Course Criteria for Core 21 Content Requirements

Proficiencies

Foreign Language:

Courses which fulfill the foreign language requirement should require students to:

1. possess a large body of active vocabulary
2. demonstrate accuracy with common grammatical structures
3. be able to describe and narrate as well as ask and answer questions in present, past and future time
4. use the language in numerous different contexts
5. be able to participate in conversations about concrete topics and current events

Mathematical Reasoning:

I. Course Content: Courses that fulfill the Mathematical Reasoning requirement will:

1. Expose students to the origins and/or derivations of mathematical concepts
2. Foster an appreciation for the power of mathematics.
3. Build on students’ prerequisite algebraic skills.

II. Student Outcomes: Students who successfully complete courses that fulfill the Mathematical Reasoning requirement will be able to:

1. Understand fundamental mathematical principles and concepts and use them to perform related mathematical computations.
2. Formulate problems, express problems symbolically, develop problem-solving strategies, and analyze solutions.
3. Use a variety of mathematical techniques in diverse contexts.

Perspectives

Exercise Science Activity:

Courses which fulfill the Exercise Science Activity perspective should:

1. Provide instruction in physical movement
2. Be taught with the intent of enhancing the student’s game performance, sports performance, fitness and/or health
3. Provide students with feedback and evaluation on improving their performance or fitness level

Effective faculty approval on 2/12/18.
Course Criteria for Core 21 Content Requirements

History:

I. **Course Content**: Courses that fulfill the **History** requirement will:

1. Analyze and comprehend primary source texts in their historical contexts which are covered in sufficient depth and complexity
2. Introduce the use of periodization and chronology as fundamental organizing principles in history
3. Explore major historical events and their significance
4. Evaluate and use historical evidence and arguments

II. **Student Outcomes**: Students who successfully complete courses that fulfill the **History** requirement will be able to:

1. Demonstrate an ability to analyze appropriate historical evidence and arguments through the use of primary and secondary sources.
2. Demonstrate knowledge of major historical events and their significance

Literature:

I. **Course Content**: Courses will cover materials appropriate to the student outcomes established below.

II. **Student Outcomes**: Students who successfully complete courses that fulfill the **Literature** requirement will be able to:

1. recognize the distinctive features of particular literary genres such as poetry, essays, biography/autobiography, drama, fiction.
2. recognize and appreciate the aesthetic features of literature such as structure, figurative language, point of view, tone, etc.
3. improve their critical skills through the close reading of literary texts.
4. understand and interpret literature in its historical and socio-cultural contexts.

Religion:

Religion 100 – Lower Division

I. **Course Content**: Courses that fulfill the Core 21 **Lower Division Religion** requirement will:

1. Introduce students to the academic study of religion;
2. Introduce students to religious texts, with attention to questions of genre and interpretation
3. Introduce students to religious actions, with attention to frameworks for ethical thinking;
4. Introduce students to Lutheran higher education, orienting students to Cal Lutheran and its larger tradition, identity, and vision.

Effective faculty approval on 2/12/18.
Course Criteria for Core 21 Content Requirements

II. **Student Outcomes:** Students who successfully complete courses that fulfill the Core 21 Lower Division Religion requirement will be able to:

1. Define basic concepts and methods for the study of religion;
2. Analyze religious texts in their contexts;
3. Analyze religious actions in their contexts;
4. Engage in personal reflection on questions of religion, identity and vocation;
5. Demonstrate foundational skills in information literacy, research, and critical reading and writing.

Upper Division Religion

I. **Course Content:** Courses that fulfill the Upper Division Religion requirement will:

1. Focus on a particular religion or intersections among religions, ethics, and cultures;
2. Practice and refine application of relevant methodologies in the academic study of religion that are appropriate to the course;
3. Cultivate both religious literacy and critical understandings of religious traditions.

II. **Student Outcomes:** Students who successfully complete courses that fulfill the Upper Division Religion requirement will be able to:

1. Speak and write clearly and knowledgeably about the religions and/or intersections among religions, ethics, and cultures they have studied;
2. Effectively employ the critical methodologies appropriate to the subject matter of the course;
3. Describe the major content areas and questions relevant to the course;
4. Engage in respectful encounters with diverse viewpoints.

Philosophy:

I. **Course Content:** Courses will cover materials appropriate to the student outcomes established below.

1. introduce students to a significant body of philosophical literature
2. introduce students to the questions, methods and approaches of the discipline of philosophy
3. emphasize balanced argument, and critical and reflective thought

II. **Student Outcomes:** Students who successfully complete courses that fulfill the Philosophy requirement will be able to:

1. acquire knowledge of a significant body of philosophical literature
2. gain practice in exploring the questions, methods and approaches of philosophy
3. acquire skill in balanced argument and in critical and reflective thought

III. **Evaluation:** The proposal must demonstrate how the students will be evaluated on the stated outcomes for this General Education requirement.

Effective faculty approval on 2/12/18.
Course Criteria for Core 21 Content Requirements

Visual & Performing Arts:

I. **Course Content:** Courses will cover materials appropriate to the student outcomes established below.

II. **Student Outcomes:** Students who successfully complete courses that fulfill the Visual and Performing Arts requirement will be able to:

1. Describe the aesthetics applied to the specific art form.
2. Demonstrate critical analysis and aesthetic judgment of the art form.
3. Trace the historical context within which the art form developed.

Visual & Performing Arts – Participatory:

I. **Course Content:** Courses will cover materials appropriate to the student outcomes established below. It is presumed that a majority of the class time will be spent in active participation in the art form.

II. **Student Outcomes:** Students who successfully complete courses that fulfill the Visual and Performing Arts Activities requirement will be able to:

1. Demonstrate knowledge of the elements, skills, and perspectives required to produce the specific art form.
2. Demonstrate basic competency by actively participating in the art form.
3. Engage in basic critical analysis of the quality of examples of the art form.

Natural Science:

I. **Course Content:** Courses will cover materials appropriate to the student outcomes established below.

II. **Student Outcomes:** Students who successfully complete courses that fulfill the Natural Science requirement will be able to:

1. Demonstrate an understanding of the concepts, terminology, and methods of at least one of the disciplines within natural science.
2. Demonstrate
   1. An understanding of the processes of science
   2. An introductory ability to use these processes appropriately through direct experience
3. Identify and discuss issues at the interface of science and society

Effective faculty approval on 2/12/18.
Course Criteria for Core 21 Content Requirements

Social Science:

I. **Course Content:** Courses will cover materials appropriate to the student outcomes established below.

II. **Student Outcomes:** Students who successfully complete courses that fulfill the Social Science requirement will be able to:

1. Demonstrate introductory knowledge of the major theories and analytical approaches in a given discipline
2. Demonstrate introductory knowledge of the methods of gathering and interpreting data
3. Demonstrate introductory knowledge of the questions of public policy and/or ethical values raised by social scientific analyses

Content Requirements:

Global Perspectives:

I. **Course Content:** Courses that fulfill the Global Perspectives requirement should:

1. Engage in the examination of a non-Western culture or cultures; **OR** explore the encounter/encounters between two or more cultures with the emphasis on the perspective of the non-Western culture(s). (A non-Western culture is geographically defined to be from any areas of the world except Europe, Australia/New Zealand, the U.S. and Canada. Exceptions, such as the Australian Aborigines, may be considered if a reasonable argument is submitted.)
2. Have a majority of the content focused on one or more non-Western cultures or civilizations.

II. **Student Outcomes:** Students who successfully complete courses that fulfill the Global Perspectives requirement will be able to:

1. Demonstrate an understanding of one or more non-Western cultures by describing and analyzing principle components such as critical ideas, traditions, institutions, and artifacts.
2. Systematically compare cultures, their interactions, and how different cultures have contributed to the contemporary world.

Effective faculty approval on 2/12/18.
Course Criteria for Core 21 Content Requirements

Speaking Intensive:

I. **Course Content:** Courses that fulfill the Speaking Intensive requirement should:
   1. Require a significant amount of oral communication from each student in the course. When appropriate, at least one presentation per student should be recorded, and each student should be given the opportunity to review his/her recording.
   2. Provide students with written evaluations of their speaking presentations and encourage written or oral peer evaluations of class-mates’ presentations.
   3. Require students to apply evaluative criteria to presentations. Ordinarily, a significant amount of communication would include at least two presentations from the following styles: panel discussion, debate, persuasion, informative, oral interpretation, and impromptu speaking. Furthermore, it is highly recommended that these courses be taught by instructors engaged in ongoing professional development that concerns the design and delivery of speaking intensive courses.

II. **Student Outcomes:** Courses that fulfill the Speaking Intensive requirement should have the following student outcomes:

   1. Students should demonstrate the ability to communicate orally in a manner that is clear, organized, and appropriate to the intended audience.
   2. Students should know how to apply appropriate evaluative criteria to assess their own presentations and those of others.

U.S. Diversity:

I. **Course Content:** Courses that fulfill the U.S. Diversity requirement should:

   1. Incorporate a substantial and significant treatment of the experiences, perspectives and contributions of individuals/groups in the U.S. who represent racial or ethnic minorities and examine issues of gender, while also focusing on one or more of the following aspects of diversity: class, religion, sexuality, nationality, culture, or ideology.
   2. Use course readings and materials that include the voices of those people themselves, as well as works that have been written/produced about them.
   3. Incorporate assignments that emphasize critical thinking about subjects such as how questions and problems change if a topic is approached from different perspectives.

II. **Student Outcomes:** Students who successfully complete courses that fulfill the U.S. Diversity requirement will be able to:

   1. Communicate more knowledgeably about the experiences, perspectives and contributions of diverse individuals/groups in the U.S. with regard to race or ethnicity and gender.
   2. Evaluate the strengths and weaknesses of the different perspectives of the various groups.
   3. Use their new awareness of similarities and differences among groups and individuals to better understand an increasingly complex world.

Effective faculty approval on 2/12/18.
Course Criteria for Core 21 Content Requirements

Writing Intensive:

I. Course Content: Courses that fulfill the Writing Intensive requirement should:

1. Incorporate a substantial number of writing assignments that require critical thinking. These may include required drafts, essay writing, and formal journal writing.
2. Require at least two assignments that include drafts. These drafts should be responded to by other editors, including some combination of the instructor, guided peer writing groups, departmental assistants, and/or Writing Center tutors.
3. Ensure that exams include essay components.

Furthermore, it is recommended that these courses be taught by instructors engaged in ongoing professional development that concerns the design and delivery of writing intensive courses.

II. Student Outcomes: Students who successfully complete courses that fulfill the Writing Intensive requirement will be able to:

1. Understand and practice the kinds and styles of writing required for the course.
2. Demonstrate, in their written work, the ability to:
   a) formulate an explicit focus
   b) find, analyze, and evaluate sources
   c) synthesize information to support their arguments
   d) present arguments in an engaging and coherent style, appropriate to the conventions of the discipline and to the nature of the work

Capstone Course

The Capstone is to be an upper division course, or series of upper courses, required of each major, with comprehensive assignments that fulfill the following student learning outcomes:

1. provide for the integration of knowledge and/or skills within the major, and across disciplinary boundaries when applicable
2. foster the application of knowledge and/or skills to the world of work offer the student opportunities for reflection about the ethical questions raised in their major, and about the moral dimensions inherent in their role as citizens include both a written and oral component which play a significant role in the course

Effective faculty approval on 2/12/18.