



**Date:** September 3, 2024

**To:** Andre Avramchuk, Chair Academic Senate

**From:** Shikha Upadhyaya, Chair Educational Policy Committee

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

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

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

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

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

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

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

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

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

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

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

# 1 **Definition, Philosophy, Student Learning Outcomes** 2 **and Criteria for General Education AND UNIVERSITY** 3 **Requirements**

4 (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,  
5 6/2/98, 11/17/98, 11/7/00, 5/8/12, 3/11/14, 3/16/21, 5/6/24; President: 12/9/81, 3/5/82, 3/10/86,  
6 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,  
7 3/19/21, 7/3/24; Editorial Amendment: 8/01, 1/21/15, 2/22/18 [EA])

## 7 **GOVERNING DOCUMENTS: TITLE V OF THE HIGHER** 8 **EDUCATION CODE AND CSU GENERAL EDUCATION** 9 **REQUIREMENTS**

### 10 **I. DEFINITION AND PHILOSOPHY OF GENERAL EDUCATION**

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

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

#### 21 **Mission Statement**

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

- 25       ▪ To prepare students with the intellectual skills and habits necessary for success;  
26
- 27       ▪ To provide students with a breadth of knowledge through focused study in a range  
28       of disciplines and disciplinary-specific ways of knowing;  
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- 30       ▪ To encourage students to bridge disciplines and disciplinary-specific ways of  
31       knowing;  
32
- 33       ▪ To develop students who are informed citizens and reflective and ethical thinkers  
34       actively committed to improving their local and global communities; and  
35

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

## 38 General Education Learning Outcomes

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

### 43 Knowledge: Mastery of Content and Processes of Inquiry

44 Students who successfully complete GE will be able to:

- 45                   ▪ Demonstrate understanding of the physical and natural world.  
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- 47                   ▪ Demonstrate understanding of contemporary events within political and historical  
48                   contexts.  
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- 50                   ▪ Demonstrate understanding of the diversity of cultures and communities in the  
51                   United States and abroad.  
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- 53                   ▪ Demonstrate understanding of constructions, institutions, and structures of power  
54                   and privilege in societies as well as strategies used to challenge existing  
55                   inequalities.  
56
- 57                   ▪ Demonstrate understanding of a range of disciplinary ways of knowing.  
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- 59                   ▪ Demonstrate understanding of creative expression in the context of the relevant  
60                   art form and intellectual history.  
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- 62                   ▪ Demonstrate understanding of race, ethnicity, gender, and socioeconomic class.

### 63 Proficiency: Intellectual Skills

64 Students who successfully complete GE will be able to:

- 65                   ▪ Demonstrate civic literacy that would enable them to participate effectively in a  
66                   democratic society.  
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68                   ▪ Use inquiry processes, including quantitative and qualitative reasoning and  
69                   critical and creative thinking, to engage with contemporary and enduring  
70                   questions.  
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72                   ▪ Find, use, evaluate and process information in order to engage in complex  
73                   decision-making and problem solving.  
74

75                   ▪ Read, speak and write effectively.  
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77                   ▪ Demonstrate an ability to work collaboratively.

## 78 Engagement: Local and Global Communities

79 Students who successfully complete GE will be able to:

80                   ▪ Demonstrate the capacity to engage meaningfully with diverse communities.  
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82                   ▪ Demonstrate understanding of how individuals affect society and the  
83                   environment.  
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85                   ▪ Demonstrate the capacity to make well informed, ethical, and socially responsible  
86                   decisions.  
87

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

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

## 92 Transformation: Integrative Learning

93 Students who successfully complete GE will be able to:

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

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

## 98 **II. GENERAL EDUCATION PROGRAM FRAMEWORK**

99     Governing Principles

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

139 or Community Engagement component shall be waived.  
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141 9. Diversity shall be incorporated to the extent possible and appropriate into GE  
142 courses, and all students shall complete at least two GE courses that address  
143 diversity explicitly and substantially (designated as D in the catalog). The  
144 intersectionality of gender, race, ethnicity, and socioeconomic class shall be  
145 substantially incorporated to the extent possible into GE courses. If all lower and  
146 upper division GE area and unit requirements have been satisfied prior to  
147 admission to Cal State LA, the Diversity component (including Race and  
148 Ethnicity) shall be waived.  
149

150 10. In addition to courses in 1A and 1B, all students shall complete at least two  
151 writing intensive courses (designated as WI in the catalog) with at least one in the  
152 major that satisfies the graduation writing requirement. If all lower and upper  
153 division GE area and unit requirements have been satisfied prior to admission to  
154 Cal State LA, the second WI requirement shall be waived. However, all students  
155 shall complete the WI course in the major to satisfy the graduation writing  
156 requirement.  
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158 All UD GE courses shall continue to require a substantial writing assignment.  
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160 11. Major courses and campus-wide required courses that are approved for GE credit  
161 shall also fulfill (double count for) the GE requirement.  
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163 12. Faculty shall have the opportunity to develop GE pathways that reflect a specific  
164 disciplinary, interdisciplinary or multi-disciplinary emphasis. The GE pathways  
165 shall include lower and upper division GE courses and could lead to minors if so  
166 approved. Each GE pathway shall include an UD course that meets the learning  
167 outcome of transformation and integrates the use of one or more high impact  
168 practices (as defined in *High-Impact Educational Practices: What They Are, Who  
169 Has Access to Them, and Why They Matter*, by George D. Kuh [AAC&U,  
170 2008]) <http://www.aacu.org/leap/hip/cfm>. These GE pathways and minors, while  
171 encouraged, shall be optional for the completion of GE at Cal State L.A.  
172

173 13. All courses, including General Education replacement courses, approved for  
174 General Education are mandated to require the practice of writing in English,  
175 including, where appropriate, library assignments. Evaluation of such writing  
176 shall be included in all courses.  
177

178 14. General Education requirements will provide ample opportunity for students to be  
 179 active learners during their educational experience.  
 180

181 15. The General Education requirements shall be structured so that introductory  
 182 courses are taken prior to participation in integrative experiences. Students are  
 183 expected to have completed the General Education requirements in Areas 1A, 1B,  
 184 1C, 2, and at least one course each from Areas 3, 4, and 5 before enrolling in any  
 185 upper division General Education course. No course with a non-General  
 186 Education prerequisite may be used as a General Education course.

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

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

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

189 *GELO Abbreviations:*

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

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

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

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

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

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

204 Students successfully completing English Composition will be able to:

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

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

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

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

233 4. Understand the fundamentals of logic and critical thinking and the relationship of  
234 logic to language.  
235

236 5. Use inductive and deductive reasoning to reach well- supported conclusions.  
237

238 6. Identify the assumptions, biases, and prejudices upon which particular  
239 conclusions rely and understand how they may erode sound arguments.  
240

241 7. Refine fundamental rhetorical strategies used to produce university-level writing,  
242 especially  
243

244 a. modify content and form according to the rhetorical situation, purpose,  
245 and audience.  
246

247 b. incorporate textual evidence through quotation, summary, and paraphrase  
248 into their essays and appropriately cite their sources.  
249

250 c. evaluate the relevance, validity, and authority of information, and ethically  
251 use and cite that information in their own writing.  
252

253 8. Develop cogent arguments for views on theoretical and practical matters.  
254

255 9. Exhibit knowledge of genre conventions ranging from structure and paragraphing  
256 to voice, tone and style.  
257

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

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

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

261 1. Describe the theoretical foundations of oral communication.  
262

263 2. Recognize the importance and purpose of oral communication.  
264

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

## 279 Area 2. Mathematical Concepts & Quantitative Reasoning

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

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

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

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

### 303 Area 3: Arts & Humanities

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

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

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

311

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

315

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

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

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

322

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

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

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

332

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

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

#### 338 Area 4: Social & Behavioral Sciences

339  
340 The courses in the social sciences block must reflect the fact that human, social, political, and  
341 economic institutions and behavior are inextricably interwoven. Students will develop an  
342 understanding of problems and issues from the respective disciplinary perspectives and will  
343 examine issues in their contemporary as well as historical settings and in a variety of cultural  
344 contexts. Courses in this block should explicitly address the interconnectedness of peoples,  
345 communities, societies, and/or cultures. Courses shall be completed in at least two different  
346 disciplines among the 9 required units for this Area (6 lower division, including the American  
347 Institutions course, and 3 at the upper division).

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

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

#### 365 Area 5: Physical & Biological Sciences

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

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

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

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

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

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

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

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

## 397 Area 6: Ethnic Studies

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

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

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

- 411 2. Apply theory and knowledge produced by Native American, African American, Asian  
 412 American, and/or Chicana(o) and Latina(o) American communities to describe the  
 413 critical events, histories, cultures, intellectual traditions, contributions, lived-experiences  
 414 and social struggles of those groups with a particular emphasis on agency and group-  
 415 affirmation.
- 416 3. Critically analyze the intersection of race and racism as they relate to class, gender,  
 417 sexuality, religion, spirituality, national origin, immigration status, ability, tribal  
 418 citizenship, sovereignty, language, and/or age in Native American, African American,  
 419 Asian American, and/or Chicana(o) and Latina(o) American communities.
- 420 4. Critically review how struggle, resistance, racial and social justice, solidarity, and  
 421 liberation, as experienced and enacted by Native Americans, African Americans, Asian  
 422 Americans and/or Chicana(o) and Latina(o) Americans are relevant to current and  
 423 structural issues such as communal, national, international, and transnational politics as,  
 424 for example, in immigration, reparations, settler-colonialism, multiculturalism, language  
 425 policies.
- 426 5. Describe and actively engage with anti-racist and anti-colonial issues and the practices  
 427 and movements in Native American, African American, Asian American and/or  
 428 Chicana(o) and Latina(o) communities and a just and equitable society.

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

434

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

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

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

- 441 1. Courses are all 3000-level courses.  
 442
- 443 2. All upper-division GE courses must include as prerequisites the completion of Areas 1  
 444 and 2, and at least one course each from Areas 3, 4, and 5.  
 445
- 446 3. Students will be required to complete at least one upper division GE course that includes  
 447 a Civic Learning/Community Engagement Component (CL). The nine semester units of  
 448 upper division GE shall be taken within the CSU. If all three upper division GE courses

449 have been satisfied at another CSU campus, the Civic or Community Engagement  
450 component shall be waived.  
451

452 4. An upper division GE course may not be prerequisite to another.  
453

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

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

## 457 Upper Division Student Learning Outcomes

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

459 1. Demonstrate basic skills of General Education, namely, oral and written communication,  
460 critical thinking, and where appropriate, mathematical skills, beyond the lower division  
461 level.  
462

463 2. Demonstrate attainment at the upper division level of the outcomes identified under the  
464 area requirements in Areas 2/5, 3, and 4.  
465

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

## 468 **V. UNIVERSITY GRADUATION REQUIREMENTS**

### 469 American Institutions Requirement and Learning Outcomes

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

472 1. Any course or examination that addresses the historical development of United States  
473 institutions and ideals must include all of the subject matter elements:  
474

475 a. Significant events covering a minimum time span of approximately one hundred  
476 years and occurring in the entire area now included in the United States of  
477 America, including the relationships of regions within that area and with external  
478 regions and powers as appropriate to the understanding of those events within the  
479 United States during the period of study.  
480

- 481                   b. The role of major ethnic and social groups in such events and the contexts in  
482                   which the events have occurred.  
483
- 484                   c. The events presented within a framework that illustrates the continuity of the  
485                   United States experience and its derivation from other cultures, including  
486                   consideration of three or more of the following: politics, economics, social  
487                   movements, and geography.  
488
- 489           2. Any course or examination that addresses the Constitution of the United States, the  
490           operation of representative Democratic government under that Constitution, and the  
491           process of California state and local government must address all of the subject matter  
492           elements.  
493
- 494                   a. The political philosophies of the framers of the Constitution and the nature and  
495                   operation of United States political institutions and processes under that  
496                   Constitution as amended and interpreted.  
497
- 498                   b. The rights and obligations of citizens in the political system established under the  
499                   Constitution.  
500
- 501                   c. The Constitution of the state of California within the framework of evolution of  
502                   federal-state relations and the nature and processes of state and local government  
503                   under that Constitution.  
504
- 505                   d. Contemporary relationships of state and local government with the federal  
506                   government, the resolution of conflicts and the establishment of cooperative  
507                   processes under the constitutions of both the state and nation, and the political  
508                   processes involved.

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

- 510           1. Demonstrate civic literacy that would enable them to participate effectively in a  
511           democratic society, including an understanding of the requirements of democratic  
512           citizenship.  
513
- 514           2. Use inquiry processes, including qualitative reasoning and critical thinking to engage  
515           with contemporary and enduring questions regarding United States institutions and  
516           government.  
517

518 3. Demonstrate understanding of ethical principles and values that have shaped United  
519 States institutions and ideals throughout the history of the United States and its  
520 government.  
521

522 4. Demonstrate understanding of United States institutions and ideals within the context of a  
523 changing and diverse society, including the impact of government on the introduction and  
524 evolution of various cultures and institutions in the United States and the effect of new  
525 cultures and institutions on the structures and policies of federal and state government.

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

527 1. Demonstrate understanding of the historical diversity of cultures and communities in the  
528 United States.  
529

530 2. Demonstrate understanding of cultural expression in the historical context of the United  
531 States.

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

534 1. Demonstrate understanding an Americans' and Californians' political behavior within the  
535 frameworks established by the United States and California Constitutions.

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

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

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

### 546 Diversity Requirement and Learning Outcomes

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

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

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

558

559 2. Demonstrate understanding of the intersectionality of these factors, with particular  
560 attention paid to race, ethnicity, gender, and socioeconomic class.

561

562 3. Demonstrate understanding of the diversity of intercultural and intracultural relationships.

563

564 4. Demonstrate civic literacy and an awareness of social justice that would enable effective  
565 participation in a diverse society.

## 566 Civic Learning/Community Engagement Requirement and Learning Outcomes

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

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

572 1. Demonstrate understanding of the connection between academic learning/disciplinary  
573 knowledge and civic participation.

574

575 2. Demonstrate understanding of their impact on their respective physical, social and  
576 cultural environments and how such environments impact them.

577

578 3. Demonstrate knowledge of ways to make change in local and global communities.

579

580 4. Demonstrate the ability to collaborate in order to develop and implement an approach to a  
581 civic issue.

## 582 Writing Intensive (WI) Course Requirements and Learning Outcomes

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

585 Students successfully completing a writing intensive course will:

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

588 their understanding of course content and to think critically about that content.  
589

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

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

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

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

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

606 **VII. PERIODIC REVIEW**

607

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

614