



Date: Feb. 12, 2021

To: Talia Bettcher, Academic Senate Chair

From: Arash Jamehbozorg, Educational Policy Committee Chair

Copies: R. Roquemore, M. Hawley, C. Pugh, J. Liss, M. Garcia

Subject: EPC Memo: 20-10: Proposed Modification - Definition, Philosophy, Student Learning Outcomes and Criteria for General Education Breadth Requirements Policy - Chapter IV of the Faculty Handbook

To comply with the CSU General Education Breadth Requirements modified December 3, 2020 in response to the Assembly Bill 1460 approved by the governor on Aug. 17, 2020, General Education Subcommittee revised the Cal State LA's GE policy to include the new ethnic studies requirement. EPC discussed the proposed changes in its meeting on Feb. 10, 2021, and approved the policy sent by GES. While EPC believes that any change to our GE policy needs to go through a vigorous debate at all levels of the university, due to the fact that all CSU campuses are given a very short time to implement the bill, the committee decided to approve the proposed language based only on the "CSU General Education Breadth Requirements" without any changes at this time. Our immediate objective is to make sure that the university is complying with the law starting fall 2021, and since a thorough debate would need much more time, it is necessary that the discussion be postponed after the required changes are implemented. Both committees intend to start discussing the change in more detail as soon as possible to submit our new revision during fall 2021.

Here are proposed changes by GES and EPC:

- Lines 3-4: The old Executive Order number is replaced with "CSU General Education Breadth Requirements."
- Line 88: The old Executive Order number is replaced with "CSU General Education Breadth Requirements."



CAL STATE LA

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MEMO

- The Table between Lines 130 and 131: This table is updated to add the new ethnic studies requirement as new Block F with three units, and the Block D required unit is updated to three.
- Line 256: The required units in Block D is changed from 6 to 3.
- Line 257: Edits to reflect the fact that only one course is required in Block D.
- Lines 374-410: The Block F requirement is defined here. The language is a copy of the "CSU General Education Breadth Requirements" with a few exceptions; the term "CHICANA(O) AND" is added whenever "LATINA(O)" is used in the original document (these additions are highlighted in red).
- Line 411: In order to make sure the university has a chance to look at the policy in-depth and discuss the policy while consulting with various entities on campus, this line mandates a review of these changes in 2021-22 AY. This change might include changing other portions of the GE policy.

1 Definition, Philosophy, Student Learning Outcomes and Criteria for General Education Breadth 2 Requirements

3 Governing Documents: Title V of the Higher Education Code and **CSU GENERAL EDUCATION BREADTH** 4 **REQUIREMENTS Executive Order 1100 Revised**

5 I. Definition and Philosophy of General Education

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

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

14 Mission Statement

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

- 19 • To prepare students with the intellectual skills and habits necessary for success;
- 20 • To provide students with a breadth of knowledge through focused study in a range of disciplines and
21 disciplinary-specific ways of knowing;
- 22 • To encourage students to bridge disciplines and disciplinary-specific ways of knowing;
- 23 • To develop students who are informed citizens and reflective and ethical thinkers actively committed
24 to improving their local and global communities; and
- 25 • To encourage students to become self-motivated and self-directed lifelong learners and leaders in
26 their communities.

27 General Education Learning Outcomes

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

32 Knowledge: Mastery of Content and Processes of Inquiry

33 Students who successfully complete GE will be able to:

- 34 • Demonstrate understanding of the physical and natural world.
- 35 • Demonstrate understanding of contemporary events within political and historical contexts.

- 36 • Demonstrate understanding of the diversity of cultures and communities in the United States and
37 abroad.
- 38 • Demonstrate understanding of constructions, institutions, and structures of power and privilege in
39 societies as well as strategies used to challenge existing inequalities.
- 40 • Demonstrate understanding of a range of disciplinary ways of knowing.
- 41 • Demonstrate understanding of creative expression in the context of the relevant art form and
42 intellectual history.
- 43 • Demonstrate understanding of race, ethnicity, gender, and socioeconomic class.

44 **Proficiency: Intellectual Skills**

45 Students who successfully complete GE will be able to:

- 46 • Demonstrate civic literacy that would enable them to participate effectively in a democratic society.
- 47 • Use inquiry processes, including quantitative and qualitative reasoning and critical and creative
48 thinking, to engage with contemporary and enduring questions.
- 49 • Find, use, evaluate and process information in order to engage in complex decision-making and
50 problem solving.
- 51 • Read, speak and write effectively.
- 52 • Demonstrate an ability to work collaboratively.

53 **Engagement: Local and Global Communities**

54 Students who successfully complete GE will be able to:

- 55 • Demonstrate the capacity to engage meaningfully with diverse communities.
- 56 • Demonstrate understanding of how individuals affect society and the environment.
- 57 • Demonstrate the capacity to make well informed, ethical, and socially responsible decisions.
- 58 • Demonstrate understanding of the interconnectedness of local and global communities.
- 59 • Demonstrate literacy in the perspectives and needs of individuals and groups.

60 **Transformation: Integrative Learning**

61 Students who successfully complete GE will be able to:

- 62 • Integrate academic learning with life through project-based experiences.
- 63 • Integrate their knowledge, skills and experience to address complex, enduring, and emerging issues.

64 **II. General Education Program Framework**

65 **Governing Principles**

- 66 1. The CSULA GE program shall have a distinctive theme that features engagement with the surrounding
67 multicultural communities and the greater Los Angeles area. Civic Learning and/or Community
68 Engagement shall be a 6-unit requirement for all entering freshmen at CSULA, 3 units at the lower
69 division level in the Introduction to Higher Education course and 3 units in an upper division GE
70 course. Transfer students are required to complete 3 units of Civic Learning in an upper division GE
71 course.
- 72 2. In order to keep the total number of units as near as possible to the minimum 48 units required by
73 E.O. 1100 Revised and Title V, the proposed GE program shall require no more than 48 units, with 39
74 at the lower division level and 9 at the upper division level. Subsequent to a change of major,
75 students shall not be required to take different or additional GE courses solely to address CSU GE
76 requirements already satisfied by coursework taken in the original major.
- 77 3. In their first semester, entering freshmen students shall complete a 3-unit Introduction to Higher
78 Education course that informs them about CSULA, that explores a selected topic of intellectual
79 inquiry from a variety of disciplinary perspectives, that includes Civic Engagement, and that meets the
80 outcomes for Block E, including life-long learning regarding human differences and cross cultural
81 competency.
- 82 4. All classes in the GE program shall require students to find, evaluate, use, and process information to
83 facilitate learning and critical inquiry and to engage in complex decision making and problem solving.
- 84 5. All students shall complete one course that meets the outcomes for Critical Thinking (A3) and the
85 outcomes for a second composition course. Block A2 is prerequisite to this course.
- 86 6. American Institutions shall be incorporated into GE, such that the U.S. History course meets
87 outcomes for Area C, Humanities, and the U.S. Constitution course meets the outcomes for Area D,
88 Social Science, in the **CSU GENERAL EDUCATION Breadth Requirements of E.O. 1100 Revised.**
- 89 7. All students shall complete two laboratory activities associated with a course taken to satisfy either
90 Block B1, B2 or B3. Transfer students who have satisfied the area requirements for Block B with at
91 least one lab will not be required to take an additional lab in Block B to satisfy GE requirements at Cal
92 State LA.
- 93 8. Students shall complete three GE courses at the upper division level, one each in Blocks B, C, and D,
94 with a Civic or Community Engagement component (designated as CL in the catalog) in at least one of
95 these courses. The nine semester units of upper division GE shall be taken within the CSU. If all three
96 upper division GE courses have been satisfied at another CSU campus, the Civic or Community
97 Engagement component shall be waived.
- 98 9. Diversity shall be incorporated to the extent possible and appropriate into GE courses, and all
99 students shall complete at least two GE courses that address diversity explicitly and substantially
100 (designated as D in the catalog). The intersectionality of gender, race, ethnicity, and socioeconomic
101 class shall be substantially incorporated to the extent possible into GE courses. If all lower and upper

102 division GE area and unit requirements have been satisfied prior to admission to Cal State LA, the
103 Diversity component (including Race and Ethnicity) shall be waived.

- 104 10. In addition to courses in A2 and A3, all students shall complete at least two writing intensive courses
105 (designated as WI in the catalog) with at least one in the major that satisfies the graduation writing
106 requirement. If all lower and upper division GE area and unit requirements have been satisfied prior
107 to admission to Cal State LA, the second WI requirement shall be waived. However, all students shall
108 complete the WI course in the major to satisfy the graduation writing requirement.
109 All UD GE courses shall continue to require a substantial writing assignment.
- 110 11. Major courses and campus-wide required courses that are approved for GE credit shall also fulfill
111 (double count for) the GE requirement.
- 112 12. Faculty shall have the opportunity to develop GE pathways that reflect a specific disciplinary,
113 interdisciplinary or multi-disciplinary emphasis. The GE pathways shall include lower and upper
114 division GE courses and could lead to minors if so approved. Each GE pathway shall include an UD
115 course that meets the learning outcome of transformation and integrates the use of one or more
116 high impact practices (as defined in *High-Impact Educational Practices: What They Are, Who Has
117 Access to Them, and Why They Matter*, by George D. Kuh [AAC&U, 2008])
118 <http://www.aacu.org/leap/hip/cfm>. These GE pathways and minors, while encouraged, shall be
119 optional for the completion of GE at Cal State L.A.
- 120 13. All courses, including General Education replacement courses, approved for General Education are
121 mandated to require the practice of writing in English, including, where appropriate, library
122 assignments. Evaluation of such writing shall be included in all courses.
- 123 14. General Education breadth requirements will provide ample opportunity for students to be active
124 learners during their educational experience.
- 125 15. The General Education breadth requirements shall be structured so that introductory courses are
126 taken prior to participation in integrative experiences. Students are expected to have completed the
127 General Education requirements in written communication, oral communication, critical thinking, and
128 mathematics, and at least one course each from Blocks B, C, and D before enrolling in any upper
129 division General Education course. No course with a non-General Education prerequisite may be used
130 as a General Education course.

GE Program (48 units)	Required Courses	Units	GELOs	EO 1100 Revised Blocks
Lower Division (39 units)	IHE—civic and community-based learning at CSULA	3	E	E
	Oral Communication	3	P	A1*

	Written Communication	3	P	A2*
	Critical Thinking and Composition	3	P	A3*
	Quantitative Reasoning & Mathematical Concepts	3	K, P	B4*
	American Institutions – US History	3	K, P	C
	American Institutions – US Constitution and State/Local Govt.	3	K, P	D
	Natural Science – including two courses, from at least two categories: Physical Science (B1); Biological Science (B2); or interdisciplinary Physical-Biological Science (B3)	6	K, P	B
	Arts & Humanities (1 arts and 1 humanities)	6	K, P, E	C
	Social Science	3 6	K, P, E	D
	ETHNIC STUDIES	3	TBD	F
Upper Division (9 units) Three of the 9 units (one course) must include a civic and community-based learning component.	Natural Science and Quantitative Reasoning	3	K, P, E, T	B
	Arts & Humanities	3	K, P, E, T	C
	Social Science	3	K, P, E, T	D

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

GELO Abbreviations:

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

III. Student Learning Outcomes for General Education Breadth Requirements

Block A. Communication and Critical Thinking (9 units)

Block A addresses communication in the English language, both oral and written, and critical thinking, to include consideration of common fallacies in reasoning.

This block must be completed within the first 30 semester units counted toward the baccalaureate degree. In addition, Block A2 must be completed prior to enrolling in Block A3. Transfer students who have not completed this requirement must take at least one of these courses each semester until the requirement is met. Courses in this block must be completed with a grade of C- or better to satisfy requirements.

Student Learning Outcomes for Oral Communication (Block A1)

144 Students successfully completing an oral communication course will be able to:

- 145 1. Describe the theoretical foundations of oral communication.
- 146 2. Recognize the importance and purpose of oral communication in social life.
- 147 3. Analyze the audience and situation and adapt to the specific context in which a speech is to be
148 delivered.
- 149 4. Conduct research and evaluate the quality of source materials and their appropriateness for use in a
150 specific occasion, purpose, and context.
- 151 5. Prepare outlines that include appropriate organization, well-supported claims, reasoned arguments,
152 and sensitivity to the rhetorical situation.
- 153 6. Perform a variety of well-prepared speeches using effective delivery techniques.
- 154 7. Listen to and evaluate the public communication of others and provide constructive criticism.

155 **Student Learning Outcomes for Written Communication (Block A2)**

156 Students successfully completing a written communication will be able to:

- 157 1. Apply fundamental rhetorical strategies used to produce university-level writing, especially
158 A. modify content and form according to the rhetorical situation, purpose, and audience.
159 B. appropriately use authorities, examples, facts, and other forms of persuasive evidence to
160 support an argument or position.
161 C. vary stylistic options to achieve different effects.
- 162 2. Think critically to analyze a rhetorical situation or text and make thoughtful decisions based on that
163 analysis, through writing, reading, and research.
- 164 3. Develop an effective writing process that includes flexible strategies for generating, revising, editing,
165 and proof-reading.
- 166 4. Incorporate textual evidence through quotation, summary, and paraphrase into their essays and
167 appropriately cite their sources.
- 168 5. Develop knowledge of genre conventions ranging from structure and paragraphing to tone and style.
- 169 6. Control such surface features as syntax, grammar, punctuation, and spelling.
- 170 7. Use electronic environments for drafting, reviewing, revising, editing, and sharing texts

171 **Student Learning Outcomes for Critical Thinking and Composition (Block A3)**

172 Students successfully completing a critical thinking and composition course will be able to:

- 173 1. Demonstrate the ability to distinguish between knowledge and belief, facts and values, and identify
 174 faulty reasoning through an understanding of the formal and informal fallacies of language and
 175 thought, through writing, reading, and research.
- 176 2. Analyze and evaluate a range of evidence used to support various types of claims.
- 177 3. Recognize, respond to and use common techniques of persuasion.
- 178 4. Understand the fundamentals of logic and critical thinking and the relationship of logic to language.
- 179 5. Use inductive and deductive reasoning to reach well- supported conclusions.
- 180 6. Identify the assumptions, biases, and prejudices upon which particular conclusions rely and
 181 understand how they may erode sound arguments.
- 182 7. Refine fundamental rhetorical strategies used to produce university-level writing, especially
- 183 A. modify content and form according to the rhetorical situation, purpose, and audience.
- 184 B. incorporate textual evidence through quotation, summary, and paraphrase into their essays
 185 and appropriately cite their sources.
- 186 C. evaluate the relevance, validity, and authority of information, and ethically use and cite that
 187 information in their own writing.
- 188 8. Develop cogent arguments for views on theoretical and practical matters.
- 189 9. Exhibit knowledge of genre conventions ranging from structure and paragraphing to voice, tone and
 190 style.
- 191 10. Control such surface features as syntax, grammar, punctuation, and spelling.

192 **American Institutions (6 units)**

193 **Statutory Requirements:**

194 Students are required by California Statutory Law (Title V, Section 40404) to complete six units (two courses)
 195 in the following areas of United States History, Constitution and American Ideals:

- 196 A. Any course or examination that addresses the historical development of United States institutions
 197 and ideals must include all of the subject matter elements:
- 198 1. Significant events covering a minimum time span of approximately one hundred years and
 199 occurring in the entire area now included in the United States of America, including the
 200 relationships of regions within that area and with external regions and powers as appropriate
 201 to the understanding of those events within the United States during the period under study.
- 202 2. The role of major ethnic and social groups in such events and the contexts in which the events
 203 have occurred.

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

207 B. Any course or examination that addresses the Constitution of the United States, the operation of
 208 representative democratic government under that Constitution, and the process of California State
 209 and local government must address all of the subject matter elements:

- 210 1. The political philosophies of the framers of the Constitution and the nature and operation of
 211 United States political institutions and processes under that Constitution as amended and
 212 interpreted.
- 213 2. The rights and obligations of citizens in the political system established under the
 214 Constitution.
- 215 3. The Constitution of the State of California within the framework of evolution of federal-state
 216 relations and the nature and processes of state and local government under that Constitution.
- 217 4. Contemporary relationships of state and local government with the federal government, the
 218 resolution of conflicts and the establishment of cooperative processes under the Constitutions
 219 of both the state and nation, and the political processes involved.

220 **American Institutions Outcomes**

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

- 222 1. Demonstrate civic literacy that would enable them to participate effectively in a democratic society,
 223 including an understanding of the requirements of democratic citizenship.
- 224 2. Use inquiry processes, including qualitative reasoning and critical thinking to engage with
 225 contemporary and enduring questions regarding United States institutions and government.
- 226 3. Demonstrate understanding of ethical principles and values that have shaped United States
 227 institutions and ideals throughout the history of the United States and its government.
- 228 4. Demonstrate understanding of United States institutions and ideals within the context of a changing
 229 and diverse society, including the impact of government on the introduction and evolution of various
 230 cultures and institutions in the United States and the effect of new cultures and institutions on the
 231 structures and policies of federal and state government.

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

- 233 1. Demonstrate understanding of the historical diversity of cultures and communities in the United
 234 States.
- 235 2. Demonstrate understanding of cultural expression in the historical context of the United States.

236 In addition, students successfully completing the requirement in U.S. Constitution/California state & local
 237 government will be able to:

- 238 1. Demonstrate understanding of Americans' and Californians' political behavior within the frameworks
 239 established by the United States and California Constitutions.
- 240 2. Understand the effects of historical, technological and economic changes on government and the
 241 effects of governmental policy on technological and economic change.

242 **Area Requirements (21 units)**

243 Students will take courses in each of the following areas. Each department/division/school in a block may
 244 have a limited number of courses.

245 **Block B Natural Sciences and Mathematics (9 units)**

246 Students will take two Natural Science courses and one Mathematics course.

247 There are three categories of Natural Science GE courses: Physical Science [B1 (3 units)], Biological Science
 248 [B2 (3 units)], and Interdisciplinary Physical-Biological Science [B3 (3 units)]; all three include laboratory at
 249 Cal State LA. Students will take two science courses from any two categories.

250 The third required course covers Mathematics or Quantitative Reasoning. Courses in
 251 Mathematics/Quantitative Reasoning must be completed with a grade of C- or better to satisfy this
 252 requirement.

253 **Block C Arts & Humanities (6 units)**

254 One course each from the following areas: Block C1 Arts (Arts, Cinema, Dance, Music, and Theatre) and Block
 255 C2 Humanities (Literature, Philosophy, Languages other than English).

256 **Block D Social Sciences (3 6 units)**

257 **One course each from any two disciplines that address social science issues.**

258 **Block B. Natural Sciences and Mathematics/Quantitative Reasoning Outcomes**

259 **Blocks B1, B2, B3: Natural Sciences**

260 The goal of lower division General Education in the Natural Sciences is to gain basic knowledge and learn key
 261 principles in the life and physical sciences as essential for an informed citizenry. In addition, students should
 262 recognize the experimental and empirical methodologies characteristic of science and understand the
 263 modern methods and tools used in scientific inquiry. Every B1, B2, and B3 course offered will have a
 264 laboratory component associated with it. Students are required to take two courses in two different blocks
 265 B1, B2, Or B3.

266 Students successfully completing B1 Physical Science or B2 Biological Science will be able to:

- 267 1. Demonstrate an understanding of the principles of scientific inquiry (i.e., the "scientific method"), the
 268 nature of science, the potential limits of scientific endeavors, and the value systems and ethics
 269 associated with scientific inquiry.
- 270 2. Demonstrate knowledge of basic scientific principles as they apply to broader concepts (e.g., global
 271 climate change, the spread of infectious diseases, etc.), including historical developments of the
 272 disciplines and major contributions from various cultures of the world.
- 273 3. Evaluate the credibility of sources of scientific information.

- 274 4. Draw appropriate conclusions based on the analysis of qualitative and quantitative empirical data.
- 275 5. Demonstrate an understanding of the value of science in developing a rigorous understanding of the
- 276 natural world and of the impact of science on societal, environmental, political, economic, and/or
- 277 technological contexts.
- 278 6. Students successfully completing a science laboratory will be able to demonstrate hands-on skills
- 279 applying specialized methods and tools of scientific inquiry (such as collecting, analyzing, and
- 280 interpreting the data, presenting the findings, and using the information to answer questions).

281 Students successfully completing B3 Interdisciplinary Physical-Biological Science, will be able to, in addition

282 to the outcomes described for B1 and B2:

- 283 1. Explain that the natural sciences are integrated.
- 284 2. Describe elements of the natural sciences that are common to both the physical and the biological
- 285 sciences.
- 286 3. Demonstrate through examples that many of today's problems require an interdisciplinary approach
- 287 for resolution.

288 **Block B4: Mathematics/Quantitative Reasoning**

289 The goal of lower division General Education in quantitative reasoning is to gain basic knowledge and

290 develop key skills in mathematics and quantitative reasoning. The knowledge and skills developed in these

291 courses are essential in a world where many arguments, claims, and decisions should rely on scientific

292 studies and statistical evidence. Courses used to meet the requirement for this block must be completed

293 with a grade of C- or better and within the first 30 semester units counted toward the baccalaureate degree.

294 Students successfully completing a Mathematics/Quantitative Reasoning class will be able to:

- 295 1. Use mathematical concepts and quantitative reasoning to solve problems, both in a pure
- 296 mathematical context and in real- world contexts.
- 297 2. Interpret information presented in a mathematical form (e.g., equations, graphs, diagrams, tables,
- 298 words) and convert relevant information into a mathematical form.
- 299 3. Draw appropriate conclusions based on the quantitative analysis of data, recognizing any underlying
- 300 assumptions or limits of this analysis.
- 301 4. Use deductive reasoning in a pure mathematical context to draw conclusions and provide an
- 302 irrefutable logical justification for them.
- 303 5. Formulate and communicate a position on a real-world question and use appropriate quantitative
- 304 information in support of that position, and evaluate the soundness of such an argument.

305 **Block C: Arts & Humanities**

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

309 Students successfully completing a Block C Arts and Humanities class will be able to:

- 310 1. Demonstrate understanding of the diversity and complexity of the human search for meaning, value,
 311 and purpose.
- 312 2. Demonstrate an ability to respond subjectively as well as objectively to aesthetic experiences and
 313 develop an understanding of the integrity of both emotional and intellectual responses.
- 314 3. Demonstrate understanding of the interrelationship between the self and the creative arts and/or the
 315 humanities in a variety of cultures.

316 In addition, students successfully completing courses in Block C1 (Arts: Cinema, Dance, Music, Theatre) will
 317 be able to do one or more of the following:

- 318 1. Analyze, appreciate, and interpret significant works of art and be informed observers of, or active
 319 participants in, the Creative Arts.
- 320 2. Demonstrate an understanding of the intellectual, imaginative, and cultural elements involved in the
 321 creative arts through participation in, and study of, Drama, Music, Studio Art and/or Creative Writing.

322 In addition, students successfully completing courses in Block C2 (Humanities: Literature, Philosophy,
 323 languages other than English) will be able to do one or more of the following:

- 324 1. Demonstrate an understanding of the personal and social values of cultures and how ideas influence
 325 the character of human beliefs and the norms that guide human behavior, as explored in the study of
 326 cultures, philosophies, and literary texts.
- 327 2. Investigate and analyze fundamental human beliefs and their justifications, especially as reflected in
 328 Philosophy and Religious Studies.
- 329 3. Apply language skills within a cultural and social context and understand aspects of the culture of the
 330 language being studied.

331 **Block D. Social Sciences**

332 The courses in the social sciences block must reflect the fact that human, social, political, and economic
 333 institutions and behavior are inextricably interwoven. Students will develop an understanding of problems
 334 and issues from the respective disciplinary perspectives and will examine issues in their contemporary as
 335 well as historical settings and in a variety of cultural contexts. Courses in this block should explicitly address
 336 the interconnectedness of peoples, communities, societies, and/or cultures.

337 Students successfully completing Block D courses will be able to:

- 338 1. Demonstrate understanding of problems and issues using the principles, methodologies, value
 339 systems and ethics employed in social scientific inquiry.

- 340 2. Use inquiry processes, such as quantitative reasoning, qualitative reasoning, critical thinking, or
 341 creative thinking, to engage with contemporary and enduring questions or to engage in complex
 342 decision making and problem solving.
- 343 3. Demonstrate understanding of contemporary or historical events within political, social, cultural, or
 344 economic contexts with an emphasis on how these contexts are interwoven.
- 345 4. Demonstrate understanding of the diversity of cultures and communities in the United States or
 346 abroad.
- 347 5. Demonstrate understanding of the interconnectedness of individuals, communities, society, and/or
 348 the environment.

349 **Block E. Lifelong Understanding and Self-Development (3 units)**

350 Courses in Lifelong Learning and Self-Development block provide the opportunity to equip learners for
 351 lifelong understanding and development of themselves as integrated physiological, social, and psychological
 352 beings. The Introduction to Higher Education requirement is incorporated into Block E.

353 Students successfully completing a Lifelong Learning course will be able to:

- 354 1. Demonstrate proficiency in skills that sustain lifelong learning, particularly the abilities to think both
 355 critically and responsibly and to access, evaluate, and integrate information.
- 356 2. Understand the importance of the decisions they make throughout their lives; the impact and
 357 influence of various individual, social, cultural, and environmental factors on those decisions; and the
 358 impact of their decisions on their personal well-being and their physical, social and cultural
 359 environments.

360 In addition, students successfully completing the Introduction to Higher Education requirement will be able
 361 to:

- 362 1. Develop an awareness of and utilize the resources available at CSULA to support learning, academic
 363 planning, and a sense of belonging.
- 364 2. Contextualize what they are learning in class and its relevance in the context of the community
 365 through a Civic Learning and/or Community Engagement experience. Civic Learning and Community
 366 Engagement have, as an integral component, the use of reflective activities intended to integrate
 367 course content and skills and knowledge with civic participation and/or community involvement and
 368 to develop or strengthen students' commitment to social responsibility and civic engagement.

369 In practice, Civic Learning includes learning experiences outside the classroom – but not necessarily off
 370 campus – that places disciplinary knowledge in a civic context and that links course content with civic
 371 participation or community service experiences.

372 In comparison, Community Engagement refers to academic service learning activities in local, regional/state,
 373 national and global communities beyond the Cal State LA campus.

374 **BLOCK F. ETHNIC STUDIES (3 UNITS)**

THIS LOWER-DIVISION, 3 SEMESTER UNIT REQUIREMENT FULFILLS EDUCATION CODE SECTION 89032. THE REQUIREMENT TO TAKE A 3 SEMESTER UNIT COURSE IN AREA F SHALL NOT BE WAIVED OR SUBSTITUTED.

TO BE APPROVED FOR THIS REQUIREMENT, COURSES SHALL HAVE THE FOLLOWING COURSE PREFIXES: AFRICAN AMERICAN, ASIAN AMERICAN, CHICANA(O) AND LATINA(O) AMERICAN OR NATIVE AMERICAN STUDIES. SIMILAR COURSE PREFIXES (E.G., PAN-AFRICAN STUDIES, AMERICAN INDIAN STUDIES, CHICANA/O STUDIES, ETHNIC STUDIES) SHALL ALSO MEET THIS REQUIREMENT. COURSES WITHOUT ETHNIC STUDIES PREFIXES MAY MEET THIS REQUIREMENT IF CROSS-LISTED WITH A COURSE WITH AN ETHNIC STUDIES PREFIX. COURSES THAT ARE APPROVED TO MEET THIS REQUIREMENT SHALL MEET AT LEAST 3 OF THE 5 THE FOLLOWING CORE COMPETENCIES.

1. ANALYZE AND ARTICULATE CONCEPTS SUCH AS RACE AND RACISM, RACIALIZATION, ETHNICITY, EQUITY, ETHNO-CENTRISM, 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 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.

POLICY GOVERNING BLOCK F SHALL BE REVISITED DURING 2021-2022 AY.

IV. Upper Division Requirement (9 units)

413 Students will be required to complete one course in each of the three following breadth areas, (Humanities,
414 Social Sciences and Natural Sciences and Mathematics).

415 **Criteria for Upper-Division GE Courses:**

- 416 1. Courses are all 3000-level courses.
- 417 2. All upper-division GE courses must include as prerequisites the completion of Blocks A and B4, an
418 additional course from Block B, and at least one course each from Blocks C and D.
- 419 3. Students will be required to complete at least one upper division GE course that includes a Civic
420 Learning/Community Engagement Component (CL). The nine semester units of upper division GE
421 shall be taken within the CSU. If all three upper division GE courses have been satisfied at another
422 CSU campus, the Civic or Community Engagement component shall be waived.
- 423 4. An upper division GE course may not be prerequisite to another.
- 424 5. Courses must require substantial writing consistent with general education policy.

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

427 **Student Learning Outcomes**

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

- 429 1. Demonstrate basic skills of General Education, namely, oral and written communication, critical
430 thinking, and where appropriate, mathematical skills, beyond the lower division level.
- 431 2. Demonstrate attainment at the upper division level of the outcomes identified under the breadth
432 area requirements in Blocks B, C, and D.
- 433 3. Demonstrate their mastery of the outcomes listed under the Civic Learning/Community Engagement
434 requirement in GE for courses so designated.

435 **V. Diversity Requirement (6 units)**

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

443 **Student Learning Outcomes**

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

- 445 1. Demonstrate understanding of theoretical and practical factors of race, ethnicity, gender, gender
446 identity, socioeconomic class, disability, sexuality, religion or age.

- 447 2. Demonstrate understanding of the intersectionality of these factors, with particular attention paid to
 448 race, ethnicity, gender, and socioeconomic class.
- 449 3. Demonstrate understanding of the diversity of intercultural and intracultural relationships.
- 450 4. Demonstrate civic literacy and an awareness of social justice that would enable effective participation
 451 in a diverse society.

452 **VI. Civic Learning/Community Engagement Requirement (3 units)**

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

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

- 457 1. Demonstrate understanding of the connection between academic learning/disciplinary knowledge
 458 and civic participation.
- 459 2. Demonstrate understanding of their impact on their respective physical, social and cultural
 460 environments and how such environments impact them.
- 461 3. Demonstrate knowledge of ways to make change in local and global communities.
- 462 4. Demonstrate the ability to collaborate in order to develop and implement an approach to a civic
 463 issue.

464 **VII. Writing Intensive (WI) Courses**

465 In addition to composition courses taken for Blocks A2 and A3, students will complete at least two writing
 466 intensive courses with at least one in the major. Writing intensive courses will be designated as (WI) in the
 467 catalog.

468 Students successfully completing a writing intensive course will:

- 469 1. Be able to use both formal (such as essays, reports, and research writing) and informal (such as
 470 brainstorming, free-writing, and reading responses) writing strategies to develop their understanding
 471 of course content and to think critically about that content.
- 472 2. Be able to use drafting, revising, editing and other writing processes to demonstrate their mastery of
 473 course content through formal writing products appropriate to the discipline, such as thesis-driven
 474 essays, formal reports, or professionally formatted manuscripts.
- 475 3. Be able to demonstrate understanding of discipline specific features of writing including rhetorical
 476 strategies and genre and format conventions prominent in assigned reading and writing or found in
 477 professional publications in the discipline.
- 478 4. Have completed written assignments that total at least 5,000 words, of which at least 2,500 words
 479 are polished and revised based on responses from readers, such as instructors, peers via workshops,
 480 or writing center tutors.

VIII. Approved General Education Course Replacements

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

IX. Periodic Review

The entire program must be reviewed every five years by the appropriate curriculum committee for reapproval. Every 3 years proposals for the addition of new courses will be invited. In the interim years, special topics courses, if approved by the curricular processes for GE courses, may be used to satisfy the appropriate requirement. Courses and pathways, including approved General Education replacement courses, must meet the General Education guidelines. Courses and pathways, including approved General Education replacement courses, not reapproved within the review cycle will be deleted from the General Education program. All courses and pathways must continue to meet the General Education guidelines as they are currently taught.