



Date: April 19, 2024

To: Andre Avramchuk, Chair Academic Senate

From: Jane Gauthier, Chair Educational Policy Committee

Copies: R. Roquemoire; M. Hawley; M. Garcia; C. Pugh; K. Fisher; B. Meyrath; B. Baker-Cristales; S. Baker

Subject: **EPC Memo 23-14: Proposed Modifications to “Definition, Philosophy, Student Learning Outcomes and Criteria for General Education Breadth Requirements” policy – Chapter IV of the Faculty Handbook**

In October 2021, Assembly Bill 928, the Student Transfer Achievement Reform Act, was signed into law by the Governor. This legislation required the University of California (UC), California State University (CSU), and the California Community Colleges to establish a singular pathway that meets the requirements necessary for transfer admission to the UC and CSU. During their March 27, 2024 meeting, the CSU Board of Trustees voted to adopt a singular GE pattern in alignment with Cal-GETC General Education requirements for transfer students as the new GE pattern for all CSU students.

On April 8, 2024, the CSU forwarded a draft proposal for policy changes to solicit feedback. While this process is still in progress, the Educational Policy Committee (EPC) and the General Education Subcommittee (GES) have proceeded with proposing changes to Cal State LA GE policy based on current guidelines from the CSU. To begin, an ad hoc committee, made up of members of EPC and GES was formed to outline proposed changes that align with the anticipated new requirements. The committee attempted to propose changes that would minimize the impact on departments, faculty, and students. Subsequently, the CSU guidelines and the ad hoc committee’s outline were used to propose modifications to the GE policy itself. These proposed changes were approved by EPC in their meeting on April 10, 2024. However, EPC is continuing to actively gather input from the campus community, which will be introduced to the Senate alongside the proposed policy changes.

Among other things, the CSU mandated the following changes to GE requirements:

- Removal of Block E from GE requirements
- Reduction of Block C unit requirements from 9 to 6
- Requirement of a 1-unit lab in addition to Physical and Biological science lecture courses.

The proposed modifications to the **“Definition, Philosophy, Student Learning Outcomes and Criteria for General Education Requirements”** policy address these new requirements and reflect the new language used by the CSU—specifically, Blocks A-F are changed to Areas 1-6, and in some cases Area names are changed.

Line 6:	Deleted “Breadth” per new CSU language.
Line 14:	Deleted “Breadth” per new CSU language.
Lines 120:	Civic Learning unit requirement is changed from 6 to 3.
Lines 120-125:	Updated language since requirement is now the same for first-year and transfer students.
Lines 128-130:	Units are changed to be consistent with new requirements. Executive Order is updated.
Lines 136-141:	Reference to IHE GE requirement is deleted to be consistent with new CSU requirements.
Lines 148-149:	Blocks have been changed to new Area numbers.
Lines 151-154:	Deleted language as the U.S. History course will no longer meet Block C/Area 3 requirements.
Lines 154-161:	Updated language to reflect American Institutions Requirements and maintain U.S. Constitution Course as meeting Area 4 GE requirements.
Lines 163-170:	Deleted current language regarding science lab requirements and replaced with language consistent with new guidelines.
Line 173:	Updated to new Area numbers.
Line 183:	Added ‘RE’ to make consistent with current Diversity requirement
Line 190:	Updated to new Area numbers.
Line 222:	Deleted “breadth” per new CSU language.
Line 226:	Deleted “breadth” per new CSU language.
Line 229-232:	Updated to use Area numbers instead of names of requirements.

Changes to Table:

- Units and EO #
- Changing Block letters to Area numbers
- Changing some Area names (e.g., Area 1A is now English Composition)
- Removed IHE requirement
- Reorganized rows in order of GE Area number
- Removed American Institutions US History as it will no longer fill the Block C/Area3 Requirement.
- Arts and Humanities were separated into their own rows and moved up to be in order of Area number.
- Social & Behavioral Sciences row was moved up to be in order of Area number.
- Separated out Physical Science, Biological Science, and Laboratory into their own rows.

Line 242: Deleted “breadth” per new CSU language.

Lines 244-245: Updated to new Area numbers.
Lines 249-250: Updated to new Area numbers.
Lines 254-269: Student Learning Outcomes for Block A1—Now Area 1C—were moved down to Lines 339-357 to be in order of Area numbers. Text was updated in new location.
Lines 270-271: Updated to new Area numbers and name.
Lines 293-294: Updated to new Area numbers and name.
Lines 339-357: Moved here from lines 254-269.
Line 339: Updated to new Area numbers.
Lines 359-444: American Institutions requirements and SLOs moved down to lines 810-906 in section on University Graduation Requirements.
Lines 445-475: Area 2 Student Learning Outcomes were moved up from lines 548-574.
Line 445: Updated to new Area numbers and names.
Lines 477-500: Deleted because information is redundant or outdated.
Lines 501-538: Moved down to lines 645-687.
Lines 539-547: Deleted because these details are not consistent with new GE requirements.
Lines 548-574: Moved up to lines 445-475.
Line 575: Updated to new Area numbers.
Line 580: Updated to new Area numbers and name.
Line 591: Updated to new Area numbers.
Line 599: Updated to new Area numbers.
Line 613: Updated to new Area numbers and name.
Line 621-625: Updated language to be consistent with new requirements.
Line 626: Updated to new Area numbers.
Lines 645-687: Moved here from lines 501-538.
Line 645: Updated to new Area numbers and name.
Lines 651-652: Deleted to be consistent with new requirement regarding 1-unit lab.
Lines 653-655: New language added to reflect new Area numbers and names and new one-unit lab requirement.
Lines 655-656: Deleted because no longer consistent with new requirements.
Line 657: Updated to new Area numbers.
Lines 689-725: Deleted because Block E is no longer a GE Requirement.
Line 726: Updated to new Area numbers.
Line 728: Updated to new Area numbers.
Line 769: Deleted as information is no longer relevant.
Lines 770-772: Updated title
Lines 774-776: Deleted “breadth” per new CSU language, updated names of areas
Lines 781-782: Updated to new Area numbers and language consistent with new requirements.
Line 803: Deleted “breadth” per new CSU language.
Lines 803-804: Updated to new Area numbers.
Line 809: New heading added for University Graduation Requirements
Lines 810-906: Moved down from lines 359-444.

Line 810: Revised Subheading for organizational purposes and deleted "6 units" as this information is elsewhere.

Line 811: Deleted because it does not seem necessary.

Line 864: Deleted to make consistent with other subsections in this section.

Line 908: Deleted "V." as new Headings have been added to make organization more clear and consistent.

Line 908: Added "Learning Outcomes" to Heading and deleted "6 units" as this information is elsewhere.

Line 918: Deleted to make consistent with other subsections in this section.

Lines 932-933: Deleted "VI." as new Headings have been added to make organization more clear and consistent.

Lines 932-933: Added "Learning Outcomes" to Heading and deleted "3 units" as this information is elsewhere.

Line 951: Deleted "VII." as new Headings have been added to make organization more clear and consistent.

Line 951: Added "Requirements and Learning Outcomes" to be consistent with other sections.

Line 952: Deleted

Line 974: Deleted "II" to reflect new heading number.

Line 980: Deleted IX and added VII to reflect new heading numbers.

Lines 983-986: Deleted language that set up three year time frame for new GE course proposals. GE proposals will follow the same curricular process as all other courses.

CHAPTER IV

CURRICULAR POLICIES

DEFINITION, PHILOSOPHY, STUDENT LEARNING OUTCOMES AND CRITERIA FOR GENERAL EDUCATION BREADTH 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; 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; Editorial Amendment: 8/01,
1/21/15, 2/22/18 [EA])

**Governing Documents: Title V of the Higher Education Code and CSU General
Education Breadth 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.
- Use inquiry processes, including quantitative and qualitative reasoning and critical and creative thinking, to engage with contemporary and enduring questions.

86 • Find, use, evaluate and process information in order to engage in
87 complex decision-making and problem solving.

88

89 • Read, speak and write effectively.

90

91 • Demonstrate an ability to work collaboratively.

92 **Engagement: Local and Global Communities**

93 Students who successfully complete GE will be able to:

94 • Demonstrate the capacity to engage meaningfully with diverse
95 communities.

96

97 • Demonstrate understanding of how individuals affect society and the
98 environment.

99

100 • Demonstrate the capacity to make well informed, ethical, and socially
101 responsible decisions.

102

103 • Demonstrate understanding of the interconnectedness of local and
104 global communities.

105

106 • Demonstrate literacy in the perspectives and needs of individuals and
107 groups.

108 **Transformation: Integrative Learning**

109 Students who successfully complete GE will be able to:

- 110 • Integrate academic learning with life through project-based
111 experiences.
- 112
- 113 • Integrate their knowledge, skills and experience to address complex,
114 enduring, and emerging issues.

115 **II. General Education Program Framework**

116 **Governing Principles**

- 117 1. The Cal State LA GE program shall have a distinctive theme that
118 features engagement with the surrounding multicultural communities
119 and the greater Los Angeles area. Civic Learning and/or Community
120 Engagement shall be a ~~36~~-unit requirement for all FIRST-YEAR
121 STUDENTS entering freshmen AND TRANSFER STUDENTS at Cal State
122 LA, 3 units at the lower division level in the Introduction to Higher
123 Education course and 3 units in an upper division GE course. Transfer
124 students are required to complete 3 units of Civic Learning in an upper
125 division GE course.
126
- 127 2. In order to keep the total number of units as near as possible to the
128 minimum 48 ~~43~~ units required by E.O. ~~1100~~**1101** Revised and Title V,
129 the proposed GE program shall require no more than ~~48~~**43** units, with
130 ~~39~~**34** at the lower division level and 9 at the upper division level.
131 Subsequent to a change of major, students shall not be required to
132 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 3-unit Introduction to Higher Education course that informs them about Cal State LA, that explores a selected topic of intellectual inquiry from a variety of disciplinary perspectives, that includes Civic Engagement, and that meets the outcomes for Block E, including life-long learning regarding human differences and cross cultural competency.
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 (**A31B**) and the outcomes for a second composition course. Block A2**AREA 1A** is prerequisite to this course.
6. American Institutions shall be incorporated into GE, such that the U.S. History course meets outcomes for Area C, Humanities, and the U.S. Constitution course meets the outcomes for Area D, Social Science, in the CSU General Education Breadth Requirements. **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 &**

**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 ONE-UNIT LABORATORY (AREA 5C).** two laboratory activities associated with a course taken to satisfy either Block B1, B2 or B3. Transfer students who have satisfied the area requirements for Block B with at least one lab will not be required to take an additional lab in Block B to satisfy GE requirements at Cal State LA.
8. Students shall complete three GE courses at the upper division level, one each in Blocks**AREAS B2/5, C3**, and **D4**, 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 **AND RE** 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 A21A and A31B, 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 breadth requirements will provide ample
opportunity for students to be active learners during their educational
experience.

15. The General Education breadth 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 written communication, oral
communication, critical thinking, and mathematics**AREAS 1A, 1B, 1C,**
2, and at least one course each from Blocks B, C, and D**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 (4843 units)	Required Courses	Units	GELOs	EO 1100 1101 Revised Blocks AREAS
Lower Division (3934 units)	<u>IHE-civic and community-based learning at Cal State LA</u> <u>DELETE From GE table</u>	<u>3</u>	<u>E</u>	<u>E</u>
	<u>Oral Communication</u> ENGLISH COMPOSITION	3	P	<u>A1A</u> *
	<u>Written Communication</u> CRITICAL THINKING	3	P	<u>A21B</u> *
	<u>Critical Thinking and Composition</u> ORAL COMMUNICATION	3	P	<u>A31C</u> *
	MATHEMATICAL CONCEPTS & Quantitative Reasoning & <u>Mathematical Concepts</u>	3	K, P	<u>B42</u> *
	ARTS	3	K,P,E	3A
	HUMANITIES	3	K,P,E	3B

SOCIAL & BEHAVIORAL SCIENCES	3	K,P,E	<u>D</u>4
<u>American Institutions - US History</u>	<u>3</u>	<u>K, p</u>	<u>C</u>
American Institutions - US Constitution and State/Local Govt.	3	K, P	<u>D</u> 4
<u>Natural Science – including two courses, from at least two categories: Physical Science (B1); Biological Science (B2); or interdisciplinary Physical-Biological Science (B3)</u> PHYSICAL SCIENCE	<u>6</u> ³	K, P	<u>B</u> 5A
BIOLOGICAL SCIENCE	3	K, P	5B
LABORATORY	1	K, P	5C
<u>Arts & Humanities (1 arts and 1 humanities)</u>	<u>6</u>	<u>K, P, E</u>	<u>C</u>

	<u>Social Science</u>	<u>3</u>	<u>K, P, E</u>	<u>D</u>
	Ethnic Studies	3	TBD	<u>F6</u>
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 <u>Natural Science and Quantitative Reasoning</u>	3	K, P, E, T	<u>B2/5</u>
	Arts & Humanities	3	K, P, E, T	<u>C3</u>
	Social & BEHAVIORAL Sciences	3	K, P, E, T	<u>D4</u>

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

237 *GELO Abbreviations:*

238 K = Knowledge: content and processes of inquiry; P = Proficiency: Intellectual Skills;

239 E = Engagement: Local and Global Communities; T = Transformation: Integrative

240 and Lifelong Learning

III. STUDENT LEARNING OUTCOMES FOR GENERAL EDUCATION BREADTH REQUIREMENTS

Block AAREA 1: Communication and Critical Thinking (9 units)

Block AAREA 1 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 A2AREA 1A must be completed prior to enrolling in Block A3AREA 1B. 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)

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

1. Describe the theoretical foundations of oral communication.
2. Recognize the importance and purpose of oral communication in social life.
3. Analyze the audience and situation and adapt to the specific context in which a speech is to be delivered.

- 261 4. Conduct research and evaluate the quality of source materials and
262 their appropriateness for use in a specific occasion, purpose, and
263 context.
- 264 5. Prepare outlines that include appropriate organization, well-supported
265 claims, reasoned arguments, and sensitivity to the rhetorical situation.
- 266 6. Perform a variety of well-prepared speeches using effective delivery
267 techniques.
- 268 7. Listen to and evaluate the public communication of others and provide
269 constructive criticism.

270 **Student Learning Outcomes for Written CommunicationENGLISH**
271 **COMPOSITION (AREA 1A)**

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

- 273 1. Apply fundamental rhetorical strategies used to produce university-
274 level writing, especially
- 275 1. modify content and form according to the rhetorical situation,
276 purpose, and audience.
- 277 2. appropriately use authorities, examples, facts, and other forms
278 of persuasive evidence to support an argument or position.
- 279 3. vary stylistic options to achieve different effects.

- 280 2. Think critically to analyze a rhetorical situation or text and make
281 thoughtful decisions based on that analysis, through writing, reading,
282 and research.
- 283 3. Develop an effective writing process that includes flexible strategies
284 for generating, revising, editing, and proof-reading.
- 285 4. Incorporate textual evidence through quotation, summary, and
286 paraphrase into their essays and appropriately cite their sources.
- 287 5. Develop knowledge of genre conventions ranging from structure and
288 paragraphing to tone and style.
- 289 6. Control such surface features as syntax, grammar, punctuation, and
290 spelling.
- 291 7. Use electronic environments for drafting, reviewing, revising, editing,
292 and sharing texts

293 **Student Learning Outcomes for Critical Thinking and Composition (Block**
294 **A3AREA 1B)**
295

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

- 298 1. Demonstrate the ability to distinguish between knowledge and belief,
299 facts and values, and identify faulty reasoning through an
300 understanding of the formal and informal fallacies of language and
301 thought, through writing, reading, and research.
302

- 303 2. Analyze and evaluate a range of evidence used to support various
304 types of claims.
305
- 306 3. Recognize, respond to and use common techniques of persuasion.
307
- 308 4. Understand the fundamentals of logic and critical thinking and the
309 relationship of logic to language.
310
- 311 5. Use inductive and deductive reasoning to reach well- supported
312 conclusions.
313
- 314 6. Identify the assumptions, biases, and prejudices upon which particular
315 conclusions rely and understand how they may erode sound
316 arguments.
317
- 318 7. Refine fundamental rhetorical strategies used to produce university-
319 level writing, especially
320
- 321 1. modify content and form according to the rhetorical situation,
322 purpose, and audience.
323
- 324 2. incorporate textual evidence through quotation, summary, and
325 paraphrase into their essays and appropriately cite their
326 sources.
327

3. evaluate the relevance, validity, and authority of information,
and ethically use and cite that information in their own writing.

8. Develop cogent arguments for views on theoretical and practical
matters.

9. Exhibit knowledge of genre conventions ranging from structure and
paragraphing to voice, tone and style.

10. Control such surface features as syntax, grammar, punctuation, and
spelling.

**STUDENT LEARNING OUTCOMES FOR ORAL COMMUNICATION (BLOCK A1AREA
1C)**

STUDENTS SUCCESSFULLY COMPLETING AN ORAL COMMUNICATION COURSE WILL
BE ABLE TO:

1. DESCRIBE THE THEORETICAL FOUNDATIONS OF ORAL COMMUNICATION.

2. RECOGNIZE THE IMPORTANCE AND PURPOSE OF ORAL
COMMUNICATION IN SOCIAL LIFE.

3. ANALYZE THE AUDIENCE AND SITUATION AND ADAPT TO THE SPECIFIC
CONTEXT IN WHICH A SPEECH IS TO BE DELIVERED.

4. CONDUCT RESEARCH AND EVALUATE THE QUALITY OF SOURCE MATERIALS AND THEIR APPROPRIATENESS FOR USE IN A SPECIFIC OCCASION, PURPOSE, AND CONTEXT.
5. PREPARE OUTLINES THAT INCLUDE APPROPRIATE ORGANIZATION, WELL-SUPPORTED CLAIMS, REASONED ARGUMENTS, AND SENSITIVITY TO THE RHETORICAL SITUATION.
6. PERFORM A VARIETY OF WELL-PREPARED SPEECHES USING EFFECTIVE DELIVERY TECHNIQUES.
7. LISTEN TO AND EVALUATE THE PUBLIC COMMUNICATION OF OTHERS AND PROVIDE CONSTRUCTIVE CRITICISM.

American Institutions (6 units)

Statutory Requirements:

Students are required by California Statutory Law (Title V, Section 40404) 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:

-

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 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:

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.

American Institutions Outcomes

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.

-

- 419 3. Demonstrate understanding of ethical principles and values that have
420 shaped United States institutions and ideals throughout the history of
421 the United States and its government.

422 -

- 423 4. Demonstrate understanding of United States institutions and ideals
424 within the context of a changing and diverse society, including the
425 impact of government on the introduction and evolution of various
426 cultures and institutions in the United States and the effect of new
427 cultures and institutions on the structures and policies of federal and
428 state government.

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

- 431 1. Demonstrate understanding of the historical diversity of cultures and
432 communities in the United States.

433 -

- 434 2. Demonstrate understanding of cultural expression in the historical
435 context of the United States.

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

- 438 1. Demonstrate understanding of Americans' and Californians' political
439 behavior within the frameworks established by the United States and
440 California Constitutions.

441 -

2. Understand the effects of historical, technological and economic changes on government and the effects of governmental policy on technological and economic change.

BLOCK B4AREA 2: MATHEMATICSAL CONCEPTS & /QUANTITATIVE REASONING

THE GOAL OF LOWER DIVISION GENERAL EDUCATION IN QUANTITATIVE REASONING IS TO GAIN BASIC KNOWLEDGE AND DEVELOP KEY SKILLS IN MATHEMATICS AND QUANTITATIVE REASONING. THE KNOWLEDGE AND SKILLS DEVELOPED IN THESE COURSES ARE ESSENTIAL IN A WORLD WHERE MANY ARGUMENTS, CLAIMS, AND DECISIONS SHOULD RELY ON SCIENTIFIC STUDIES AND STATISTICAL EVIDENCE. COURSES USED TO MEET THE REQUIREMENT FOR THIS BLOCK MUST BE COMPLETED WITH A GRADE OF C- OR BETTER AND WITHIN THE FIRST 30 SEMESTER UNITS COUNTED TOWARD THE BACCALAUREATE DEGREE.

STUDENTS SUCCESSFULLY COMPLETING A MATHEMATICS/QUANTITATIVE REASONING CLASS WILL BE ABLE TO:

1. USE MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING TO SOLVE PROBLEMS, BOTH IN A PURE MATHEMATICAL CONTEXT AND IN REAL- WORLD CONTEXTS.
2. INTERPRET INFORMATION PRESENTED IN A MATHEMATICAL FORM (E.G., EQUATIONS, GRAPHS, DIAGRAMS, TABLES, WORDS) AND CONVERT RELEVANT INFORMATION INTO A MATHEMATICAL FORM.
3. DRAW APPROPRIATE CONCLUSIONS BASED ON THE QUANTITATIVE ANALYSIS OF DATA, RECOGNIZING ANY UNDERLYING ASSUMPTIONS

OR LIMITS OF THIS ANALYSIS.

4. USE DEDUCTIVE REASONING IN A PURE MATHEMATICAL CONTEXT TO
DRAW CONCLUSIONS AND PROVIDE AN IRREFUTABLE LOGICAL
JUSTIFICATION FOR THEM.

5. FORMULATE AND COMMUNICATE A POSITION ON A REAL-WORLD
QUESTION AND USE APPROPRIATE QUANTITATIVE INFORMATION IN
SUPPORT OF THAT POSITION, AND EVALUATE THE SOUNDNESS OF
SUCH AN ARGUMENT.

Area Requirements (21 units)

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

Block B Natural Sciences and Mathematics (9 units)

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

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

The third required course covers Mathematics or Quantitative Reasoning. Courses

490 in Mathematics/Quantitative Reasoning must be completed with a grade of C- or
491 better to satisfy this requirement.

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

493
494 One course each from the following areas: Block C1 Arts (Arts, Cinema, Dance,
495 Music, and Theatre) and Block C2 Humanities (Literature, Philosophy, Languages
496 other than English).

497 **Block D Social Sciences (3 units)**

498 One course each any discipline that addresses social science issues.

499 **Block B. Natural Sciences and Mathematics/Quantitative Reasoning**

500 **Outcomes**

501 **Blocks B1, B2, B3: Natural Sciences****AREA 5: PHYSICAL & BIOLOGICAL SCIENCES**

502 The goal of lower division General Education in the Natural Sciences is to gain basic
503 knowledge and learn key principles in the life and physical sciences as essential for
504 an informed citizenry. In addition, students should recognize the experimental and
505 empirical methodologies characteristic of science and understand the modern
506 methods and tools used in scientific inquiry. Every B1, B2, and B3 course offered
507 will have a laboratory component associated with it. STUDENTS COMPLETE ONE
508 COURSE EACH FROM AREA 5A (PHYSICAL SCIENCE) AND AREA 5B (BIOLOGICAL
509 SCIENCE). ONE OF THESE COURSE MUST BE ASSOCIATED WITH A ONE-UNIT
510 LABORATORY (AREA 5C). Students are required to take two courses in two different
511 blocks B1, B2, Or B3.

512 Students successfully completing B15A Physical Science or B25B Biological Science
513 AND THE 5C LABORATORY will be able to:

514 1. Demonstrate an understanding of the principles of scientific inquiry
515 (i.e., the “scientific method”), the nature of science, the potential limits
516 of scientific endeavors, and the value systems and ethics associated
517 with scientific inquiry.

518 -

519 2. Demonstrate knowledge of basic scientific principles as they apply to
520 broader concepts (e.g., global climate change, the spread of infectious
521 diseases, etc.), including historical developments of the disciplines and
522 major contributions from various cultures of the world.

523 -

524 3. Evaluate the credibility of sources of scientific information.

525 -

526 4. Draw appropriate conclusions based on the analysis of qualitative and
527 quantitative empirical data.

528 -

529 5. Demonstrate an understanding of the value of science in developing a
530 rigorous understanding of the natural world and of the impact of
531 science on societal, environmental, political, economic, and/or
532 technological contexts.

533 -

534 6. Students successfully completing a science laboratory will be able to
535 demonstrate hands-on skills applying specialized methods and tools of
536 scientific inquiry (such as collecting, analyzing, and interpreting the

537 data, presenting the findings, and using the information to answer
538 questions).

539 Students successfully completing B3 Interdisciplinary Physical-Biological Science,
540 will be able to, in addition to the outcomes described for B1 and B2:

541 1. Explain that the natural sciences are integrated.

542 -

543 2. Describe elements of the natural sciences that are common to both
544 the physical and the biological sciences.

545 -

546 3. Demonstrate through examples that many of today's problems
547 require an interdisciplinary approach for resolution.

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

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

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

- 558 6. Use mathematical concepts and quantitative reasoning to solve
559 problems, both in a pure mathematical context and in real- world
560 contexts.
561 -
- 562 7. Interpret information presented in a mathematical form (e.g.,
563 equations, graphs, diagrams, tables, words) and convert relevant
564 information into a mathematical form.
565 -
- 566 8. Draw appropriate conclusions based on the quantitative analysis of
567 data, recognizing any underlying assumptions or limits of this analysis.
568 -
- 569 9. Use deductive reasoning in a pure mathematical context to draw
570 conclusions and provide an irrefutable logical justification for them.
571 -
- 572 10. Formulate and communicate a position on a real-world question and
573 use appropriate quantitative information in support of that position,
574 and evaluate the soundness of such an argument.

575 **Block CAREA 3: Arts & Humanities**

576
577 Courses in this block should result in developing students' understanding of the
578 interrelationship between the creative arts, the humanities and self. Studies in
579 these areas should include exposure to a diverse range of world cultures.

580 Students successfully completing a Block CAREA 3 Arts and Humanities class will
581 be able to:

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

In addition, students successfully completing courses in Block C1AREA 3A (Arts: Cinema, Dance, Music, Theatre) will be able to do one or more of the following:

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

In addition, students successfully completing courses in Block C2AREA 3B (Humanities: Literature, Philosophy, languages other than English) will be able to do one or more of the following:

1. Demonstrate an understanding of the personal and social values of cultures and how ideas influence the character of human beliefs and the norms that guide human behavior, as explored in the study of

cultures, philosophies, and literary texts.

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

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

Block DAREA 4: Social & BEHAVIORAL Sciences

The courses in the social sciences block must reflect the fact that human, social, political, and economic institutions and behavior are inextricably interwoven. Students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Courses in this block should explicitly address the interconnectedness of peoples, communities, societies, and/or cultures. **Students taking block D must not take more than one course in the same area.** **COURSES SHALL BE COMPLETED IN AT LEAST TWO DIFFERENT DISCIPLINES AMONG THE 9 REQUIRED UNITS FOR THIS AREA (6 LOWER DIVISION, INCLUDING THE AMERICAN INSTITUTIONS COURSE, AND 3 AT THE UPPER DIVISION).**

Students successfully completing Block DAREA 4 courses will be able to:

1. Demonstrate understanding of problems and issues using the principles, methodologies, value systems and ethics employed in social

scientific inquiry.

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

Blocks B1, B2, B3: Natural Sciences AREA 5: PHYSICAL & BIOLOGICAL SCIENCES

THE GOAL OF LOWER DIVISION GENERAL EDUCATION IN THE NATURAL SCIENCES IS TO GAIN BASIC KNOWLEDGE AND LEARN KEY PRINCIPLES IN THE LIFE AND PHYSICAL SCIENCES AS ESSENTIAL FOR AN INFORMED CITIZENRY. IN ADDITION, STUDENTS SHOULD RECOGNIZE THE EXPERIMENTAL AND EMPIRICAL METHODOLOGIES CHARACTERISTIC OF SCIENCE AND UNDERSTAND THE MODERN METHODS AND TOOLS USED IN SCIENTIFIC INQUIRY. EVERY B1, B2, AND B3 COURSE OFFERED WILL HAVE A LABORATORY COMPONENT ASSOCIATED WITH IT.

STUDENTS COMPLETE ONE COURSE EACH FROM AREA 5A (PHYSICAL SCIENCE)

AND AREA 5B (BIOLOGICAL SCIENCE). ONE OF THESE COURSE MUST BE ASSOCIATED WITH A ONE-UNIT LABORATORY (AREA 5C). STUDENTS ARE REQUIRED TO TAKE TWO COURSES IN TWO DIFFERENT BLOCKS B1, B2, OR B3.

STUDENTS SUCCESSFULLY COMPLETING **B15A** PHYSICAL SCIENCE OR **B25B** BIOLOGICAL SCIENCE AND THE 5C LABORATORY WILL BE ABLE TO:

1. DEMONSTRATE AN UNDERSTANDING OF THE PRINCIPLES OF SCIENTIFIC INQUIRY (I.E., THE “SCIENTIFIC METHOD”), THE NATURE OF SCIENCE, THE POTENTIAL LIMITS OF SCIENTIFIC ENDEAVORS, AND THE VALUE SYSTEMS AND ETHICS ASSOCIATED WITH SCIENTIFIC INQUIRY.
2. DEMONSTRATE KNOWLEDGE OF BASIC SCIENTIFIC PRINCIPLES AS THEY APPLY TO BROADER CONCEPTS (E.G., GLOBAL CLIMATE CHANGE, THE SPREAD OF INFECTIOUS DISEASES, ETC.), INCLUDING HISTORICAL DEVELOPMENTS OF THE DISCIPLINES AND MAJOR CONTRIBUTIONS FROM VARIOUS CULTURES OF THE WORLD.
3. EVALUATE THE CREDIBILITY OF SOURCES OF SCIENTIFIC INFORMATION.
4. DRAW APPROPRIATE CONCLUSIONS BASED ON THE ANALYSIS OF QUALITATIVE AND QUANTITATIVE EMPIRICAL DATA.
5. DEMONSTRATE AN UNDERSTANDING OF THE VALUE OF SCIENCE IN DEVELOPING A RIGOROUS UNDERSTANDING OF THE NATURAL WORLD AND OF THE IMPACT OF SCIENCE ON SOCIETAL,

ENVIRONMENTAL, POLITICAL, ECONOMIC, AND/OR TECHNOLOGICAL
CONTEXTS.

6. STUDENTS SUCCESSFULLY COMPLETING A SCIENCE LABORATORY
WILL BE ABLE TO DEMONSTRATE HANDS-ON SKILLS APPLYING
SPECIALIZED METHODS AND TOOLS OF SCIENTIFIC INQUIRY (SUCH AS
COLLECTING, ANALYZING, AND INTERPRETING THE DATA, PRESENTING
THE FINDINGS, AND USING THE INFORMATION TO ANSWER
QUESTIONS).

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

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

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

1. Demonstrate proficiency in skills that sustain lifelong learning,
particularly the abilities to think both critically and responsibly and to
access, evaluate, and integrate information.
2. Understand the importance of the decisions they make throughout
their lives; the impact and influence of various individual, social,
cultural, and environmental factors on those decisions; and the impact

703 of their decisions on their personal well-being and their physical, social
704 and cultural environments.

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

- 707 1. Develop an awareness of and utilize the resources available at Cal
708 State LA to support learning, academic planning, and a sense of
709 belonging.
710 -
- 711 2. Contextualize what they are learning in class and its relevance in the
712 context of the community through a Civic Learning and/or Community
713 Engagement experience. Civic Learning and Community Engagement
714 have, as an integral component, the use of reflective activities
715 intended to integrate course content and skills and knowledge with
716 civic participation and/or community involvement and to develop or
717 strengthen students' commitment to social responsibility and civic
718 engagement.

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

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

Block F.AREA 6: 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 block F.AREA 6 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 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 GENERAL EDUCATION Requirements AND LEARNING OUTCOMES (9 units)

773 Students will be required to complete one course in each of the three following
774 breadth areas, (Humanities, Social & BEHAVIORAL Sciences, and PHYSICAL &
775 BIOLOGICAL Natural Sciences / MathematicsAL CONCEPTS & QUANTITATIVE
776 REASONING).

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

- 778 1. Courses are all 3000-level courses.
779
- 780 2. All upper-division GE courses must include as prerequisites the completion
781 of Blocks AAREAS 1 and B42, AND an additional course from Block B, and at
782 least one course each from Blocks C and DAREAS 3, 4, AND 5.
783
- 784 3. Students will be required to complete at least one upper division GE course
785 that includes a Civic Learning/Community Engagement Component (CL). The
786 nine semester units of upper division GE shall be taken within the CSU. If all
787 three upper division GE courses have been satisfied at another CSU campus,
788 the Civic or Community Engagement component shall be waived.
789
- 790 4. An upper division GE course may not be prerequisite to another.
791
- 792 5. Courses must require substantial writing consistent with general education
793 policy.

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

796 **UPPER DIVISION GE 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 breadth area requirements in Blocks B, C, and DAREAS 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 (6 UNITS)

STATUTORY REQUIREMENTS:

STUDENTS ARE REQUIRED BY CALIFORNIA STATUTORY LAW (TITLE V, SECTION 40404) 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:

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 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:

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.

AMERICAN INSTITUTIONS OUTCOMES

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

869 UNDERSTANDING OF THE REQUIREMENTS OF DEMOCRATIC
870 CITIZENSHIP.
871

872 2. USE INQUIRY PROCESSES, INCLUDING QUALITATIVE REASONING AND
873 CRITICAL THINKING TO ENGAGE WITH CONTEMPORARY AND
874 ENDURING QUESTIONS REGARDING UNITED STATES INSTITUTIONS
875 AND GOVERNMENT.
876

877 3. DEMONSTRATE UNDERSTANDING OF ETHICAL PRINCIPLES AND
878 VALUES THAT HAVE SHAPED UNITED STATES INSTITUTIONS AND
879 IDEALS THROUGHOUT THE HISTORY OF THE UNITED STATES AND ITS
880 GOVERNMENT.
881

882 4. DEMONSTRATE UNDERSTANDING OF UNITED STATES INSTITUTIONS
883 AND IDEALS WITHIN THE CONTEXT OF A CHANGING AND DIVERSE
884 SOCIETY, INCLUDING THE IMPACT OF GOVERNMENT ON THE
885 INTRODUCTION AND EVOLUTION OF VARIOUS CULTURES AND
886 INSTITUTIONS IN THE UNITED STATES AND THE EFFECT OF NEW
887 CULTURES AND INSTITUTIONS ON THE STRUCTURES AND POLICIES OF
888 FEDERAL AND STATE GOVERNMENT.

889 IN ADDITION, STUDENTS SUCCESSFULLY COMPLETING THE REQUIREMENT IN U.S.
890 HISTORY WILL BE ABLE TO:

891 1. DEMONSTRATE UNDERSTANDING OF THE HISTORICAL DIVERSITY OF
892 CULTURES AND COMMUNITIES IN THE UNITED STATES.
893

894 2. DEMONSTRATE UNDERSTANDING OF CULTURAL EXPRESSION IN THE
895 HISTORICAL CONTEXT OF THE UNITED STATES.

896 IN ADDITION, STUDENTS SUCCESSFULLY COMPLETING THE REQUIREMENT IN U.S.
897 CONSTITUTION/CALIFORNIA STATE & LOCAL GOVERNMENT WILL BE ABLE TO:

898 1. DEMONSTRATE UNDERSTANDING OF AMERICANS' AND
899 CALIFORNIANS' POLITICAL BEHAVIOR WITHIN THE FRAMEWORKS
900 ESTABLISHED BY THE UNITED STATES AND CALIFORNIA
901 CONSTITUTIONS.

902
903 2. UNDERSTAND THE EFFECTS OF HISTORICAL, TECHNOLOGICAL AND
904 ECONOMIC CHANGES ON GOVERNMENT AND THE EFFECTS OF
905 GOVERNMENTAL POLICY ON TECHNOLOGICAL AND ECONOMIC
906 CHANGE.

907

908 **V. Diversity Requirement AND LEARNING OUTCOMES (6 units)**

909 Students will be required to complete two courses (six units) certified as diversity
910 courses. At least one of these courses must focus on issues of race and ethnicity
911 and their intersectionality with other social categories that structure inequality in
912 society. These courses can be completed either at the lower division or upper
913 division level from among courses satisfying GE requirements. It is the intent of the
914 diversity requirement to promote understanding of diversity and encourage
915 tolerance and acceptance of others. General diversity courses will be designated

916 with (D) in the catalog. Those courses focusing on race and ethnicity will be
917 designated with (RE) in the catalog.

918 **Student Learning Outcomes**

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

- 920 1. Demonstrate understanding of theoretical and practical factors of race,
921 ethnicity, gender, gender identity, socioeconomic class, disability, sexuality,
922 religion or age.
923
- 924 2. Demonstrate understanding of the intersectionality of these factors, with
925 particular attention paid to race, ethnicity, gender, and socioeconomic class.
926
- 927 3. Demonstrate understanding of the diversity of intercultural and intracultural
928 relationships.
929
- 930 4. Demonstrate civic literacy and an awareness of social justice that would
931 enable effective participation in a diverse society.

932 **VI. Civic Learning/Community Engagement Requirement AND LEARNING** 933 **OUTCOMES (3 units)**

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

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

- 940 1. Demonstrate understanding of the connection between academic
941 learning/disciplinary knowledge and civic participation.
942
- 943 2. Demonstrate understanding of their impact on their respective physical,
944 social and cultural environments and how such environments impact them.
945
- 946 3. Demonstrate knowledge of ways to make change in local and global
947 communities.
948
- 949 4. Demonstrate the ability to collaborate in order to develop and implement an
950 approach to a civic issue.

951 **VII. Writing Intensive (WI) Course REQUIREMENTS AND LEARNING OUTCOMES**

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

955 Students successfully completing a writing intensive course will:

- 956 1. Be able to use both formal (such as essays, reports, and research writing)
957 and informal (such as brainstorming, free-writing, and reading responses)
958 writing strategies to develop their understanding of course content and to
959 think critically about that content.

960

2. Be able to use drafting, revising, editing and other writing processes to demonstrate their mastery of course content through formal writing products appropriate to the discipline, such as thesis-driven essays, formal reports, or professionally formatted manuscripts.
3. Be able to demonstrate understanding of discipline specific features of writing including rhetorical strategies and genre and format conventions prominent in assigned reading and writing or found in professional publications in the discipline.
4. Have completed written assignments that total at least 5,000 words, of which at least 2,500 words are polished and revised based on responses from readers, such as instructors, peers via workshops, 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.

IXVII. 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

985 by the curricular processes for GE courses, may be used to satisfy the appropriate
986 requirement.Courses and pathways, including approved General Education
987 replacement courses, must meet the General Education guidelines. Courses and
988 pathways, including approved General Education replacement courses, not
989 reapproved within the review cycle will be deleted from the General Education
990 program. All courses and pathways must continue to meet the General Education
991 guidelines as they are currently taught.