**Cal Poly Humboldt GEAR Certification & Recertification Form***Last revised 4/30/2024*

**FIRST MAKE A COPY OF THIS FORM - THEN EDIT YOUR COPY. Do not edit the main linked form.**Click: File > Make a copy. Rename the form “GEAR Cert\_Course Name & Number”. Once complete, upload in [Modern Campus Curriculum (formerly Curriculog)](https://humboldt.curriculog.com/).

**IMPORTANT DIRECTIONS**

1. **Please provide the information requested in the following tables** as appropriate to your proposal.
   1. For courses, complete Part I and Part II only.
   2. If applying to have an upper division requirement met through completing a program rather than a course, please complete Part III (skip other parts).
   3. If applying to meet the GWAR requirement through a writing enriched curriculum rather than a course, please complete Part IV (skip other parts).
2. **There are no word count or page minimums or maximums for the responses.** However, as a general rule, you need only write enough to concisely answer the prompt. *Many answers require only responses of a brief paragraph or less. If any answer is longer than a page, you are likely including more than is necessary.*
3. **Upload the completed form** as an attachment to the course proposal in [Modern Campus Curriculum](https://humboldt.curriculog.com/).
4. **Design a syllabus** that demonstrates and supports the information provided in this form and upload it as an attachment to the course proposal in Modern Campus Curriculum.
5. **Be sure to also complete the required prompts in Modern Campus Curriculum.**

**Note** that some prompts in Modern Campus Curriculum are similar to those in this form. You may copy information across prompts.

### **Part I: Course Overview and Description**

| **1. What is the course name and number?** |
| --- |
| **Response:** |
| **2. What GEAR subject area(s) (from** [**Appendix A**](#_hmgpet3a0mwp)**) is this course being certified/recertified for?  *Note: Courses identified in the catalog as graduate level (500, 600, 700) and undergraduate and graduate co-listed courses (400/500) may not be certified as a CSU GE requirement (Areas 1-6).*** |
| **Response:** |
| **3. Briefly, how does the course fill a need within, diversify, or otherwise enhance the GEAR curriculum? For a new certification, explain how the curriculum is sufficiently distinct from existing courses with apparent overlap.** |
| **Response:** |
| **4a. List the content criteria (from** [**Appendix A**](#_hmgpet3a0mwp)**) associated with each GEAR subject area for which you are proposing certification/recertification.** |
| **Response:** |
| **4b. List the course learning outcomes (outcomes specific to the course, not the program, GEAR, or institution). There should be a clear relationship between one or more course learning outcomes and each of the content criteria. Please indicate the correspondence in parentheses after the relevant outcome (e.g., “relates to Area X, criteria 1”).** |
| **Response:** |
| **4c. Describe how course content and activities address the GEAR content criteria in 4a in a substantial manner, i.e., as an integral part of the course and/or through substantial dedicated instruction, materials, and assignments.** |
| **Response:** |
| **5. (Courses with prerequisites only) The GEAR program, as a whole, shall be accessible to all students regardless of their preexisting level of knowledge in the GEAR areas. For the proposed course, please briefly describe and justify any prerequisites or restrictions to specific majors.** |
| **Response:** |
| **6. How many units is the proposed GEAR course? GEAR courses shall typically be 3 units so that students have ample 3-unit offerings to facilitate completing the bachelor’s degree within 120 units. If the course is 3 units, you do not need to explain further. If the course is not 3 units, explain which exception it falls under and provide justification for any ways in which it departs:**   1. **This is an area 5C science lab course - either a 1-unit stand-alone lab, or a course that is greater than 3 units because the 5C lab is integrated with the other course component.** 2. **Fewer than 3 units because it is a performance-based upper division Area 3 course that may be combined with other such courses to meet an Area 3 requirement. *Approved on a limited basis – please justify.*** 3. **The GEAR course itself is 3 units but is paired with an optional related non-GEAR course (e.g., an optional major-specific unit) making the combination of related courses greater than 3 units.** 4. **More than 3 units as necessary to accomplish the course learning outcomes, and similar California Community College or CSU courses are typically more than 3 units by convention. *Keep in mind that high-unit GEAR courses may adversely affect student graduation timelines, and thus GEAR courses greater than 3 units should not be proposed unless necessary.*** |
| **Response:** |
| **7. Please explain how the disciplines represented by the department/program that will offer the course routinely provide at least a subset of practitioners with the knowledge necessary to teach the** [**content criteria (Appendix A)**](#_hmgpet3a0mwp) **in a competent manner. This justification should focus on the disciplines represented in the program/department, not the specific instructors. *Focus this response on the area content criteria, not the topic/subject of the course. \*The length of the answer will depend upon how intrinsic the content criteria are to the discipline – aim for a few sentences to a detailed paragraph or two. Reach out to the GEAR committee if you would like additional guidance.*** |
| **Response:** |
| **8. Does the department/program offering this course already offer a course in the proposed GEAR area (e.g. Area 2) and, if applicable, subarea (e.g., 3A)? If yes, simply answer yes. If not, briefly describe any communication that has taken place with departments that currently offer courses in the area/subarea. At minimum, an email notification to relevant department chairs is required to be included in the communication record in** [**Modern Campus Curriculum**](https://humboldt.curriculog.com/)**.** |
| **Response:** |
| **9. (GWAR courses only) GWAR courses must be geared toward writing-specific coursework. Explain how the design of this course ensures that a significant percentage (we recommend but do not require 50% or more) of the total grade is based on the cumulative grade for writing-specific assignments/projects.** |
| **Response:** |
| **10. (GWAR courses only) Best practices for writing pedagogy allow students to practice writing through multiple short assignments as opposed to one or two individually produced large writing assignments. No single assignment should be worth more than 30% of the final grade except if the course is a capstone course. Explain how the course meets this provision.** |
| **Response:** |
| **11. (Area 1A–English Composition and Area 2–Mathematical Concepts and Quantitative Reasoning courses only)  In 2017, the CSU adopted** [**Executive Order 1110**](https://www2.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/academic-preparation/Pages/eo-1100-and-1110-policy-changes.aspx) **to address college readiness of students in written communication and mathematics/quantitative reasoning courses. All GEAR courses are accountable for meeting the student support and reporting requirements of EO1110. For 1A and 2 courses, answer the following:**   1. **How will/does the course address the needs of students in** [**readiness Categories 3 and 4**](https://calstate.policystat.com/policy/6656541/latest/)**?** 2. **Contact the Office of Academic Programs and discuss any requirements regarding the reporting success rates. If you were instructed to do anything specific, indicate it here.** |
| **Response:** |

**Part II: Outcomes Alignment and Assessment**

If approved for certification, the course in this proposal will be part of GEAR program review. The information provided in this table will facilitate this process.

| **1. PLO. The GEAR curriculum at Cal Poly Humboldt has distinct program learning outcomes (PLOs), which are the knowledge, skills, and dispositions that graduates will have attained. From** [**Appendix B**](#_vifxz2wzlivv)**, please select one GEAR PLO that is indicated as associated with one of the course’s GEAR areas. This will be the PLO that the course will assess during GEAR program assessment**   * ***Exception: For GWAR courses, instead of selecting a PLO from Appendix B, please choose one or more of the GWAR criteria from*** [***Appendix A***](#_hmgpet3a0mwp)***.*** |
| --- |
| **Write the chosen PLO here (or for GWAR, the content criteria):** |
| **2. SLO. Develop a measurable SLO that will demonstrate proficiency of the PLO (or GWAR content criteria) you have selected. An SLO describes how students will demonstrate that they achieved the PLO.**  Below is an example of a well-formed PLO/SLO pairing. In the example, GEAR PLO4 is identified as the program learning outcome that will be assessed in the course. The accompanying SLO describes measurable behaviors that students will demonstrate to achieve the PLO.   * **GEAR PLO 4:** *Develop and express ideas effectively in writing.* * **SLO:** *Students will write a reflective text in which they analyze and provide evidence of their abilities to address audience, context, genre, and discourse.* |
|
| **Write the SLO here that pairs with the PLO indicated in item 1:** |
| **3. Signature Assignment. A signature assignment is an assignment (e.g., exam, essay, activity, project) that can be used to assess the achievement of a PLO, as applicable to program review. The SLO developed in response to prompt (2) should broadly describe what students will do in a signature assignment for this course. Please describe an example signature assignment with more specificity and detail than provided in the SLO. *Aim for roughly one paragraph.*** |
| **Response:** |
| **4. Assessment Tool. Briefly describe an assessment tool (e.g., rubric, checklist, rating scale, observational narrative) that could be used to evaluate achievement of the chosen PLO within the context of the signature assignment.** Note that in the example given in question 2, the assessment tool would likely be a rubric scoring how well students perform self-analyses (with evidence) for four criteria: audience, context, genre, and discourse. |
| **Response:** |

**Part III: Fulfillment of Upper Division Area 3, 4, or 2/5 by Program**

A program of study (major or minor) may fulfill the requirements of one (and only one) upper division GEAR area 3, 4, or 2/5. The program may not exercise this substitution if it already includes an upper-division GE course in the area as a requirement. The program must demonstrate that the content criteria for the GEAR area are met by the required coursework in every option, pathway, concentration, emphasis, etc., of the program. The area content criteria must be met through a combination of two or more courses required for the program.

Complete this table only if requesting to complete upper-division area 3, 4, or 2/5 through a program, not a course.

| **1. Department** |
| --- |
| **Response:** |
| **2. Program name and type (BA, BS, or minor)** |
| **Response:** |
| **3. What GEAR subject area (Upper Division 3, 4, or 2/5) is GEAR fulfillment sought?** |
|  |
| **4a. List the content criteria (from** [**Appendix A**](#_hmgpet3a0mwp)**) associated with the GEAR subject area.** |
| **Response:** |
| **4b. List the required program courses that together meet the content criteria in question 4a – include at least two courses total that together fulfill the criteria (if just one course, instead please complete Tables I and II to seek certification of the course). Describe the course content and activities that address the area content criteria in more than a passing or tangential manner, i.e., as an integral part of the courses and/or via substantial dedicated instruction, materials, and assignments. Note: In this proposal in** [**Modern Campus Curriculum**](https://humboldt.curriculog.com/)**, attach a sample syllabus for each course listed.** |
| **Response:** |
| **5. PLO. The GEAR curriculum at Cal Poly Humboldt has distinct program learning outcomes (PLOs), which are the knowledge, skills, and dispositions that graduates will have attained. From** [**Appendix B**](#_vifxz2wzlivv)**, please select one GEAR PLO that is indicated as associated with the proposed GEAR area. This will be the PLO that the program will assess during GEAR program assessment.** |
| **Write the chosen PLO here:** |
| **6. SLO. Develop a measurable SLO that will demonstrate proficiency of the PLO you have selected. An SLO describes how students will demonstrate that they achieved the PLO.**  Below is an example of a well-formed PLO/SLO pairing:   * **GEAR PLO 4:** *Develop and express ideas effectively in writing.* * **SLO:** *Students will write a reflective text in which they analyze and provide evidence of their abilities to address audience, context, genre, and discourse.* |
|
| **Write the SLO here that pairs with the chosen PLO:** |
| **7. Signature Assignment. A signature assignment is an assignment (e.g., exam, essay, activity, project) that can be used to assess the achievement of a PLO, as applicable to program review. The SLO developed in response to prompt (6) should broadly describe what students will do in a signature assignment for this course. Please describe an example signature assignment with more specificity and detail than provided in the SLO. *Aim for roughly one paragraph.*** |
| **Response:** |
| **8. Assessment Tool. Briefly describe an assessment tool (e.g., rubric, checklist, rating scale, observational narrative) that could be used to evaluate achievement of the chosen PLO within the context of the signature assignment.** Note that in the example given in question 2, the assessment tool would likely be a rubric scoring how well students perform self-analyses (with evidence) for four criteria: audience, context, genre, and discourse. |
| **Response:** |

**Part IV: Completion of GWAR via Writing-Enriched Curriculum**

Complete this part only if requesting to complete the GWAR requirement for a program through a writing-enriched curriculum rather than a course.

This option requires programs to develop vertical writing curricula which are documented through writing plans (see template). These plans situate writing characteristics and abilities in each specific discipline and/or major and outline how writing will be thoughtfully integrated into the program's curriculum and assessed. Faculty will create scaffolded writing design and assessment throughout major coursework. Departments will determine which core courses will meet the GWAR through a writing-enriched design. Students meet the GWAR requirement by completing a sequence of at least four core courses in a program/major that has been designated as writing enriched. Writing-enriched courses include distinct writing projects that scaffold/map across the major. Successful completion (C- or better) of the final course in the sequence will be required to “meet GWAR” in DARS. Please see [Appendix C](#_yl4v04lotxpk) for additional guidance.

| **1. Department** |
| --- |
| **Response:** |
| **2. Program name and type (BA or BS)** |
| **Response:** |
| **3. Create and describe an articulated and scaffolded writing curriculum in a writing plan, including a list of program courses (minimum of 4) where writing is taught and assessed. The plan should demonstrate how the curriculum**  **includes activities that address *one or more* of the GWAR (Writing Intensive) criteria:**   * **Students will use writing-to-learn strategies (such as brainstorming, free-writing, reading logs, etc.) to develop their understanding of course content and to think critically about that content** * **Students will use drafting, revising, editing, and other writing processes to develop final writing products.** * **Students will use research and documentation practices when appropriate and integrate them in accordance with the conventions of the discipline.** |
| **Response:** |
| **4. Create and describe a programmatic writing assessment plan (may link to annual and/or programmatic assessment). The plan should include one or more measurable SLO that will demonstrate proficiency in one or more GWAR content criteria. An SLO describes how students will demonstrate that they met the criteria.** |
| **Response:** |
| **5. Signature Assignments. A signature assignment is an assignment, activity, project, or exam purposefully created or modified to collect evidence for the achievement of an outcome/criteria. The SLO developed in the previous response should broadly describe what students will do in a signature assignment. Briefly describe signature assignments for writing projects from at least four courses. Also attach example syllabi for the four courses to the proposal in** [**Modern Campus Curriculum**](https://humboldt.curriculog.com/)**.** |
| **Response:** |
| **6. Assessment Tool. Briefly describe the assessment tools (e.g., rubrics, checklists, rating scales, observational narratives) that could be used to evaluate GWAR criteria in the signature assignments.** |
| **Response:** |
| **7. Identify a final course in the writing sequence to serve as “meeting GWAR the requirement.”** |
|
| **Response:** |

### **Appendix A: GEAR Content Criteria by Subject Area**

#### The wording of the content criteria stems directly from the applicable executive orders, as listed in policy detail 1 of the Policy on GEAR Program Features and Course Certification Requirements.

**Area 1A:** **English Composition**

Students will develop knowledge and understanding of the form, content, context, and effectiveness of written communication. To do so, students will accomplish the following content criteria:

1. examine communication from the rhetorical perspective;
2. practice reasoning, advocacy, organization, and accuracy;
3. enhance skills and abilities in the discovery, critical evaluation, and reporting of information;
4. enhance skills and abilities in reading and writing effectively; and
5. actively participate in written communication in English.

**Area 1B:** **Critical Thinking**

Students will learn to understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. To do so, students will develop their abilities to achieve the following content criteria:

1. analyze, criticize, and advocate ideas;
2. reason inductively and deductively; and
3. reach well-supported factual or judgmental conclusions.

**Area 1C:** **Oral Communication**

Students will develop knowledge and understanding of the form, content, context, and effectiveness of oral communication. To do so, students will accomplish the following content criteria:

1. examine communication from the rhetorical perspective;
2. practice reasoning, advocacy, organization, and accuracy;
3. enhance skills and abilities in the discovery, critical evaluation, and reporting of information;
4. enhance skills and abilities in listening effectively; and
5. actively participate in oral communication in English.

#### **Area 2: Mathematical Concepts and Quantitative Reasoning**

These courses will guide students to accomplish the following content criteria:

1. reason quantitatively;
2. practice computational skills; and
3. explain and apply mathematical or quantitative reasoning concepts to solve problems.

**Area 3A: Arts and Area 3B: Humanities and Area 3 Upper Division: Arts or Humanities**

Area 3 courses pertain to the arts and/or humanities. Activities may include participation in individual aesthetic, creative experiences; however, Area 3 excludes courses that exclusively emphasize skills development. Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Courses will guide students to accomplish the following content criteria:

1. cultivate intellect, imagination, sensibility, and sensitivity;
2. respond subjectively as well as objectively to aesthetic experiences and develop an understanding of the integrity of both emotional and intellectual responses;
3. cultivate and refine their affective, cognitive, and physical faculties through studying works of the human imagination; and
4. develop a better understanding of the interrelationship between the self and the creative arts / humanities in a variety of cultures.

**Area 4 and Upper Division Area 4: Social and Behavioral Sciences**

Students learn from courses in multiple Area D disciplines that human social, political, and economic institutions and behavior are inextricably interwoven. Courses that emphasize skills development and professional preparation are excluded from Area D. Courses will guide students to accomplish the following content criteria:

1. develop an understanding of problems and issues from the respective disciplinary perspectives;
2. examine issues in their contemporary as well as historical settings and in a variety of cultural contexts; and
3. explore the principles, methodologies, value systems, and ethics employed in social scientific inquiry.

**Area 5A: Physical Science and Area 5B: Biological Science and Area 5C: Laboratory**

These courses will guide students to accomplish the following content criteria:

1. develop knowledge of scientific theories, concepts, and data about physical and biological aspects of the world (5A shall focus on physical systems, 5B shall focus on biological systems, and 5C either or both);
2. achieve an understanding and appreciation of scientific principles and the scientific method; and
3. achieve an understanding and appreciation of the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

**Upper Division Area 2/5: Composed of Area 2 Mathematical Concepts and Quantitative Reasoning or Area 5: Physical or Biological Science**

These courses will expand on the content delivered in lower-division Area 2 and 5 courses, by focusing on either or both of the following areas:

1. Physical or Biological Science - these courses will guide students to accomplish the following content criteria:
   1. develop knowledge of scientific theories, concepts, and data about living and/or non-living systems;
   2. achieve an understanding and appreciation of scientific principles and the scientific method; and
   3. achieve an understanding and appreciation of the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.
2. Mathematical Concepts and Quantitative Reasoning - these courses will guide students to accomplish the following content criteria:
   1. reason quantitatively;
   2. practice computational skills; and
   3. explain and apply mathematical or quantitative reasoning concepts to solve problems.

**Area 6: Ethnic Studies**

Campuses may certify upper-division ethnic studies courses to satisfy the lower-division Area 6 requirement so long as adequate numbers of lower-division course options are available to students. To be approved for this requirement, courses shall have the course prefixes Native American Studies (NAS) or Ethnic Studies (ES). Courses with other prefixes may meet this requirement if cross-listed with a course with an NAS or ES prefix.

**Content Criteria:** These courses shall guide students toward at least three of the following five core competencies:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.

2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

#### **Diversity and Common Ground (DCG):**

These courses guide students toward the ability to analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies. DCG courses are centrally organized around the aims of *one of the four* pedagogical models:

1. **Multicultural Studies**, the educational objectives of this model are for students to:
   1. Comprehend the diversity of knowledge, experiences, values, worldviews, traditions, and achievements represented by the cultures of the United States and/or beyond, and understand some of the significant ways in which those cultures have interacted with one another; explore and evaluate concrete examples of the student's own cultural heritage in relation to others
   2. Be able to read a culture critically through expressions and representations indigenous and exogenous to that culture.
2. **Identity Politics,** the educational objectives of this model are for students to:
   1. Study how various cultural groups have defined their visions of self and other, and of the relationships between self and other
   2. Evaluate the complexity and fluidity of social identities, particularly with respect to the intersections of class, ethnicity, disability, gender, nationality, and so on
   3. Understand how cultural differences and identities founded in such categories as age, race, sexuality and so on are produced and perpetuated through a variety of social, cultural, and disciplinary discourses (e.g. literature, popular culture, science, law, etc.)
3. **Differential Power and Privilege,** the educational objectives of this model are for students to:
   1. Become aware of the causes and effects of structured inequalities and prejudicial exclusion rooted in race, class, gender, etc., and to elucidate broader questions of bias and discrimination as they relate to the exercise and distribution of material and cultural power and privilege
   2. Study culturally diverse perspectives on past and present injustice, and on processes leading to a more just and equitable society
   3. Expand the ability to think critically about vital problems and controversies in social, scientific, economic, and cultural life stemming from differences of gender, race, disability, class, etc.
4. **Integrative Approach,** the integrative approach model will substantively incorporate aims from two or more of the above models.

#### **American Institutions Criteria:**

1. **Courses focused on historical development of American institutions and ideals shall cover:**
   1. Significant events covering a minimum time span of approximately one hundred years and occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
   2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
   3. The events presented within a framework that illustrates the continuity of the American experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.
2. **Courses focused on the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government shall cover:**
   1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
   2. The rights and obligations of citizens in the political system established under the Constitution.
   3. The Constitution of the state of California within the framework of evolution of federal-state relations and the nature and processes of state and local government under that Constitution.
   4. Contemporary relationships of state and local government with the federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the state and nation, and the political processes involved.

#### **Graduate Writing Assessment Requirement (GWAR):**

GWAR courses shall include activities that address *one or more* of the GWAR (Writing Intensive) criteria:

1. Students will use writing-to-learn strategies (such as brainstorming, free-writing, reading logs, etc.) to develop their understanding of course content and to think critically about that content
2. Students will use drafting, revising, editing, and other writing processes to develop final writing products.
3. Students will use research and documentation practices when appropriate and integrate them in accordance with the conventions of the discipline.

For more information on the GWAR requirement, please see Appendix C.

### **Appendix B: GEAR PLOs and Corresponding Suggested GEAR Areas**

| **PLO** | **Area  (as-of Fall 2025)** |
| --- | --- |
| 1. Demonstrate emergent skills and dispositions necessary for lifelong learning and self-development. | TBD |
| 1. Locate, evaluate, and employ information effectively and ethically for a wide range of purposes. | A1, A2, A3 (1A, 1B, 1C) |
| 1. Critically evaluate issues, ideas, artifacts, and evidence. | A3 (1B) |
| 1. Develop and express ideas effectively in writing. | A2 (1A) |
| 1. Effectively communicate orally for informational, persuasive, and expressive purposes. | A1 (1C) |
| 1. Demonstrate knowledge of broad college-level quantitative concepts and apply mathematical or statistical methods to describe, analyze, and solve problems in context. | B4, Upper Div B (2, 5) |
| 1. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world. | B (5) |
| 1. Transform materials, ideas, or solutions into new forms through creative expression, innovative thinking and making, risk taking, or problem solving. | C1, Upper Div C (3A, Upper Div 3) |
| 1. Analyze literary, philosophical, historical, or artistic works and explain their cultural and/or historical significance and context. | C2, Upper Div C (3B, Upper Div 3) |
| 1. Analyze concepts, research methods, and theories pertaining to one or more of the disciplines of the social sciences. | D (4) |
| 1. Demonstrate a critical understanding of the history of the US, and its structures of constitutional government, as a foundation for civic participation at all levels. | American Institutions |
| 1. Apply knowledge produced by voices and perspectives of marginalized communities to analyze systems of power and privilege and identify strategies for creating just and equitable societies. | DCG/F (DCG, 6) |
| 1. Describe how the resilience, sustainability, and conservation of ecological systems is a foundation of the functions of the natural world and/or economies. | B2, B3,  Upper Div B (5) |
| 1. Articulate how a resilient future interfaces with the development of just and equitable societies, economies, environmental protection, and/or resource management at the local, national, and/or global levels. | TBD |

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### **Appendix C: Graduate Writing Assessment Requirement at Cal Poly Humboldt: Options to meet GWAR**

To complete the Graduate Writing Assessment Requirement (GWAR), students must either (1) earn a C- or better in an upper division, GEAR/GWAR Writing Intensive course, (2) earn a C- or better in a Writing Intensive (WI) course in their major, (3) earn a C- or better in a Writing Intensive capstone course, or (4) complete coursework in an Writing Enriched (WE) department.

Context:

* These options build upon national and CSU-systemwide best practices in Writing Across the Curriculum.
* The following four options were intentionally designed *not* to increase time-to-degree or add units to any major program.
* Students in accredited programs must still meet the GWAR. Accreditation (re)certification proposals that address written communication in alignment with the criteria below may be submitted for GWAR alignment.

| **Option** | **1. Writing Intensive UD GE Course** | **2. Writing Intensive UD Course in Major** | **3. Writing Intensive Capstone** | **4. Writing Enriched Curriculum** |
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| **Description** | * With this option, students meet the GWAR requirement with successful (C- or better) completion of an upper-division GE course that has been designated as Writing Intensive. * Writing-Intensive Courses are those in which writing is used as a central mode of learning as well as of assessment of student learning. * These UD GE courses will be designed with a focus on contextualized and significant writing projects, and students will receive explicit instruction in writing in order to complete these projects. * Students will earn 3.0 units of credit. We recommend that instructors receive 4.0 WTUs to accommodate for increased workload and that these courses be capped at 25 students. Courses may need revised classification to honor this recommended cap. | * With this option, students meet the GWAR requirement with successful (C- or better) completion of an upper-division course that is required for their major and that has been designated as Writing Intensive. * Writing-Intensive Courses are those in which writing is used as a central mode of learning as well as of assessment of student learning. * The WI course immerses students in the discourse of their academic or professional discipline and prepares them to participate effectively in that discourse. Students will receive explicit instruction and practice in reading/research, genres/styles, and writing processes appropriate to their major. * It is recommended that these courses be capped at 25 students. Courses may need revised classification to honor this recommended cap. | * With this option, students meet the GWAR requirement by completing a Writing Intensive Capstone course as part of their major (C- or better). * Many programs at Cal Poly Humboldt have Capstone courses, and many of these already include a significant writing project and assessment tool. These existing Capstone courses can be designated Writing Intensive and can be used to meet the GWAR. * Other types of Capstone courses can add a Writing Intensive designation by designing and integrating a significant writing project(s) and assessment(s) including by not limited to the following: academic portfolio, reflection, professional portfolio, presentation, report, etc. | * This option requires programs to develop vertical writing curricula which are documented through Writing Plans (see template). These plans situate writing characteristics and abilities in each specific discipline and/or major, and outline how writing will be thoughtfully integrated into the program's curriculum and assessed. Faculty will create scaffolded writing design and assessment throughout major coursework. Departments will determine which core courses will meet the GWAR through a Writing Enriched design. * Students meet the GWAR requirement by completing a sequence of *at least four core* courses in a program/major that has been designated as Writing Enriched. Writing enriched courses include distinct writing projects that scaffold/map across the major. Successful completion (C- or better) of the final course in the sequence will be required to “meet GWAR” in DARS. |
| **Criteria** | In order to receive a Writing Intensive designation (WI) for an existing or new UD GE course, **an upper division GE (300/400-level) course** should satisfy the following student learning outcomes.  Programs will complete Modern Campus Curriculum proposal to include the following:   * Syllabus * Course assessment plan specific to written communication * Signature/example assignment * Writing assessment tool (e.g. rubric) * A significant percentage (we recommend 50%) of the total grade (C- or better) based on the cumulative grade on all writing projects. * No one assignment will be worth more than 30% of the final grade. * WI course proposal template to include a description of how course activities meet the following written communication outcomes.   Students will be able to   * Use writing-to-learn strategies (such as brainstorming, free-writing, reading logs, etc.) to develop their understanding of course content and to think critically about that content * Use drafting, revising, editing and other writing processes to develop final writing products appropriate to the discipline * Use research and documentation practices where they may be appropriate and integrate them in accordance with the conventions of the discipline | In order to receive a Writing Intensive designation (WI), **an upper division major (300/400-level) course** should satisfy the following student learning outcomes.  Programs will complete Modern Campus Curriculum proposal to include the following:   * Syllabus * Course assessment plan specific to written communication * Signature/example assignment * Writing assessment tool (e.g. rubric) * A significant percentage (we recommend 50%) of the total grade (C- or better) based on the cumulative grade on all writing projects. * No one assignment will be worth more than 30% of the final grade. * WI course proposal template to include description of how course activities meet the following written communication outcomes.   Students will be able to   * Use writing-to-learn strategies (such as brainstorming, free-writing, reading logs, etc.) to develop their understanding of course content and to think critically about that content * Use drafting, revising, editing and other writing processes to develop final writing products appropriate to the discipline * Use research and documentation practices where they may be appropriate and integrate them in accordance with the conventions of the discipline | In order to receive a Writing Intensive designation (WI), **a Capstone Course** should include the following:  Programs will complete Modern Campus Curriculum proposal to include the following:   * Syllabus * Rationale (~200 words) for how writing project(s) will serve as a culminating experience in the major and/or writing articulation matrix across the major program leading to the capstone * Signature/example assignment * Writing assessment tool (e.g. rubric) | In order to receive the designation of **Writing Enriched Curriculum**, programs should include the following:  Programs will complete Writing-Enriched Program proposal in Modern Campus Curriculum, to include the following:   * An articulated and scaffolded writing curriculum in a writing plan, including a list of core courses (minimum of 4) where writing is taught and assessed. * Programmatic writing assessment plan (may link to annual and/or programmatic assessment) * Example syllabi and signature assignments for writing projects from at least 4 courses. * Identification of final course in writing sequence to serve as “meeting GWAR requirement.” |
| **Affordances** | * No additional major coursework for unit-heavy majors/programs * Study and practice of writing in varied contexts outside the student’s discipline * Opportunities for transfer, student gain writing knowledge from comparative experiences outside their discipline | * Students encounter explicit writing instruction and practice situated within their discipline * Writing knowledge may transfer more easily within discipline * Writing Intensive majors courses can better prepare students for upper-division, graduate, and professional writing experiences | * Capstone Writing Projects can be designed to provide students with assets to take with them as they enter profession field or graduate school * Capstone Writing Projects can provide programs with rich evidence of learning * Capstone Writing Projects emphasize to students the value of writing as a way to reflect on and articulate learning | * Integrated and articulated instruction/practice in writing * Writing Enriched designation can transform culture/role of writing in program and help to transform culture/role of writing at university * Students benefit from ongoing practice and will be better enculturated into writing practices of discipline |
| **Constraints** | * Students may see writing requirement as box that needs to be checked * Study and practice of writing may not directly link to students’ major or career * Instructors may need support/training in writing pedagogy and assessment * Cost of additional 1.0 WTU for instructor | * Students may see writing requirement as box that needs to be checked * Writing intensive work may need to be added without additional instructor TLU * Instructors may need support/training in writing pedagogy. | * GWAR requirement will not be “met” on DARS until Capstone fully completed, (though some students may have completed GWAR via option 1 or 2) * Writing component may add to student and instructor workload in Capstone * Instructors may need support/training in writing pedagogy | * Designing articulated and sequenced writing-enriched curricula will take collaborative time and effort * Instructors may need support/training in writing pedagogy |