



Date: April 19, 2024

To: Andre Avramchuk, Chair Academic Senate

From: Jane Gauthier, Chair Educational Policy Committee

Copies: R. Roquemore; 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.

1 **CHAPTER IV**

2 **CURRICULAR POLICIES**

3

4 **DEFINITION, PHILOSOPHY, STUDENT**
5 **LEARNING OUTCOMES AND CRITERIA FOR**
6 **GENERAL EDUCATION BREADTH**
7 **REQUIREMENTS**

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

13 **Governing Documents: Title V of the Higher Education Code and CSU General**
14 **Education Breadth Requirements**

15 **I. DEFINITION AND PHILOSOPHY OF**
16 **GENERAL EDUCATION**

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

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

28 **Mission Statement**

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

- 33 • To prepare students with the intellectual skills and habits necessary
34 for success;
- 35
- 36 • To provide students with a breadth of knowledge through focused
37 study in a range of disciplines and disciplinary-specific ways of
38 knowing;

39

- 40 • To encourage students to bridge disciplines and disciplinary-specific
41 ways of knowing;
- 42
- 43 • To develop students who are informed citizens and reflective and
44 ethical thinkers actively committed to improving their local and global
45 communities; and
- 46
- 47 • To encourage students to become self-motivated and self-directed
48 lifelong learners and leaders in their communities.

49 **General Education Learning Outcomes**

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

55 **Knowledge: Mastery of Content and Processes of Inquiry**

56 Students who successfully complete GE will be able to:

- 57 • Demonstrate understanding of the physical and natural world.
- 58
- 59 • Demonstrate understanding of contemporary events within political
60 and historical contexts.
- 61

- 62
- Demonstrate understanding of the diversity of cultures and communities in the United States and abroad.
- 63
- 64
- 65
- Demonstrate understanding of constructions, institutions, and structures of power and privilege in societies as well as strategies used to challenge existing inequalities.
- 66
- 67
- 68
- 69
- Demonstrate understanding of a range of disciplinary ways of knowing.
- 70
- 71
- 72
- Demonstrate understanding of creative expression in the context of the relevant art form and intellectual history.
- 73
- 74
- 75
- Demonstrate understanding of race, ethnicity, gender, and socioeconomic class.
- 76

77 **Proficiency: Intellectual Skills**

78 Students who successfully complete GE will be able to:

- 79
- Demonstrate civic literacy that would enable them to participate effectively in a democratic society.
- 80
- 81
- 82
- Use inquiry processes, including quantitative and qualitative reasoning and critical and creative thinking, to engage with contemporary and enduring questions.
- 83
- 84
- 85

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

133 requirements already satisfied by coursework taken in the original
134 major.

135

136 3. In their first semester, entering freshmen students shall complete a 3-
137 unit Introduction to Higher Education course that informs them about
138 Cal State LA, that explores a selected topic of intellectual inquiry from
139 a variety of disciplinary perspectives, that includes Civic Engagement,
140 and that meets the outcomes for Block E, including life-long learning
141 regarding human differences and cross cultural competency.

142

143 4. All classes in the GE program shall require students to find, evaluate,
144 use, and process information to facilitate learning and critical inquiry
145 and to engage in complex decision making and problem solving.

146

147 5. All students shall complete one course that meets the outcomes for
148 Critical Thinking (**A31B**) and the outcomes for a second composition
149 course. Block A2**AREA 1A** is prerequisite to this course.

150

151 6. American Institutions shall be incorporated into GE, such that the U.S.
152 History course meets outcomes for Area C, Humanities, and the U.S.
153 Constitution course meets the outcomes for Area D, Social Science, in
154 the CSU General Education Breadth Requirements. **TWO AMERICAN**
155 **INSTITUTIONS REQUIREMENTS (6 UNITS) ARE MANDATED UNDER**
156 **EO 1061. A U.S. HISTORY COURSE (3 UNITS) IS A CAMPUS**
157 **GRADUATION REQUIREMENT, AND A U.S. CONSTITUTION COURSE**
158 **(3 UNITS) MEETS BOTH THE AMERICAN INSITUTIONS**
159 **REQUIREMENTS AND THE OUTCOMES FOR AREA 4, SOCIAL &**

160 **BEHAVIORAL SCIENCES, IN THE CSU GENERAL EDUCATION**
161 **REQUIREMENTS.**

- 162
- 163 7. All students shall complete **ONE COURSE EACH FROM AREA 5A**
164 **(PHYSICAL SCIENCE) AND AREA 5B (BIOLOGICAL SCIENCE). ONE OF**
165 **THESE COURSES MUST BE ASSOCIATED WITH A ONE-UNIT**
166 **LABORATORY (AREA 5C) THAT CANNOT BE A REQUIRED CO-**
167 **REQUISITE OF AN AREA 5A OR 5B COURSE.** two laboratory activities
168 associated with a course taken to satisfy either Block B1, B2 or B3.
169 Transfer students who have satisfied the area requirements for Block
170 B with at least one lab will not be required to take an additional lab in
171 Block B to satisfy GE requirements at Cal State LA.
- 172
- 173 8. Students shall complete three GE courses at the upper division level,
174 one each in Blocks**AREAS B2/5, C3**, and D4, with a Civic or Community
175 Engagement component (designated as CL in the catalog) in at least
176 one of these courses. The nine semester units of upper division GE
177 shall be taken within the CSU. If all three upper division GE courses
178 have been satisfied at another CSU campus, the Civic or Community
179 Engagement component shall be waived.
- 180
- 181 9. Diversity shall be incorporated to the extent possible and appropriate
182 into GE courses, and all students shall complete at least two GE
183 courses that address diversity explicitly and substantially (designated
184 as D **AND RE** in the catalog). The intersectionality of gender, race,
185 ethnicity, and socioeconomic class shall be substantially incorporated
186 to the extent possible into GE courses. If all lower and upper division

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

190
191 10. In addition to courses in A21A and A31B, all students shall complete at
192 least two writing intensive courses (designated as WI in the catalog)
193 with at least one in the major that satisfies the graduation writing
194 requirement. If all lower and upper division GE area and unit
195 requirements have been satisfied prior to admission to Cal State LA,
196 the second WI requirement shall be waived. However, all students
197 shall complete the WI course in the major to satisfy the graduation
198 writing requirement.

199
200 All UD GE courses shall continue to require a substantial writing
201 assignment.

202
203 11. Major courses and campus-wide required courses that are approved
204 for GE credit shall also fulfill (double count for) the GE requirement.

205
206 12. Faculty shall have the opportunity to develop GE pathways that reflect
207 a specific disciplinary, interdisciplinary or multi-disciplinary emphasis.
208 The GE pathways shall include lower and upper division GE courses
209 and could lead to minors if so approved. Each GE pathway shall
210 include an UD course that meets the learning outcome of
211 transformation and integrates the use of one or more high impact
212 practices (as defined in *High-Impact Educational Practices: What They*
213 *Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh

214 [AAC&U, 2008]) <http://www.aacu.org/leap/hip/cfm>. These GE pathways
215 and minors, while encouraged, shall be optional for the completion of
216 GE at Cal State L.A.

217

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

222

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

226

227 15. The General Education breadth requirements shall be structured so
228 that introductory courses are taken prior to participation in integrative
229 experiences. Students are expected to have completed the General
230 Education requirements in written communication, oral
231 communication, critical thinking, and mathematics **AREAS 1A, 1B, 1C,**
232 **2,** and at least one course each from Blocks B, C, and D **AREAS 3, 4,**
233 **AND 5** before enrolling in any upper division General Education
234 course. No course with a non-General Education prerequisite may be
235 used as a General Education course.

236

| 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> |
| | Oral CommunicationENGLISH 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> |

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

238 *GELO Abbreviations:*

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

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

241 and Lifelong Learning

242 **III. STUDENT LEARNING OUTCOMES FOR**
243 **GENERAL EDUCATION BREADTH**
244 **REQUIREMENTS**

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

246 Block AAREA 1 addresses communication in the English language, both oral and
247 written, and critical thinking, to include consideration of common fallacies in
248 reasoning.

249 This block must be completed within the first 30 semester units counted toward the
250 baccalaureate degree. In addition, Block A2AREA 1A must be completed prior to
251 enrolling in Block A3AREA 1B. Transfer students who have not completed this
252 requirement must take at least one of these courses each semester until the
253 requirement is met. Courses in this block must be completed with a grade of C- or
254 better to satisfy requirements.

255 **Student Learning Outcomes for Oral Communication (Block A1)**

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

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

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

271 **Student Learning Outcomes for Written CommunicationENGLISH**

272 **COMPOSITION (AREA 1A)**

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

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

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

294 **Student Learning Outcomes for Critical Thinking and Composition (Block**
295 **A3AREA 1B)**
296

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

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

303

- 304 2. Analyze and evaluate a range of evidence used to support various
305 types of claims.
306
- 307 3. Recognize, respond to and use common techniques of persuasion.
308
- 309 4. Understand the fundamentals of logic and critical thinking and the
310 relationship of logic to language.
311
- 312 5. Use inductive and deductive reasoning to reach well- supported
313 conclusions.
314
- 315 6. Identify the assumptions, biases, and prejudices upon which particular
316 conclusions rely and understand how they may erode sound
317 arguments.
318
- 319 7. Refine fundamental rhetorical strategies used to produce university-
320 level writing, especially
321
- 322 1. modify content and form according to the rhetorical situation,
323 purpose, and audience.
324
- 325 2. incorporate textual evidence through quotation, summary, and
326 paraphrase into their essays and appropriately cite their
327 sources.
328

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

331

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

334

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

337

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

340 **STUDENT LEARNING OUTCOMES FOR ORAL COMMUNICATION (BLOCK A1AREA**
341 **1C)**

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

344 1. DESCRIBE THE THEORETICAL FOUNDATIONS OF ORAL COMMUNICATION.

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

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

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

359

360 **American Institutions (6 units)**

361 **Statutory Requirements:**

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

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

368 -

369 1. Significant events covering a minimum time span of
370 approximately one hundred years and occurring in the entire
371 area now included in the United States of America, including the
372 relationships of regions within that area and with external
373 regions and powers as appropriate to the understanding of
374 those events within the United States during the period under
375 study.

376 -

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

379 -

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

385 -

386 2. Any course or examination that addresses the Constitution of the
387 United States, the operation of representative democratic government
388 under that Constitution, and the process of California State and local
389 government must address all of the subject matter elements:

390 -

391 1. The political philosophies of the framers of the Constitution and
392 the nature and operation of United States political institutions
393 and processes under that Constitution as amended and
394 interpreted.

395 -

- 396 2. The rights and obligations of citizens in the political system
397 established under the Constitution.
398 -
- 399 3. The Constitution of the State of California within the framework
400 of evolution of federal-state relations and the nature and
401 processes of state and local government under that
402 Constitution.
403 -
- 404 4. Contemporary relationships of state and local government with
405 the federal government, the resolution of conflicts and the
406 establishment of cooperative processes under the Constitutions
407 of both the state and nation, and the political processes
408 involved.

409 **American Institutions Outcomes**

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

- 412 1. Demonstrate civic literacy that would enable them to participate
413 effectively in a democratic society, including an understanding of the
414 requirements of democratic citizenship.
415 -
- 416 2. Use inquiry processes, including qualitative reasoning and critical
417 thinking to engage with contemporary and enduring questions
418 regarding United States institutions and government.
419 -

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

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

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

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

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

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

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

442 -

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

446 **BLOCK B4AREA 2: MATHEMATICAL CONCEPTS & /QUANTITATIVE REASONING**

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

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

- 457 1. USE MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING TO
458 SOLVE PROBLEMS, BOTH IN A PURE MATHEMATICAL CONTEXT AND IN
459 REAL- WORLD CONTEXTS.
- 460
- 461 2. INTERPRET INFORMATION PRESENTED IN A MATHEMATICAL FORM
462 (E.G., EQUATIONS, GRAPHS, DIAGRAMS, TABLES, WORDS) AND
463 CONVERT RELEVANT INFORMATION INTO A MATHEMATICAL FORM.
- 464
- 465 3. DRAW APPROPRIATE CONCLUSIONS BASED ON THE QUANTITATIVE
466 ANALYSIS OF DATA, RECOGNIZING ANY UNDERLYING ASSUMPTIONS

467 OR LIMITS OF THIS ANALYSIS.

468

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

472

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

477

478 **Area Requirements (21 units)**

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

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

482

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

484

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

489

490 The third required course covers Mathematics or Quantitative Reasoning. Courses

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

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

494

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

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

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

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

501 **Outcomes**

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

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

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

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

519 -

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

524 -

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

526 -

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

529 -

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

534 -

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

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

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

542 1. Explain that the natural sciences are integrated.

543 -

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

546 -

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

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

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

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

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

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

577

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

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

- 583 1. Demonstrate understanding of the diversity and complexity of the
584 human search for meaning, value, and purpose.
585
- 586 2. Demonstrate an ability to respond subjectively as well as objectively to
587 aesthetic experiences and develop an understanding of the integrity of
588 both emotional and intellectual responses.
589
- 590 3. Demonstrate understanding of the interrelationship between the self
591 and the creative arts and/or the humanities in a variety of cultures.

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

- 594 1. Analyze, appreciate, and interpret significant works of art and be
595 informed observers of, or active participants in, the Creative Arts.
596
- 597 2. Demonstrate an understanding of the intellectual, imaginative, and
598 cultural elements involved in the creative arts through participation in,
599 and study of, Drama, Music, Studio Art and/or Creative Writing.

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

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

606 cultures, philosophies, and literary texts.

607

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

611

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

614 **Block DAREA 4: Social & BEHAVIORAL Sciences**

615

616 The courses in the social sciences block must reflect the fact that human, social,
617 political, and economic institutions and behavior are inextricably interwoven.

618 Students will develop an understanding of problems and issues from the respective
619 disciplinary perspectives and will examine issues in their contemporary as well as
620 historical settings and in a variety of cultural contexts. Courses in this block should
621 explicitly address the interconnectedness of peoples, communities, societies,
622 and/or cultures. **Students taking block D must not take more than one course**

623 **in the same area.COURSES SHALL BE COMPLETED IN AT LEAST TWO DIFFERENT**
624 **DISCIPLINES AMONG THE 9 REQUIRED UNITS FOR THIS AREA (6 LOWER**
625 **DIVISION, INCLUDING THE AMERICAN INSTITUTIONS COURSE, AND 3 AT THE**
626 **UPPER DIVISION).**

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

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

630 scientific inquiry.

631

632 2. Use inquiry processes, such as quantitative reasoning, qualitative
633 reasoning, critical thinking, or creative thinking, to engage with
634 contemporary and enduring questions or to engage in complex
635 decision making and problem solving.

636

637 3. Demonstrate understanding of contemporary or historical events
638 within political, social, cultural, or economic contexts with an emphasis
639 on how these contexts are interwoven.

640

641 4. Demonstrate understanding of the diversity of cultures and
642 communities in the United States or abroad.

643

644 5. Demonstrate understanding of the interconnectedness of individuals,
645 communities, society, and/or the environment.

646 **Blocks B1, B2, B3: Natural SciencesAREA 5: PHYSICAL & BIOLOGICAL SCIENCES**

647 THE GOAL OF LOWER DIVISION GENERAL EDUCATION IN THE NATURAL SCIENCES IS
648 TO GAIN BASIC KNOWLEDGE AND LEARN KEY PRINCIPLES IN THE LIFE AND
649 PHYSICAL SCIENCES AS ESSENTIAL FOR AN INFORMED CITIZENRY. IN ADDITION,
650 STUDENTS SHOULD RECOGNIZE THE EXPERIMENTAL AND EMPIRICAL
651 METHODOLOGIES CHARACTERISTIC OF SCIENCE AND UNDERSTAND THE MODERN
652 METHODS AND TOOLS USED IN SCIENTIFIC INQUIRY. EVERY B1, B2, AND B3
653 COURSE OFFERED WILL HAVE A LABORATORY COMPONENT ASSOCIATED WITH IT.
654 **STUDENTS COMPLETE ONE COURSE EACH FROM AREA 5A (PHYSICAL SCIENCE,**

655 **MINIMUM 3 UNITS) AND AREA 5B (BIOLOGICAL SCIENCE, MINIMUM 3 UNITS).**
656 **ONE OF THESE COURSES MUST BE ASSOCIATED WITH A ONE-UNIT LABORATORY**
657 **(AREA 5C) THAT CANNOT BE A REQUIRED CO-REQUISITE OF AN AREA 5A OR 5B**
658 **COURSE, FOR A TOTAL OF 7 UNITS. STUDENTS ARE REQUIRED TO TAKE TWO**
659 **COURSES IN TWO DIFFERENT BLOCKS B1, B2, OR B3.**

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

- 662 1. DEMONSTRATE AN UNDERSTANDING OF THE PRINCIPLES OF
663 SCIENTIFIC INQUIRY (I.E., THE “SCIENTIFIC METHOD”), THE NATURE OF
664 SCIENCE, THE POTENTIAL LIMITS OF SCIENTIFIC ENDEAVORS, AND THE
665 VALUE SYSTEMS AND ETHICS ASSOCIATED WITH SCIENTIFIC INQUIRY.
666
- 667 2. DEMONSTRATE KNOWLEDGE OF BASIC SCIENTIFIC PRINCIPLES AS
668 THEY APPLY TO BROADER CONCEPTS (E.G., GLOBAL CLIMATE CHANGE,
669 THE SPREAD OF INFECTIOUS DISEASES, ETC.), INCLUDING HISTORICAL
670 DEVELOPMENTS OF THE DISCIPLINES AND MAJOR CONTRIBUTIONS
671 FROM VARIOUS CULTURES OF THE WORLD.
672
- 673 3. EVALUATE THE CREDIBILITY OF SOURCES OF SCIENTIFIC
674 INFORMATION.
675
- 676 4. DRAW APPROPRIATE CONCLUSIONS BASED ON THE ANALYSIS OF
677 QUALITATIVE AND QUANTITATIVE EMPIRICAL DATA.
678

679 5. DEMONSTRATE AN UNDERSTANDING OF THE VALUE OF SCIENCE IN
680 DEVELOPING A RIGOROUS UNDERSTANDING OF THE NATURAL
681 WORLD AND OF THE IMPACT OF SCIENCE ON SOCIETAL,
682 ENVIRONMENTAL, POLITICAL, ECONOMIC, AND/OR TECHNOLOGICAL
683 CONTEXTS.

684
685 6. STUDENTS SUCCESSFULLY COMPLETING A SCIENCE LABORATORY
686 WILL BE ABLE TO DEMONSTRATE HANDS-ON SKILLS APPLYING
687 SPECIALIZED METHODS AND TOOLS OF SCIENTIFIC INQUIRY (SUCH AS
688 COLLECTING, ANALYZING, AND INTERPRETING THE DATA, PRESENTING
689 THE FINDINGS, AND USING THE INFORMATION TO ANSWER
690 QUESTIONS).

691

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

693

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

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

699 1. Demonstrate proficiency in skills that sustain lifelong learning,
700 particularly the abilities to think both critically and responsibly and to
701 access, evaluate, and integrate information.

702

703 2. Understand the importance of the decisions they make throughout
704 their lives; the impact and influence of various individual, social,
705 cultural, and environmental factors on those decisions; and the impact
706 of their decisions on their personal well-being and their physical, social
707 and cultural environments.

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

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

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

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

729 **Block F.AREA 6: Ethnic Studies (3 units)**

730 This lower-division, 3 semester unit requirement fulfills Education Code section
731 89032. The requirement to take a 3 semester unit course in block FAREA 6 shall not
732 be waived or substituted.

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

- 740 1. Analyze and articulate concepts such as race and racism, racialization,
741 ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-
742 determination, liberation, decolonization, sovereignty, imperialism, settler
743 colonialism, and anti-racism as analyzed in any one or more of the following:
744 Native American Studies, African American Studies, Asian American Studies,
745 and Chicana(o) and Latina(o) American Studies.
- 746 2. Apply theory and knowledge produced by Native American, African
747 American, Asian American, and/or Chicana(o) and Latina(o) American
748 communities to describe the critical events, histories, cultures, intellectual

- 749 traditions, contributions, lived-experiences and social struggles of those
750 groups with a particular emphasis on agency and group-affirmation.
- 751 3. Critically analyze the intersection of race and racism as they relate to class,
752 gender, sexuality, religion, spirituality, national origin, immigration status,
753 ability, tribal citizenship, sovereignty, language, and/or age in Native
754 American, African American, Asian American, and/or Chicana(o) and Latina(o)
755 American communities.
- 756 4. Critically review how struggle, resistance, racial and social justice, solidarity,
757 and liberation, as experienced and enacted by Native Americans, African
758 Americans, Asian Americans and/or Chicana(o) and Latina(o) Americans are
759 relevant to current and structural issues such as communal, national,
760 international, and transnational politics as, for example, in immigration,
761 reparations, settler-colonialism, multiculturalism, language policies.
- 762 5. Describe and actively engage with anti-racist and anti-colonial issues and the
763 practices and movements in Native American, African American, Asian
764 American and/or Chicana(o) and Latina(o) communities and a just and
765 equitable society.

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

771

772 Policy governing Block F shall be revisited during 2021-2022 AY.

773 **IV. Upper Division GENERAL EDUCATION**
774 **Requirements AND LEARNING OUTCOMES (9**
775 **units)**

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

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

- 781 1. Courses are all 3000-level courses.
- 782
- 783 2. All upper-division GE courses must include as prerequisites the completion
784 of Blocks AAREAS 1 and B42, AND an additional course from Block B, and at
785 least one course each from Blocks C and DAREAS 3, 4, AND 5.
- 786
- 787 3. Students will be required to complete at least one upper division GE course
788 that includes a Civic Learning/Community Engagement Component (CL). The
789 nine semester units of upper division GE shall be taken within the CSU. If all
790 three upper division GE courses have been satisfied at another CSU campus,
791 the Civic or Community Engagement component shall be waived.
- 792
- 793 4. An upper division GE course may not be prerequisite to another.
- 794
- 795 5. Courses must require substantial writing consistent with general education
796 policy.

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

799 **UPPER DIVISION GE Student Learning Outcomes**

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

801 1. Demonstrate basic skills of General Education, namely, oral and written
802 communication, critical thinking, and where appropriate, mathematical skills,
803 beyond the lower division level.

804

805 2. Demonstrate attainment at the upper division level of the outcomes
806 identified under the breadth area requirements in Blocks B, C, and DAREAS
807 2/5, 3, AND 4.

808

809 3. Demonstrate their mastery of the outcomes listed under the Civic
810 Learning/Community Engagement requirement in GE for courses so
811 designated.

812 **V. UNIVERSITY GRADUATION REQUIREMENTS**

813 **AMERICAN INSTITUTIONS REQUIREMENT AND LEARNING OUTCOMES (6 UNITS)**

814 **STATUTORY REQUIREMENTS:**

815 STUDENTS ARE REQUIRED BY CALIFORNIA STATUTORY LAW (TITLE V, SECTION
816 40404) TO COMPLETE SIX UNITS (TWO COURSES) IN THE FOLLOWING AREAS OF
817 UNITED STATES HISTORY, CONSTITUTION AND AMERICAN IDEALS:

818 1. ANY COURSE OR EXAMINATION THAT ADDRESSES THE HISTORICAL
819 DEVELOPMENT OF UNITED STATES INSTITUTIONS AND IDEALS MUST
820 INCLUDE ALL OF THE SUBJECT MATTER ELEMENTS:

821
822 1. SIGNIFICANT EVENTS COVERING A MINIMUM TIME SPAN OF
823 APPROXIMATELY ONE HUNDRED YEARS AND OCCURRING IN
824 THE ENTIRE AREA NOW INCLUDED IN THE UNITED STATES OF
825 AMERICA, INCLUDING THE RELATIONSHIPS OF REGIONS WITHIN
826 THAT AREA AND WITH EXTERNAL REGIONS AND POWERS AS
827 APPROPRIATE TO THE UNDERSTANDING OF THOSE EVENTS
828 WITHIN THE UNITED STATES DURING THE PERIOD UNDER
829 STUDY.

830
831 2. THE ROLE OF MAJOR ETHNIC AND SOCIAL GROUPS IN SUCH
832 EVENTS AND THE CONTEXTS IN WHICH THE EVENTS HAVE
833 OCCURRED.

834
835 3. THE EVENTS PRESENTED WITHIN A FRAMEWORK THAT
836 ILLUSTRATES THE CONTINUITY OF THE UNITED STATES
837 EXPERIENCE AND ITS DERIVATION FROM OTHER CULTURES,
838 INCLUDING CONSIDERATION OF THREE OR MORE OF THE
839 FOLLOWING: POLITICS, ECONOMICS, SOCIAL MOVEMENTS, AND
840 GEOGRAPHY.

841
842 2. ANY COURSE OR EXAMINATION THAT ADDRESSES THE CONSTITUTION
843 OF THE UNITED STATES, THE OPERATION OF REPRESENTATIVE
844 DEMOCRATIC GOVERNMENT UNDER THAT CONSTITUTION, AND THE

845 PROCESS OF CALIFORNIA STATE AND LOCAL GOVERNMENT MUST
846 ADDRESS ALL OF THE SUBJECT MATTER ELEMENTS:

- 847
- 848 1. THE POLITICAL PHILOSOPHIES OF THE FRAMERS OF THE
849 CONSTITUTION AND THE NATURE AND OPERATION OF UNITED
850 STATES POLITICAL INSTITUTIONS AND PROCESSES UNDER THAT
851 CONSTITUTION AS AMENDED AND INTERPRETED.
852
 - 853 2. THE RIGHTS AND OBLIGATIONS OF CITIZENS IN THE POLITICAL
854 SYSTEM ESTABLISHED UNDER THE CONSTITUTION.
855
 - 856 3. THE CONSTITUTION OF THE STATE OF CALIFORNIA WITHIN THE
857 FRAMEWORK OF EVOLUTION OF FEDERAL-STATE RELATIONS
858 AND THE NATURE AND PROCESSES OF STATE AND LOCAL
859 GOVERNMENT UNDER THAT CONSTITUTION.
860
 - 861 4. CONTEMPORARY RELATIONSHIPS OF STATE AND LOCAL
862 GOVERNMENT WITH THE FEDERAL GOVERNMENT, THE
863 RESOLUTION OF CONFLICTS AND THE ESTABLISHMENT OF
864 COOPERATIVE PROCESSES UNDER THE CONSTITUTIONS OF
865 BOTH THE STATE AND NATION, AND THE POLITICAL PROCESSES
866 INVOLVED.

867 **AMERICAN INSTITUTIONS OUTCOMES**

868 STUDENTS SUCCESSFULLY COMPLETING THE AMERICAN INSTITUTIONS
869 REQUIREMENT WILL BE ABLE TO:

870 1. DEMONSTRATE CIVIC LITERACY THAT WOULD ENABLE THEM TO
871 PARTICIPATE EFFECTIVELY IN A DEMOCRATIC SOCIETY, INCLUDING AN
872 UNDERSTANDING OF THE REQUIREMENTS OF DEMOCRATIC
873 CITIZENSHIP.

874

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

879

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

884

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

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

894 1. DEMONSTRATE UNDERSTANDING OF THE HISTORICAL DIVERSITY OF
895 CULTURES AND COMMUNITIES IN THE UNITED STATES.

896

897 2. DEMONSTRATE UNDERSTANDING OF CULTURAL EXPRESSION IN THE
898 HISTORICAL CONTEXT OF THE UNITED STATES.

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

901 1. DEMONSTRATE UNDERSTANDING OF AMERICANS' AND
902 CALIFORNIANS' POLITICAL BEHAVIOR WITHIN THE FRAMEWORKS
903 ESTABLISHED BY THE UNITED STATES AND CALIFORNIA
904 CONSTITUTIONS.

905

906 2. UNDERSTAND THE EFFECTS OF HISTORICAL, TECHNOLOGICAL AND
907 ECONOMIC CHANGES ON GOVERNMENT AND THE EFFECTS OF
908 GOVERNMENTAL POLICY ON TECHNOLOGICAL AND ECONOMIC
909 CHANGE.

910

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

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

917 diversity requirement to promote understanding of diversity and encourage
918 tolerance and acceptance of others. General diversity courses will be designated
919 with (D) in the catalog. Those courses focusing on race and ethnicity will be
920 designated with (RE) in the catalog.

921 **Student Learning Outcomes**

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

- 923 1. Demonstrate understanding of theoretical and practical factors of race,
924 ethnicity, gender, gender identity, socioeconomic class, disability, sexuality,
925 religion or age.
926
- 927 2. Demonstrate understanding of the intersectionality of these factors, with
928 particular attention paid to race, ethnicity, gender, and socioeconomic class.
929
- 930 3. Demonstrate understanding of the diversity of intercultural and intracultural
931 relationships.
932
- 933 4. Demonstrate civic literacy and an awareness of social justice that would
934 enable effective participation in a diverse society.

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

937 Students are required to complete at least one course (three units) containing a
938 Civic Learning or Community Engagement component at the upper division level.

939 Civic Learning/Community Engagement courses will be designated as (CL) in the
940 catalog.

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

- 943 1. Demonstrate understanding of the connection between academic
944 learning/disciplinary knowledge and civic participation.
945
- 946 2. Demonstrate understanding of their impact on their respective physical,
947 social and cultural environments and how such environments impact them.
948
- 949 3. Demonstrate knowledge of ways to make change in local and global
950 communities.
951
- 952 4. Demonstrate the ability to collaborate in order to develop and implement an
953 approach to a civic issue.

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

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

958 Students successfully completing a writing intensive course will:

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

961 writing strategies to develop their understanding of course content and to
962 think critically about that content.

963

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

968

969 3. Be able to demonstrate understanding of discipline specific features of
970 writing including rhetorical strategies and genre and format conventions
971 prominent in assigned reading and writing or found in professional
972 publications in the discipline.

973

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

977 **VIII. Approved General Education Course** 978 **Replacements**

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

983 **IXVII. Periodic Review**

984

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