



Date: September 3, 2024

To: Andre Avramchuk, Chair Academic Senate

From: Shikha Upadhyaya, Chair Educational Policy Committee

Copies: M. Hawley; M. Garcia; K. Fisher; S. Banerjee; E. Winokur; R. Roquemoire; C. Pugh

Subject: **EPC Memo 24-02: Proposed Modifications to “Definition, Philosophy, Student Learning Outcomes and Criteria for General Education Requirements” policy – Chapter IV of the Faculty Handbook**

During the last meeting of the Academic Senate in AY 23-24, two potential amendments to the new General Education policy were raised, but were bypassed due to time constraints. The Executive Committee convened over the summer, deliberated on the pros and cons, consulted with Senators and Academic Affairs administrators, and on August 22nd, 2024, decided to propose amendments for Senate debate and disposition to expedite the reintroduction of the IHE as a graduation requirement in policy. On August 27th, 2024, the academic senate recommended EPC to review the Introduction to Higher Education (IHE)-related amendments proposed during the 2023-2024 AY.

The proposed amendments to the “Definition, Philosophy, Student Learning Outcomes and Criteria for General Education Requirements” included two new paragraphs about IHE.

Lines 112-116: Add the IHE language as one of the principles.
Lines 542-549: Add the IHE language with the desired outcomes as a graduation requirement

During the August 28th meeting, EPC reviewed the amendments and acknowledged that the proposed modifications are already on the Senate floor. EPC recommended the following amendments for policy clarification:

Line 1 - 2: Add “..and University..” to the title, since both GE and University requirements are covered in this policy.

Lines 111 - 115: Delete the IHE language in this section, as the IHE is no longer a GE requirement, and the relevant language appears appropriately under University Requirements (Lines 540-546)

Lines 543 - 545: Update the language to [a] clean up the learning outcome and render it more measurable and [b] remove the specificity of ‘Cal State LA’ so that transfer students who receive credit for prior learning will have met this learning outcome.

- Delete “...will be able to develop an awareness of and utilize the resources available at Cal State LA...”

- Add "...will be able to utilize the resources available at Higher Education Institutions..."

Definition, Philosophy, Student Learning Outcomes and Criteria for General Education AND UNIVERSITY Requirements

(Senate: 11/24/81, 2/16/82, 12/3/85, 6/1/93, 6/4/96, 10/9/96, 11/6/96 [EC], 2/29/97[EA], 4/21/98, 6/2/98, 11/17/98, 11/7/00, 5/8/12, 3/11/14, 3/16/21, 5/6/24; President: 12/9/81, 3/5/82, 3/10/86, 6/11/93, 8/27/96, 10/14/96, 3/28/97, 4/22/97, 6/9/98, 9/21/98, 2/1/99; 1/30/01, 8/31/12, 3/19/14, 3/19/21, 7/3/24; Editorial Amendment: 8/01, 1/21/15, 2/22/18 [EA])

GOVERNING DOCUMENTS: TITLE V OF THE HIGHER EDUCATION CODE AND CSU GENERAL EDUCATION REQUIREMENTS

I. DEFINITION AND PHILOSOPHY OF GENERAL EDUCATION

California State University, Los Angeles is a comprehensive institution that offers educational opportunities to its students who are as varied as the city's population. Cal State LA has a special mission to provide an educational experience that recognizes and takes full advantage of this diversity, while emphasizing the knowledge, experiences, and ethical concerns common to all people.

The General Education program enriches the lives of students as they acquire knowledge, learn to think critically, and use methodologies of the various disciplines. Students also learn to prepare for participation in a democracy, to appreciate a sense of shared cultural heritage, and to understand the environment. Students experience self-discovery and personal growth and recognize them as lifelong processes.

Mission Statement

General Education (GE) at Cal State LA prepares students for advanced study in their chosen academic disciplines and provides a broad foundation for a lifetime of intellectual discovery and personal and professional development. The mission of General Education at Cal State LA is

- To prepare students with the intellectual skills and habits necessary for success;
- To provide students with a breadth of knowledge through focused study in a range of disciplines and disciplinary-specific ways of knowing;
- To encourage students to bridge disciplines and disciplinary-specific ways of knowing;
- To develop students who are informed citizens and reflective and ethical thinkers actively committed to improving their local and global communities; and

- To encourage students to become self-motivated and self-directed lifelong learners and leaders in their communities.

General Education Learning Outcomes

The General Education program at Cal State LA is defined by a set of learning outcomes that are aligned with the Cal State LA Institutional Learning outcomes and the Liberal Education and America's Promise (LEAP) outcomes promoted by the American Association of Colleges and Universities (AAC&U) and adopted by the California State University System.

Knowledge: Mastery of Content and Processes of Inquiry

Students who successfully complete GE will be able to:

- Demonstrate understanding of the physical and natural world.
- Demonstrate understanding of contemporary events within political and historical contexts.
- Demonstrate understanding of the diversity of cultures and communities in the United States and abroad.
- Demonstrate understanding of constructions, institutions, and structures of power and privilege in societies as well as strategies used to challenge existing inequalities.
- Demonstrate understanding of a range of disciplinary ways of knowing.
- Demonstrate understanding of creative expression in the context of the relevant art form and intellectual history.
- Demonstrate understanding of race, ethnicity, gender, and socioeconomic class.

Proficiency: Intellectual Skills

Students who successfully complete GE will be able to:

- Demonstrate civic literacy that would enable them to participate effectively in a democratic society.

68 ▪ Use inquiry processes, including quantitative and qualitative reasoning and
69 critical and creative thinking, to engage with contemporary and enduring
70 questions.
71

72 ▪ Find, use, evaluate and process information in order to engage in complex
73 decision-making and problem solving.
74

75 ▪ Read, speak and write effectively.
76

77 ▪ Demonstrate an ability to work collaboratively.

78 Engagement: Local and Global Communities

79 Students who successfully complete GE will be able to:

80 ▪ Demonstrate the capacity to engage meaningfully with diverse communities.
81

82 ▪ Demonstrate understanding of how individuals affect society and the
83 environment.
84

85 ▪ Demonstrate the capacity to make well informed, ethical, and socially responsible
86 decisions.
87

88 ▪ Demonstrate understanding of the interconnectedness of local and global
89 communities.
90

91 ▪ Demonstrate literacy in the perspectives and needs of individuals and groups.

92 Transformation: Integrative Learning

93 Students who successfully complete GE will be able to:

94 ▪ Integrate academic learning with life through project-based experiences.
95

96 ▪ Integrate their knowledge, skills and experience to address complex, enduring,
97 and emerging issues.

98 **II. GENERAL EDUCATION PROGRAM FRAMEWORK**

99 Governing Principles

1. The Cal State LA GE program shall have a distinctive theme that features engagement with the surrounding multicultural communities and the greater Los Angeles area. Civic Learning and/or Community Engagement shall be a 3-unit requirement for all first-year students and transfer students at Cal State LA.
2. In order to keep the total number of units as near as possible to the 43 units required by E.O. 1101 Revised and Title V, the proposed GE program shall require no more than 43 units, with 34 at the lower division level and 9 at the upper division level. Subsequent to a change of major, students shall not be required to take different or additional GE courses solely to address CSU GE requirements already satisfied by coursework taken in the original major.
3. IN THEIR FIRST SEMESTER, ENTERING FRESHMEN STUDENTS SHALL COMPLETE A 2-UNIT INTRODUCTION TO HIGHER EDUCATION COURSE THAT INFORMS THEM ABOUT CAL STATE LA AND EXPLORES A SELECTED TOPIC OF INTELLECTUAL INQUIRY FROM A VARIETY OF DISCIPLINARY PERSPECTIVES.
4. All classes in the GE program shall require students to find, evaluate, use, and process information to facilitate learning and critical inquiry and to engage in complex decision making and problem solving.
5. All students shall complete one course that meets the outcomes for Critical Thinking (1B) and the outcomes for a second composition course. Area 1A is prerequisite to this course.
6. Two American Institutions requirements (6 units) are mandated under EO 1061. A U.S. History course (3 units) is a campus graduation requirement, and a U.S. Constitution course (3 units) meets both the American Institutions requirements and the outcomes for Area 4, Social and Behavioral Sciences, in the CSU General Education Requirements.
7. All students shall complete one course each from Area 5A (Physical Science) and Area 5B (Biological Science). One of these courses must be associated with a MINIMUM one-unit laboratory (Area 5C).
8. Students shall complete three GE courses at the upper division level, one each in Areas 2/5, 3, and 4, with a Civic or Community Engagement component (designated as CL in the catalog) in at least one of these courses. The nine semester units of upper division GE shall be taken within the CSU. If all three upper division GE courses have been satisfied at another CSU campus, the Civic

or Community Engagement component shall be waived.

9. Diversity shall be incorporated to the extent possible and appropriate into GE courses, and all students shall complete at least two GE courses that address diversity explicitly and substantially (designated as D in the catalog). The intersectionality of gender, race, ethnicity, and socioeconomic class shall be substantially incorporated to the extent possible into GE courses. If all lower and upper division GE area and unit requirements have been satisfied prior to admission to Cal State LA, the Diversity component (including Race and Ethnicity) shall be waived.

10. In addition to courses in 1A and 1B, all students shall complete at least two writing intensive courses (designated as WI in the catalog) with at least one in the major that satisfies the graduation writing requirement. If all lower and upper division GE area and unit requirements have been satisfied prior to admission to Cal State LA, the second WI requirement shall be waived. However, all students shall complete the WI course in the major to satisfy the graduation writing requirement.

All UD GE courses shall continue to require a substantial writing assignment.

11. Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

12. Faculty shall have the opportunity to develop GE pathways that reflect a specific disciplinary, interdisciplinary or multi-disciplinary emphasis. The GE pathways shall include lower and upper division GE courses and could lead to minors if so approved. Each GE pathway shall include an UD course that meets the learning outcome of transformation and integrates the use of one or more high impact practices (as defined in *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh [AAC&U, 2008]) <http://www.aacu.org/leap/hip/cfm>. These GE pathways and minors, while encouraged, shall be optional for the completion of GE at Cal State L.A.

13. All courses, including General Education replacement courses, approved for General Education are mandated to require the practice of writing in English, including, where appropriate, library assignments. Evaluation of such writing shall be included in all courses.

14. General Education requirements will provide ample opportunity for students to be active learners during their educational experience.

15. The General Education requirements shall be structured so that introductory courses are taken prior to participation in integrative experiences. Students are expected to have completed the General Education requirements in Areas 1A, 1B, 1C, 2, and at least one course each from Areas 3, 4, and 5 before enrolling in any upper division General Education course. No course with a non-General Education prerequisite may be used as a General Education course.

| GE Program (43 units) | Required Courses | Units | GELOs | EO 1101 Revised Blocks |
|------------------------------|---|--------------|--------------|-------------------------------|
| Lower Division (34 units) | English Composition | 3 | P | 1A* |
| | Critical Thinking | 3 | P | 1B* |
| | Oral Communication | 3 | P | 1C* |
| | Mathematical Concepts & Quantitative Reasoning | 3 | K, P | 2* |
| | Arts | 3 | K, P, E | 3A |
| | Humanities | 3 | K, P, E | 3B |
| | Social & Behavioral Sciences | 3 | K, P, E | 4 |
| | American Institutions – US Constitution and State/Local Govt. | 3 | K, P | 4 |
| | Physical Science | 3 | K, P | 5A |

| | | | | |
|---|---|---|------------|-----|
| | Biological Science | 3 | K, P | 5B |
| | Laboratory | 1 | K, P | 5C |
| | Ethnic Studies | 3 | TBD | 6 |
| Upper Division (9 units) Three of the 9 units (one course) must include a civic and community- based learning component. | Mathematical Concepts & Quantitative Reasoning/Physical & Biological Sciences | 3 | K, P, E, T | 2/5 |
| | Arts & Humanities | 3 | K, P, E, T | 3 |
| | Social & Behavioral Sciences | 3 | K, P, E, T | 4 |

187

188 * A grade of C- or better is needed to satisfy the requirement for these courses.

189 *GELO Abbreviations:*

190 K = Knowledge: content and processes of inquiry; P = Proficiency: Intellectual Skills; E =
191 Engagement: Local and Global Communities; T = Transformation: Integrative and Lifelong
192 Learning

193 **III. STUDENT LEARNING OUTCOMES FOR GENERAL** 194 **EDUCATION REQUIREMENTS**

195 **Area 1. Communication and Critical Thinking (9 units)**

196 Area 1 addresses communication in the English language, both oral and written, and critical
197 thinking, to include consideration of common fallacies in reasoning.

198 This block must be completed within the first 30 semester units counted toward the baccalaureate
199 degree. In addition, Area 1A must be completed prior to enrolling in Area 1B. Transfer students
200 who have not completed this requirement must take at least one of these courses each semester
201 until the requirement is met. Courses in this block must be completed with a grade of C- or better
202 to satisfy requirements.

203 Student Learning Outcomes for English Composition (Area 1A)

204 Students successfully completing English Composition will be able to:

- 205 1. Apply fundamental rhetorical strategies used to produce university-level writing,
206 especially
- 207 a. modify content and form according to the rhetorical situation, purpose,
208 and audience.
- 209 b. appropriately use authorities, examples, facts, and other forms of
210 persuasive evidence to support an argument or position.
- 211 c. vary stylistic options to achieve different effects.
- 212 2. Think critically to analyze a rhetorical situation or text and make thoughtful
213 decisions based on that analysis, through writing, reading, and research.
- 214 3. Develop an effective writing process that includes flexible strategies for
215 generating, revising, editing, and proof-reading.
- 216 4. Incorporate textual evidence through quotation, summary, and paraphrase into
217 their essays and appropriately cite their sources.
- 218 5. Develop knowledge of genre conventions ranging from structure and
219 paragraphing to tone and style.
- 220 6. Control such surface features as syntax, grammar, punctuation, and spelling.
- 221 7. Use electronic environments for drafting, reviewing, revising, editing, and sharing
222 texts

223 Student Learning Outcomes for Critical Thinking (Area 1B)

224 Students successfully completing a critical thinking will be able to:

- 225 1. Demonstrate the ability to distinguish between knowledge and belief, facts and
226 values, and identify faulty reasoning through an understanding of the formal and
227 informal fallacies of language and thought, through writing, reading, and research.
228
- 229 2. Analyze and evaluate a range of evidence used to support various types of claims.
230
- 231 3. Recognize, respond to and use common techniques of persuasion.
232

- 233 4. Understand the fundamentals of logic and critical thinking and the relationship of
234 logic to language.
235
- 236 5. Use inductive and deductive reasoning to reach well- supported conclusions.
237
- 238 6. Identify the assumptions, biases, and prejudices upon which particular
239 conclusions rely and understand how they may erode sound arguments.
240
- 241 7. Refine fundamental rhetorical strategies used to produce university-level writing,
242 especially
243
- 244 a. modify content and form according to the rhetorical situation, purpose,
245 and audience.
246
- 247 b. incorporate textual evidence through quotation, summary, and paraphrase
248 into their essays and appropriately cite their sources.
249
- 250 c. evaluate the relevance, validity, and authority of information, and ethically
251 use and cite that information in their own writing.
252
- 253 8. Develop cogent arguments for views on theoretical and practical matters.
254
- 255 9. Exhibit knowledge of genre conventions ranging from structure and paragraphing
256 to voice, tone and style.
257
- 258 10. Control such surface features as syntax, grammar, punctuation, and spelling.

259 Student Learning Outcomes for Oral Communication (Area 1C)

260 Students successfully completing an Oral Communication course will be able to:

- 261 1. Describe the theoretical foundations of oral communication.
262
- 263 2. Recognize the importance and purpose of oral communication.
264

- 265 3. Analyze the audience and situation and adapt to the specific context in
266 which a speech is to be delivered.
267
- 268 4. Conduct research and evaluate the quality of source materials and their
269 appropriateness for use in specific occasion, purpose, and context.
270
- 271 5. Prepare outlines that include appropriate organization, well-supported
272 claims, reasoned arguments, and sensitivity to the rhetorical situation.
273
- 274 6. Perform a variety of well-prepared speeches using effective delivery
275 techniques.
276
- 277 7. Listen to and evaluate the public communication of others and provide
278 constructive criticism.

279 Area 2. Mathematical Concepts & Quantitative Reasoning

280 The goal of lower division General Education in quantitative reasoning is to gain basic
281 knowledge and develop key skills in mathematics and quantitative reasoning. The knowledge
282 and skills developed in these courses are essential in a world where many arguments, claims, and
283 decisions should rely on scientific studies and statistical evidence. Courses used to meet the
284 requirement for this block must be completed with a grade of C- or better within the first 30
285 semester units counted toward the baccalaureate degree.

286 Students successfully completing a mathematics/quantitative reasoning class will be able to:

- 287 1. Use mathematical concepts and quantitative reasoning to solve problems, both in
288 a pure mathematical context and in real- world contexts.
289
- 290 2. Interpret information presented in a mathematical form (e.g., equations, graphs,
291 diagrams, tables, words) and convert relevant information into a mathematical
292 form.
293
- 294 3. Draw appropriate conclusions based on the quantitative analysis of data,
295 recognizing any underlying assumptions or limits of this analysis.
296
- 297 4. Use deductive reasoning in a pure mathematical context to draw conclusions and
298 provide an irrefutable logical justification for them.
299

300 5. Formulate and communicate a position on a real-world question and use
301 appropriate quantitative information in support of that position, and evaluate the
302 soundness of such an argument.

303 Area 3: Arts & Humanities

304
305 Courses in this block should result in developing students' understanding of the interrelationship
306 between the creative arts, the humanities and self. Studies in these areas should include exposure
307 to a diverse range of world cultures.

308 Students successfully completing a Area 3 Arts & Humanities class will be able to:

309 1. Demonstrate understanding of the diversity and complexity of the human search
310 for meaning, value, and purpose.

311

312 2. Demonstrate an ability to respond subjectively as well as objectively to aesthetic
313 experiences and develop an understanding of the integrity of both emotional and
314 intellectual responses.

315

316 3. Demonstrate understanding of the interrelationship between the self and the
317 creative arts and/or the humanities in a variety of cultures.

318 In addition, students successfully completing courses in Area 3A (Arts: Cinema, Dance, Music,
319 Theatre) will be able to do one or more of the following:

320 1. Analyze, appreciate, and interpret significant works of art and be informed
321 observers of, or active participants in, the Creative Arts.

322

323 2. Demonstrate an understanding of the intellectual, imaginative, and cultural
324 elements involved in the creative arts through participation in, and study of,
325 Drama, Music, Studio Art and/or Creative Writing.

326 In addition, students successfully completing courses in Area 3B (Humanities: Literature,
327 Philosophy, languages other than English) will be able to do one or more of the following:

328 1. Demonstrate an understanding of the personal and social values of cultures and
329 how ideas influence the character of human beliefs and the norms that guide
330 human behavior, as explored in the study of cultures, philosophies, and literary
331 texts.

332

333 2. Investigate and analyze fundamental human beliefs and their justifications,
334 especially as reflected in Philosophy and Religious Studies.

335

- 336 3. Apply language skills within a cultural and social context and understand aspects
337 of the culture of the language being studied.

338 Area 4: Social & Behavioral Sciences

339

340 The courses in the social sciences block must reflect the fact that human, social, political, and
341 economic institutions and behavior are inextricably interwoven. Students will develop an
342 understanding of problems and issues from the respective disciplinary perspectives and will
343 examine issues in their contemporary as well as historical settings and in a variety of cultural
344 contexts. Courses in this block should explicitly address the interconnectedness of peoples,
345 communities, societies, and/or cultures. Courses shall be completed in at least two different
346 disciplines among the 9 required units for this Area (6 lower division, including the American
347 Institutions course, and 3 at the upper division).

348 Students successfully completing Area 4 courses will be able to:

- 349 1. Demonstrate understanding of problems and issues using the principles,
350 methodologies, value systems and ethics employed in social scientific inquiry.
351
- 352 2. Use inquiry processes, such as quantitative reasoning, qualitative reasoning,
353 critical thinking, or creative thinking, to engage with contemporary and enduring
354 questions or to engage in complex decision making and problem solving.
355
- 356 3. Demonstrate understanding of contemporary or historical events within political,
357 social, cultural, or economic contexts with an emphasis on how these contexts are
358 interwoven.
359
- 360 4. Demonstrate understanding of the diversity of cultures and communities in the
361 United States or abroad.
362
- 363 5. Demonstrate understanding of the interconnectedness of individuals,
364 communities, society, and/or the environment.

365 Area 5: Physical & Biological Sciences

366 The goal of lower division General Education in the Natural Science is to gain basic knowledge
367 and learn key principles in the Life and Physical Sciences as essential for an informed citizenry.
368 In addition, students should recognize the experimental and empirical methodologies
369 characteristic of science and understand the modern methods and tools used in scientific inquiry.
370 Students complete one course each from Area 5A (Physical Science, minimum 3 units) and Area
371 5B (Biological Science, minimum 3 units). One of these courses must be associated with a
372 MINIMUM one-unit laboratory (Area 5C), for a total of 7 units in Area 5.

373 Students successfully completing 5A Physical Science or 5B Biological Science and the 5C
374 laboratory will be able to:

375 1. Demonstrate an understanding of the principles of scientific inquiry (i.e., the
376 "Scientific Method"). The nature of science, the potential limits of scientific
377 endeavors, and the value systems and ethics associated with scientific inquiry.
378

379 2. Demonstrate knowledge of basic scientific principles as they apply to broader
380 concepts (e.g., global climate change, the spread of infectious diseases, etc.),
381 including historical developments of the disciplines and major contributions
382 various cultures of the world.
383

384 3. Evaluate the credibility of sources of scientific information.
385

386 4. Draw appropriate conclusions based on the analysis of qualitative and quantitative
387 empirical data.
388

389 5. Demonstrate an understanding of the value of science in developing a rigorous
390 understanding of the natural world and of the impact of science on societal,
391 environmental, political, economic, and/or technological contexts.
392

393 6. Students successfully completing a science laboratory will be able to demonstrate
394 hands-on skills applying specialized methods and tools of scientific inquiry (such
395 as collecting, analyzing, and interpreting the data, presenting the findings, and
396 using the information to answer questions).

397 Area 6: Ethnic Studies

398 This lower-division, 3 semester unit requirement fulfills Education Code section 89032. The
399 requirement to take a 3 semester unit course in Area 6 shall not be waived or substituted.

400 To be approved for this requirement, courses shall have the following course prefixes: African
401 American, Asian American, Chicana(o) and Latina(o) American or Native American Studies.
402 Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana(o) Studies,
403 Ethnic Studies) shall also meet this requirement. Courses without Ethnic Studies prefixes may
404 meet this requirement if cross-listed with a course with an Ethnic Studies prefix. Courses that are
405 approved to meet this requirement shall meet at least 3 of the 5 following core competencies.

406 1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity,
407 ethno-centrism, eurocentrism, white supremacy, self-determination, liberation,
408 decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed
409 in any one or more of the following: Native American Studies, African American
410 Studies, Asian American Studies, and Chicana(o) and Latina(o) American Studies.

2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Chicana(o) and Latina(o) 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 Chicana(o) and Latina(o) 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 Chicana(o) and Latina(o) 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 Chicana(o) and Latina(o) communities and a just and equitable society.

Upper-division ethnic studies courses may satisfy the lower-division area f requirement so long as adequate numbers of lower-division course options are available to students. Ethnic studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for GE Area F credit shall also fulfill (double count for) this requirement.

IV. UPPER DIVISION GENERAL EDUCATION REQUIREMENTS AND LEARNING OUTCOMES (9 UNITS)

Students will be required to complete one course in each of the three following areas, (Humanities, Social & Behavioral Sciences, and Physical & Biological Sciences / Mathematical Concepts & Quantitative Reasoning).

Criteria for Upper-Division GE Courses:

1. Courses are all 3000-level courses.
2. All upper-division GE courses must include as prerequisites the completion of Areas 1 and 2, and at least one course each from Areas 3, 4, and 5.
3. Students will be required to complete at least one upper division GE course that includes a Civic Learning/Community Engagement Component (CL). The nine semester units of upper division GE shall be taken within the CSU. If all three upper division GE courses

have been satisfied at another CSU campus, the Civic or Community Engagement component shall be waived.

4. An upper division GE course may not be prerequisite to another.

5. Courses must require substantial writing consistent with general education policy.

Major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

Upper Division Student Learning Outcomes

Students successfully completing upper division GE courses will be able to:

1. Demonstrate basic skills of General Education, namely, oral and written communication, critical thinking, and where appropriate, mathematical skills, beyond the lower division level.
2. Demonstrate attainment at the upper division level of the outcomes identified under the area requirements in Areas 2/5, 3, and 4.
3. Demonstrate their mastery of the outcomes listed under the Civic Learning/Community Engagement requirement in GE for courses so designated.

V. UNIVERSITY GRADUATION REQUIREMENTS

American Institutions Requirement and Learning Outcomes

Students are required by California Statutory Law (Title V, section 404) to complete six units (two courses) in the following areas of United States History, Constitution and American ideals:

1. Any course or examination that addresses the historical development of United States institutions and ideals must include all of the subject matter elements:
 - a. 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 of study.

b. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.

c. The events presented within a framework that illustrates the continuity of the United States experience and its derivation from other cultures, including consideration of three or more of the following: politics, economics, social movements, and geography.

2. Any course or examination that addresses the Constitution of the United States, the operation of representative Democratic government under that Constitution, and the process of California state and local government must address all of the subject matter elements.

a. 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.

b. The rights and obligations of citizens in the political system established under the Constitution.

c. 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.

d. 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.

Students successfully completing the American Institutions requirement will be able to:

1. Demonstrate civic literacy that would enable them to participate effectively in a democratic society, including an understanding of the requirements of democratic citizenship.

2. Use inquiry processes, including qualitative reasoning and critical thinking to engage with contemporary and enduring questions regarding United States institutions and government.

- 518 3. Demonstrate understanding of ethical principles and values that have shaped United
519 States institutions and ideals throughout the history of the United States and its
520 government.
521
- 522 4. Demonstrate understanding of United States institutions and ideals within the context of a
523 changing and diverse society, including the impact of government on the introduction and
524 evolution of various cultures and institutions in the United States and the effect of new
525 cultures and institutions on the structures and policies of federal and state government.

526 In addition, students successfully completing the requirement in U.S. History will be able to:

- 527 1. Demonstrate understanding of the historical diversity of cultures and communities in the
528 United States.
529
- 530 2. Demonstrate understanding of cultural expression in the historical context of the United
531 States.

532 In addition, students successfully completing the requirement in U.S. Constitution/California
533 State & Local Government will be able to:

- 534 1. Demonstrate understanding an Americans' and Californians' political behavior within the
535 frameworks established by the United States and California Constitutions.
- 536 2. Understand the effects of historical, technological and economic changes on government
537 and the effects of governmental policy on technological and economic change.

538 INTRODUCTION TO HIGHER EDUCATION (IHE) REQUIREMENT AND 539 LEARNING OUTCOMES

540 EVERY FIRST-YEAR STUDENT SHALL BE REQUIRED TO COMPLETE A TWO-UNIT
541 1000-LEVEL IHE COURSE NO LATER THAN THEIR SECOND TERM IN RESIDENCE.
542 STUDENTS SUCCESSFULLY COMPLETING THE INTRODUCTION TO HIGHER
543 EDUCATION REQUIREMENT WILL BE ABLE TO UTILIZE THE RESOURCES
544 AVAILABLE AT HIGHER EDUCATION INSTITUTIONS TO SUPPORT LEARNING, ACADEMIC
545 PLANNING, AND A SENSE OF BELONGING.

546 Diversity Requirement and Learning Outcomes

547 Students will be required to complete two courses (six units) certified as diversity courses. At
548 least one of these courses must focus on issues of race and ethnicity and their intersectionality
549 with other social categories that structure inequality in society. These courses can be completed
550 either at the lower division or upper division level from among courses satisfying GE
551 requirements. It is the intent of the diversity requirement to promote understanding of diversity
552 and encourage tolerance and acceptance of others. General diversity courses will be designated
553 with (D) in the catalog. Those courses focusing on race and ethnicity will be designated with
554 (RE) in the catalog.

555 Students successfully completing a diversity course will be able to:

- 556 1. Demonstrate understanding of theoretical and practical factors of race, ethnicity, gender,
557 gender identity, socioeconomic class, disability, sexuality, religion or age.
558
- 559 2. Demonstrate understanding of the intersectionality of these factors, with particular
560 attention paid to race, ethnicity, gender, and socioeconomic class.
561
- 562 3. Demonstrate understanding of the diversity of intercultural and intracultural relationships.
563
- 564 4. Demonstrate civic literacy and an awareness of social justice that would enable effective
565 participation in a diverse society.

566 Civic Learning/Community Engagement Requirement and Learning Outcomes

567 Students are required to complete at least one course (three units) containing a Civic Learning or
568 Community Engagement component at the upper division level. Civic Learning/Community
569 Engagement courses will be designated as (CL) in the catalog.

570 Students who successfully complete the Civic Learning/Community Engagement courses will be
571 able to:

- 572 1. Demonstrate understanding of the connection between academic learning/disciplinary
573 knowledge and civic participation.
574
- 575 2. Demonstrate understanding of their impact on their respective physical, social and
576 cultural environments and how such environments impact them.
577
- 578 3. Demonstrate knowledge of ways to make change in local and global communities.
579
- 580 4. Demonstrate the ability to collaborate in order to develop and implement an approach to a
581 civic issue.

582 Writing Intensive (WI) Course Requirements and Learning Outcomes

583 Students will complete at least two writing intensive courses with at least one in the major.
584 Writing intensive courses will be designated as (WI) in the catalog.

585 Students successfully completing a writing intensive course will:

- 586 1. Be able to use both formal (such as essays, reports, and research writing) and informal
587 (such as brainstorming, free-writing, and reading responses) writing strategies to develop

588 their understanding of course content and to think critically about that content.

589
590 2. Be able to use drafting, revising, editing and other writing processes to demonstrate their
591 mastery of course content through formal writing products appropriate to the discipline,
592 such as thesis-driven essays, formal reports, or professionally formatted manuscripts.
593

594 3. Be able to demonstrate understanding of discipline specific features of writing including
595 rhetorical strategies and genre and format conventions prominent in assigned reading and
596 writing or found in professional publications in the discipline.
597

598 4. Have completed written assignments that total at least 5,000 words, of which at least
599 2,500 words are polished and revised based on responses from readers, such as
600 instructors, peers via workshops, or writing center tutors.

601 **VI. APPROVED GENERAL EDUCATION COURSE** 602 **REPLACEMENTS**

603 Departments/divisions/schools shall have the opportunity to request that existing or new courses
604 be allowed to double count in GE and the major provided the courses meet the outcomes for GE.
605 Requests to double count courses must be approved by the Educational Policy Committee.

606 **VII. PERIODIC REVIEW**

607
608 The entire program must be reviewed every five years by the appropriate curriculum committee
609 for reapproval. Courses and pathways, including approved General Education replacement
610 courses, must meet the General Education guidelines. Courses and pathways, including approved
611 General Education replacement courses, not reapproved within the review cycle will be deleted
612 from the General Education program. All courses and pathways must continue to meet the
613 General Education guidelines as they are currently taught.