation of former subsection (b)(3) as subsection (b)(2) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

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## Information Competency Graduation Requirement - Integrated Subject Courses

In May 2009, an Information Competency graduation requirement was approved effective Fall 2010. The new requirement can be satisfied in three ways including a challenge test, via specific courses in Library Studies and through integrated subject courses that meet certain criteria. A description of 'integrated' subject courses (sometimes referred to as infused courses) from the proposal is below.

Integrated courses which will satisfy this requirement will be denoted in both the Catalog and Schedule of Classes, and must include the Information Competency learning outcomes in their official Course Outline. (Courses which wish to be considered for the 2010-2011 academic year would need to submit updated paperwork to the COI by 12/09). Library support must be available to ensure that information competency foundational training is available for instructors of these courses. Additionally, an assessment tool will be provided to all Integrated courses, allowing for consistent measurement of information competency outcomes

Librarian support is available and consultation is strongly suggested for faculty and departments who are considering submitting new course outlines, SLOs and activities to meet the requirement of the new information competency graduation requirement.

### Required activities for Integrated Course acceptance/approval.

- Each course outline must include student learning outcomes (SLOs) that address each statement listed in the American Association of Community Colleges (AACC) [position statement](#) on Information Competency. Those statements are:
  - Determine the extent of information needed
  - Access the needed information effectively and efficiently
  - Evaluate information and its sources critically
  - Incorporate selected information into one's knowledge base
  - Use information effectively to accomplish a specific purpose
  - Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

The AACC position statement is very similar to the standards put forward by the Association of Colleges and Research Libraries. Details of those standards are available at <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm#stan>. The ACRL site has standards, performance indicators and outcomes that can fully assist in creating the SLOs for the integrated courses.

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- Each course must assess for at least information competency student learning outcome during each assessment cycle for the course.
- Each course and/or section of the course must schedule at least one library orientation during the semester.
- It is strongly suggested that course instructors collaborate with librarians on at least one course assignment. That assignment should correspond to the Information Competency student learning outcomes of the course.

## AACC POSITIONS STATEMENTS ON INFORMATION LITERACY

Below are the AACC statements followed immediately by equivalent and more extensive explanations from the ACRL standards on information literacy competency.

AACC STATEMENT: Determine the extent of information needed

ACRL Standard One : The information literate student determines the nature and extent of the information needed.

1. The information literate student defines and articulates the need for information.
2. The information literate student identifies a variety of types and formats of potential sources for information.
3. The information literate student considers the costs and benefits of acquiring the needed information.
4. The information literate student reevaluates the nature and extent of the information need.

AACC STATEMENT: Access the needed information effectively and efficiently

Standard Two : The information literate student accesses needed information effectively and efficiently.

1. The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
2. The information literate student constructs and implements effectively-designed search strategies.
3. The information literate student retrieves information online or in person using a variety of methods.
4. The information literate student refines the search strategy if necessary.
5. The information literate student extracts, records, and manages the information and its sources.

AACC STATEMENT: Evaluate information and its sources critically

AACC: STATEMENT: Incorporate selected information into one's knowledge base

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.



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1. The information literate student summarizes the main ideas to be extracted from the information gathered.
2. The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
3. The information literate student synthesizes main ideas to construct new concepts.
4. The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
5. The information literate student determines whether the new knowledge has an impact on the individual's value system and takes steps to reconcile differences.
6. The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
7. The information literate student determines whether the initial query should be revised.

AACC STATEMENT: Use information effectively to accomplish a specific purpose

Standard Four: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

1. The information literate student applies new and prior information to the planning and creation of a particular product or performance.
2. The information literate student revises the development process for the product or performance.
3. The information literate student communicates the product or performance effectively to others.

AACC STATEMENT: Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Standard Five: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

1. The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
2. The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
3. The information literate student acknowledges the use of information sources in communicating the product or performance.