Definition, Philosophy, STUDENT LEARNING OUTCOMES and Criteria for
General Education Breadth Requirements

(Senate: 11/24/81, 2/16/82, 12/3/85, 6/1/93, 6/4/96, 10/9/96, 11/6/96 [EC], 2/29/97[EA],
4/21/98, 6/2/98, 11/17/98, 11/7/00., 5/8/12; President: 12/9/81, 3/5/82, 3/10/86, 6/11/93,
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Amendment: 8/01)

GOVERNING DOCUMENTS: TITLE V OF THE HIGHER EDUCATION CODE AND
CSUEXECUTIVE ORDER 1065

I. Definition and Philosophy of General Education

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

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

Mission Statement

General Education is a critical component of students' academic and personal development. The
General Education program endeavors to develop the following three separate, but related and
equally important qualities in our students:

A knowledge and understanding of themselves, their social and natural environment and a wide
range of cultural achievements. General Education courses provide students with an opportunity
to acquire knowledge about their own bodies and minds and about human kind's common
heritage and cultural achievements. The General Education program also enable students to
develop global perspectives; to develop common commitments and mutual respect among
diverse social, cultural and ethnic groups; to establish an understanding of the biological and
physical aspects of the world and the universe; and to nurture an understanding of
environmental responsibilities. A firm command of communication and analytical skills. The
General Education program develops the ability of students to think clearly and logically, to
find and examine information, to communicate effectively in oral and written form, and to
perform quantitative analysis. The General Education program also cultivates the students'
ability to reason critically, to solve problems creatively and to understand the major methods of
intellectual inquiry.
A moral commitment to their fellow human beings and an awareness of
ethical and social concerns. The General Education program emphasizes the interdependence of
individuals with the human community and the natural world by focusing on the knowledge,
experiences, relationships and ethical concerns common to all people. In affirming the
community’s claim on its individual members, General Education courses explore shared and
diverse cultural heritages and an agenda of common and pressing contemporary problems,
cultivate mutual responsibilities to the commonwealth, and stimulate commitments to moral
values and ethical behavior. Consistent with the mission of the University, the purposes of
General Education are to provide a knowledge and understanding of common problems,
experiences and traditions that will enhance students’ participation in a culturally diverse global
society, and to provide an assessment of finite resources, mutual human needs and values.

GENERAL EDUCATION (GE) AT CSULA PREPARES STUDENTS FOR ADVANCED
STUDY IN THEIR CHOSEN ACADEMIC DISCIPLINES AND PROVIDES A BROAD
FOUNDATION FOR A LIFETIME OF INTELLECTUAL DISCOVERY AND PERSONAL
AND PROFESSIONAL DEVELOPMENT. THE MISSION OF GENERAL EDUCATION AT
CSULA IS

• TO PREPARE STUDENTS WITH THE INTELLECTUAL SKILLS AND HABITS
NECESSARY FOR SUCCESS;

• TO PROVIDE STUDENTS WITH A BREADTH OF KNOWLEDGE THROUGH
FOCUSED STUDY IN A RANGE OF DISCIPLINES AND DISCIPLINARY-
specific ways of knowing;

• TO ENCOURAGE STUDENTS TO BRIDGE DISCIPLINES AND DISCIPLINARY-
specific ways of knowing.

• TO DEVELOP STUDENTS WHO ARE INFORMED CITIZENS AND REFLECTIVE
AND ETHICAL THINKERS ACTIVELY COMMITTED TO IMPROVING THEIR
LOCAL AND GLOBAL COMMUNITIES; AND

• TO ENCOURAGE STUDENTS TO BECOME SELF-MOTIVATED AND SELF-
directed lifelong learners and leaders in their communities.

Goals

General Education at Cal State L.A. is devoted to a number of basic goals, these include:

1. Developing an awareness of a sense of community and global interdependence of human
experience and of the concomitant ethical responsibilities to fellow human beings.
The General Education program is designed to help students achieve a sense of the essential
relationship of self to the community and environment with emphasis on their
responsibilities to human society.
Group and individualized experiences that encourage ethical behavior should be a part
of the General Education program.

2. Fostering intellectual curiosity and appreciation of the major discoveries and
achievements in the arts, letters, natural and social sciences, technology and other major
academic disciplines.

The General Education program is designed to stimulate curiosity for knowledge and
excitement for lifelong learning. The nature of the courses and experiences in the program
are planned to encourage students’ interest in diverse aspects of education. The faculty is
committed to offering students unique classroom opportunities and to challenging them to
continue to study and learn long after course requirements are met. The General Education
program includes an historical awareness of the major developments in the human
experience as well as a contemporary awareness of the applications of new technologies
which will play an increasingly important role in life.

3. Achieving competence in basic skills.
The General Education program is designed to ensure that students master basic
communication, critical thinking, and quantitative skills so that they may achieve academic
excellence. In meeting this goal, the General Education program pays special attention to the
multicultural nature of the Cal State L.A. campus community and to the needs of students
who are limited in English language proficiency. Language development instruction is an
integral part of General Education at Cal State L.A. The General Education program at Cal
State L.A. places an emphasis on developing competence in the English language through its
curriculum.

4. Recognizing and appreciating the multicultural nature of human existence in general and of
American society in particular.
The General Education program is designed to encourage students to develop appreciation
for the multicultural dimensions of life in California, the nation, and the world. Uniquely on
this campus, faculty draw upon the special expertise and the abundance of multicultural
experiences of the student population in cultivating this cultural awareness. The General
Education program offers students the opportunity to recognize the rich heritage and socially
diverse environment of California and of the nation. The program also enables students to
become aware of universal experiences that are part of all cultures as well as the varieties of
value systems that are in operation in today's global society.

5. Developing an appreciation of a shared and diverse cultural heritage and cultivating an
awareness of the contemporary world and its problems. The General Education program
provides for its diverse student body a familiarity with a critical appraisal of American
culture and its historical roots and antecedents. Students assess critically the impact and
influence of American tradition, which includes the political economic social and
communication systems, as well as the artistic and literary heritage, on the contemporary
world.

GENERAL EDUCATION LEARNING OUTCOMES

THE GENERAL EDUCATION PROGRAM AT CSULA IS DEFINED BY A SET OF
LEARNING OUTCOMES THAT ARE ALIGNED WITH THE CSULA INSTITUTIONAL
LEARNING OUTCOMES AND THE LIBERAL EDUCATION AND AMERICA’S
PROMISE (LEAP) OUTCOMES PROMOTED BY THE AMERICAN ASSOCIATION OF
COLLEGES AND UNIVERSITIES (AAC&U) AND ADOPTED BY THE CALIFORNIA STATE UNIVERSITY SYSTEM.

KNOWLEDGE: MASTERY OF CONTENT AND PROCESSES OF INQUIRY

STUDENTS WHO SUCCESSFULLY COMPLETE GE WILL BE ABLE TO:
• DEMONSTRATE UNDERSTANDING OF THE PHYSICAL AND NATURAL WORLD.
• DEMONSTRATE UNDERSTANDING OF CONTEMPORARY EVENTS WITHIN POLITICAL AND HISTORICAL CONTEXTS.
• DEMONSTRATE UNDERSTANDING OF THE DIVERSITY OF CULTURES AND COMMUNITIES IN THE UNITED STATES AND ABROAD.
• DEMONSTRATE UNDERSTANDING OF ETHICS AND SOCIAL CONSTRUCTIONS, INSTITUTIONS, AND STRUCTURES OF POWER AND PRIVILEGE IN SOCIETIES AS WELL AS STRATEGIES USED TO CHALLENGE EXISTING INEQUALITIES.
• DEMONSTRATE UNDERSTANDING OF A RANGE OF DISCIPLINARY WAYS OF KNOWING.
• DEMONSTRATE UNDERSTANDING OF CREATIVE EXPRESSION IN THE CONTEXT OF THE RELEVANT ART FORM AND INTELLECTUAL HISTORY.
• DEMONSTRATE UNDERSTANDING OF RACE, ETHNICITY, GENDER, AND SOCIOECONOMIC CLASS.

PROFICIENCY: INTELLECTUAL SKILLS

STUDENTS WHO SUCCESSFULLY COMPLETE GE WILL BE ABLE TO:
• DEMONSTRATE CIVIC LITERACY THAT WOULD ENABLE THEM TO PARTICIPATE EFFECTIVELY IN A DEMOCRATIC SOCIETY.
• USE INQUIRY PROCESSES, INCLUDING QUANTITATIVE AND QUALITATIVE REASONING AND CRITICAL AND CREATIVE THINKING, TO ENGAGE WITH CONTEMPORARY AND ENDURING QUESTIONS.
• FIND, USE, EVALUATE AND PROCESS INFORMATION IN ORDER TO ENGAGE IN COMPLEX DECISION-MAKING AND PROBLEM SOLVING.
• READ, SPEAK AND WRITE EFFECTIVELY.
• DEMONSTRATE AN ABILITY TO WORK COLLABORATIVELY.

ENGAGEMENT: LOCAL AND GLOBAL COMMUNITIES

STUDENTS WHO SUCCESSFULLY COMPLETE GE WILL BE ABLE TO:
• DEMONSTRATE THE CAPACITY TO ENGAGE MEANINGFULLY WITH DIVERSE COMMUNITIES.
• DEMONSTRATE UNDERSTANDING OF HOW INDIVIDUALS AFFECT SOCIETY AND THE ENVIRONMENT.
• DEMONSTRATE THE CAPACITY TO MAKE WELL INFORMED, ETHICAL,
AND SOCIALLY RESPONSIBLE DECISIONS.
- DEMONSTRATE UNDERSTANDING OF THE INTERCONNECTEDNESS
  OF LOCAL AND GLOBAL COMMUNITIES.
- DEMONSTRATE LITERACY IN THE PERSPECTIVES AND NEEDS
  OF INDIVIDUALS AND GROUPS.

TRANSFORMATION: INTEGRATIVE LEARNING

STUDENTS WHO SUCCESSFULLY COMPLETE GE WILL BE ABLE TO:
- INTEGRATE ACADEMIC LEARNING WITH LIFE THROUGH PROJECT-
  BASED EXPERIENCES.
- INTEGRATE THEIR KNOWLEDGE, SKILLS AND EXPERIENCE TO
  ADDRESS COMPLEX, ENDURING, AND EMERGING ISSUES.

II. Criteria for General Education Breadth Requirements

GENERAL EDUCATION PROGRAM FRAMEWORK

GOVERNING PRINCIPLES

1. THE CSULA 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 6-UNIT REQUIREMENT
   FOR ALL STUDENTS ENTERING FRESHMEN AT CSULA, 3 UNITS AT THE
   LOWER DIVISION LEVEL IN THE INTRODUCTION TO HIGHER EDUCATION
   COURSE AND 3 UNITS IN AN UPPER DIVISION GE COURSE.

2. IN ORDER TO KEEP THE TOTAL NUMBER OF UNITS AS NEAR AS POSSIBLE TO
   THE MINIMUM 48 UNITS REQUIRED BY E.O. 1065 AND TITLE V, THE PROPOSED
   GE PROGRAM SHALL REQUIRE NO MORE THAN 49 UNITS, WITH 40 AT THE
   LOWER DIVISION LEVEL, INCLUDING ONE UNIT OF LAB, AND 9 AT THE
   UPPER DIVISION LEVEL.

3. IN THEIR FIRST QUARTER, FIRST-YEAR ENTERING FRESHMEN STUDENTS
   SHALL COMPLETE A 3-UNIT INTRODUCTION TO HIGHER EDUCATION COURSE
   THAT INFORMS THEM ABOUT CSULA, THAT EXPLORES A SELECTED TOPIC OF
   INTELLECTUAL INQUIRY FROM A VARIETY OF DISCIPLINARY PERSPECTIVES,
   THAT INCLUDES CIVIC ENGAGEMENT, AND THAT MEETS THE OUTCOMES
   FOR BLOCK E, INCLUDING LIFE-LONG LEARNING REGARDING HUMAN
   DIFFERENCES AND CROSS CULTURAL COMPETENCY.

4. ALL CLASSES IN THE GE PROGRAM SHALL REQUIRE STUDENTS TO FIND,
   EVALUATE, USE, AND PROCESS INFORMATION TO FACILITATE LEARNING
   AND CRITICAL INQUIRY AND TO ENGAGE IN COMPLEX DECISION
   MAKING AND PROBLEM SOLVING.

5. ALL STUDENTS SHALL COMPLETE ONE COURSE THAT MEETS THE
   OUTCOMES FOR CRITICAL THINKING (A3) AND THE OUTCOMES FOR A
   SECOND COMPOSITION COURSE. BLOCK A1 IS PREREQUISITE TO THIS
   COURSE.
6. AMERICAN INSTITUTIONS SHALL BE INCORPORATED INTO GE, SUCH
THAT THE U.S. HISTORY COURSE MEETS OUTCOMES FOR AREA C,
HUMANITIES,
AND THE U.S. CONSTITUTION COURSE MEETS THE OUTCOMES FOR AREA D,
SOCIAL SCIENCE, IN THE BREADTH REQUIREMENTS OF E.O. 1065.
7. ALL STUDENTS SHALL COMPLETE AT LEAST ONE LABORATORY ACTIVITY
ASSOCIATED WITH A COURSE TAKEN TO SATISFY EITHER BLOCK B1 OR B2.
8. STUDENTS SHALL COMPLETE THREE GE COURSES AT THE UPPER DIVISION
LEVEL, ONE EACH IN BLOCKS B, C, AND D, WITH A CIVIC OR COMMUNITY
ENGAGEMENT COMPONENT (DESIGNATED AS CE IN THE CATALOG) IN AT
LEAST ONE OF THESE COURSES. CURRENT UD GE COURSES MAY CONTINUE
TO MEET UD GE REQUIREMENTS OUTSIDE OF THE THEME STRUCTURE, BUT
STUDENTS SHALL NO LONGER BE REQUIRED TO COMPLETE CURRENT GE
THEMES.
9. DIVERSITY SHALL BE INCORPORATED TO THE EXTENT POSSIBLE AND
APPROPRIATE INTO GE COURSES, AND ALL STUDENTS SHALL COMPLETE AT
LEAST TWO GE COURSES THAT ADDRESS DIVERSITY EXPLICITLY AND
SUBSTANTIALLY (DESIGNATED AS D IN THE CATALOG). THE
INTERSECTIONALITY OF GENDER, RACE, ETHNICITY, AND
SOCIOECONOMIC CLASS SHALL BE SUBSTANTIALLY INCORPORATED TO
THE EXTENT POSSIBLE INTO GE COURSES.
10. IN ADDITION TO COURSES IN A1 AND A3, ALL STUDENTS SHALL COMPLETE
AT LEAST THREE WRITING INTENSIVE COURSES (DESIGNATED AS WI IN THE
CATALOG) WITH AT LEAST ONE IN THE MAJOR THAT HAS COMPLETION OF
THE GRADUATION WRITING REQUIREMENT AS A PREREQUISITE AND AT
LEAST ONE AT THE UPPER DIVISION LEVEL OF GE. ALL UD GE COURSES
SHALL CONTINUE TO REQUIRE A SUBSTANTIAL WRITING ASSIGNMENT.
11. FACULTY SHALL HAVE THE OPPORTUNITY TO REQUEST THAT EXISTING OR
NEW COURSES BE ALLOWED TO DOUBLE COUNT IN GE AND THE MAJOR
PROVIDED THE COURSES MEET THE OUTCOMES FOR GE.
12. AFTER SEMESTER CONVERSION, FACULTY SHALL HAVE THE OPPORTUNITY
TO DEVELOP GE PATHWAYS THAT REFLECT A SPECIFIC DISCIPLINARY,
INTERDISCIPLINARY OR MULTI-DISCIPLINARY EMPHASIS. THE GE PATHWAYS
SHALL INCLUDE LOWER AND/OR UPPER DIVISION GE COURSES AND COULD
LEAD TO MINORS IF SO APPROVED. EACH GE PATHWAY SHALL INCLUDE AN
UD COURSE THAT MEETS THE LEARNING OUTCOME OF TRANSFORMATION
AND INTEGRATES THE USE OF ONE OR MORE HIGH IMPACT PRACTICES (AS
DEFINED IN HIGH-IMPACT EDUCATIONAL PRACTICES: WHAT THEY ARE,
WHO HAS ACCESS TO THEM, AND WHY THEY MATTER, BY GEORGE D. KUH
[AAC&U, 2008]) HTTP://WWW.AACU.ORG/LEAP/HIP/CFM.
13. All courses, including General Education replacement courses, approved for General
Education are mandated to require the practice of writing in English, including, where
appropriate, library assignments. Evaluation of such writing shall be included in all courses.
14. General Education breadth requirements will provide ample opportunity for students
to be active learners during their educational experience.

c. The General Education breadth requirements shall be organized in such a manner that their
objectives shall be perceived as interrelated elements rather than isolated fragments.

d. 15. The General Education breadth requirements shall be structured so that introductory
courses are taken prior to participation in integrative experiences. Students are expected to
have completed the General Education requirements in written communication, oral
communication, critical thinking, and mathematics, and at least one course each from blocks B,
C, and D before enrolling in any upper division General Education course. No course with a
non-General Education prerequisite may be used as a General Education course.

e. The General Education breadth requirements shall be organized into a variety of cores or
themes with unifying rationales among which students may choose.

<table>
<thead>
<tr>
<th>GE Program (49-48 units)</th>
<th>Required Courses</th>
<th>Units</th>
<th>GELOs</th>
<th>EO 1065 Blocks</th>
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<tbody>
<tr>
<td>Lower Division (40-39 units)</td>
<td>IHE—civic and community-based learning at CSULA</td>
<td>3</td>
<td>E</td>
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<td></td>
<td>Oral Communication</td>
<td>3</td>
<td>P</td>
<td>A1*</td>
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<td></td>
<td>Written Communication</td>
<td>3</td>
<td>P</td>
<td>A2*</td>
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<td></td>
<td>Critical Thinking and Composition</td>
<td>3</td>
<td>P</td>
<td>A3*</td>
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<td></td>
<td>Quantitative Reasoning &amp; Mathematical Concepts</td>
<td>3</td>
<td>K, P</td>
<td>B4*</td>
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<td></td>
<td>American Institutions – US History</td>
<td>3</td>
<td>K, P</td>
<td>C</td>
</tr>
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<td></td>
<td>American Institutions – US Constitution and State/Local Govt.</td>
<td>3</td>
<td>K, P</td>
<td>D</td>
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<td></td>
<td>Natural Science – including 1 <strong>TWO COURSES, FROM AT LEAST TWO CATEGORIES:</strong></td>
<td>7</td>
<td>K, P</td>
<td>B</td>
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<td></td>
<td>physical science (B1); and 1 biological science (B2); <strong>OR</strong></td>
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<td></td>
<td>INTERDISCIPLINARY PHYSICAL-BIOLOGICAL SCIENCE (B3)</td>
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<td></td>
<td>Arts &amp; Humanities (1 arts and 1 humanities)</td>
<td>6</td>
<td>K, P, E</td>
<td>C</td>
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<tr>
<td></td>
<td>Social Science</td>
<td>6</td>
<td>K, P, E</td>
<td>D</td>
</tr>
<tr>
<td>Upper Division (9 units)</td>
<td>Natural Science and Quantitative Reasoning</td>
<td>3</td>
<td>K, P, E, T</td>
<td>B</td>
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<tr>
<td></td>
<td>Arts &amp; Humanities</td>
<td>3</td>
<td>K, P, E, T</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Social Science</td>
<td>3</td>
<td>K, P, E, T</td>
<td>D</td>
</tr>
</tbody>
</table>

* A grade of C or better is needed to satisfy the requirement for these courses.
III. Lower Division Criteria for Judging Whether Any Particular Course or Program Should be Offered as a Part of the General Education Program

STUDENT LEARNING OUTCOMES FOR GENERAL EDUCATION BREADTH REQUIREMENTS

Block A. Basic Subjects  COMMUNICATION AND CRITICAL THINKING (16-9 units)

This block must be completed within the first 45-30 SEMESTER units counted toward the baccalaureate degree. IN ADDITION, BLOCK A1 MUST BE COMPLETED PRIOR TO ENROLLING IN BLOCK A3. Transfer students who have not completed this requirement must take at least one of these courses each quarter until the requirement is met. COURSES IN THIS BLOCK MUST BE COMPLETED WITH A GRADE OF C OR BETTER TO SATISFY REQUIREMENTS.

Communications (8)
Written
Oral
Mathematical Concepts and Quantitative Reasoning (4)
Critical Thinking (4)

Criteria

Oral and Written Communication.

a. Communication courses should focus on the significant content and forms of human communication.
b. These courses should emphasize reasoning and advocacy, organization, accuracy and the skills of discovery, critical evaluation and reporting of information.
c. Student participation in communication courses should include reading, speaking, writing and listening.

Mathematical Concepts and Quantitative Reasoning.

a. Courses in this area must have a prerequisite of intermediate algebra and should encompass inquiry into basic mathematical concepts and quantitative reasoning and their application.
b. Any mathematics courses for which a course at the level of college algebra or higher is a prerequisite may be substituted.
Critical Thinking.

a. Courses in critical thinking should focus primarily on the further development of skills of analysis, criticism, advocacy, and inductive and deductive reasoning and impart an understanding of the relationship of language to logic.

b. Courses in this area should enable students to distinguish between knowledge and belief, facts and values, and enable students to develop an understanding of the fallacies of communication and thought.

Outcomes

Within the context of the General Education program at Cal State, L.A., the basic subjects core is intended to build upon and enhance students’ capabilities leading to a successful higher education experience. Essential to basic subjects is the acquisition of a fundamental understanding of effective communication, quantitative analysis and critical reasoning and inquiry. Students who successfully complete the basic subjects core will have acquired:

1. oral and written communication skills to succeed in their academic programs;
2. initial skills in mathematical concepts and quantitative reasoning to enter their academic programs, and;
3. critical thinking skills to succeed in their academic programs.

STUDENTS LEARNING OUTCOMES FOR WRITTEN COMMUNICATION

(BLOCK A1 A2)

STUDENT SUCCESSFULLY COMPLETING A WRITTEN COMMUNICATION COURSE WILL BE ABLE TO:

1. APPLY FUNDAMENTAL RHETORICAL STRATEGIES USED TO PRODUCE UNIVERSITY-LEVEL WRITING, ESPECIALLY
   a. MODIFY CONTENT AND FORM ACCORDING TO THE RHETORICAL SITUATION, PURPOSE, AND AUDIENCE
   b. APPROPRIATELY USE AUTHORITIES, EXAMPLES, FACTS, AND OTHER FORMS OF PERSUASIVE EVIDENCE TO SUPPORT AN ARGUMENT OR POSITION
   c. VARY STYLISTIC OPTIONS TO ACHIEVE DIFFERENT EFFECTS

2. THINK CRITICALLY TO ANALYZE A RHETORICAL SITUATION OR TEXT AND MAKE THOUGHTFUL DECISIONS BASED ON THAT ANALYSIS, THROUGH WRITING, READING, AND RESEARCH

3. DEVELOP AN EFFECTIVE WRITING PROCESS THAT INCLUDES FLEXIBLE STRATEGIES FOR GENERATING, REVISING, EDITING, AND PROOF-READING

4. INCORPORATE TEXTUAL EVIDENCE THROUGH QUOTATION, SUMMARY, AND PARAPHRASE INTO THEIR ESSAYS AND APPROPRIATELY CITE THEIR SOURCES

5. DEVELOP KNOWLEDGE OF GENRE CONVENTIONS RACING FROM STRUCTURE AND PARAGRAPHING TO TONE AND STYLE

6. CONTROL SUCH SURFACE FEATURES AS SYNTAX,
7. USE ELECTRONIC ENVIRONMENTS FOR DRAFTING, REVIEWING, REVISING, EDITING, AND SHARING TEXTS

STUDENT LEARNING OUTCOMES FOR ORAL COMMUNICATION (BLOCK A2 A1)

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

1. DESCRIBE THE THEORETICAL FOUNDATIONS OF ORAL COMMUNICATION.
2. RECOGNIZE THE IMPORTANCE AND PURPOSE OF ORAL COMMUNICATION IN SOCIAL LIFE.
3. ANALYZE THE AUDIENCE AND SITUATION AND ADAPT TO THE SPECIFIC CONTEXT IN WHICH A SPEECH IS TO BE DELIVERED.
4. CONDUCT RESEARCH AND EVALUATE THE QUALITY OF SOURCE MATERIALS AND THEIR APPROPRIATENESS FOR USE IN A SPECIFIC OCCASION, PURPOSE, AND CONTEXT.
5. PREPARE FULL SENTENCE OUTLINES THAT INCLUDE APPROPRIATE ORGANIZATION, WELL-SUPPORTED CLAIMS, REASONED ARGUMENTS, AND SENSITIVITY TO THE RHETORICAL SITUATION.
6. PERFORM A VARIETY OF WELL-PREPARED SPEECHES USING EFFECTIVE DELIVERY TECHNIQUES.
7. LISTEN TO AND EVALUATE THE PUBLIC COMMUNICATION OF OTHERS AND PROVIDE CONSTRUCTIVE CRITICISM.

STUDENT LEARNING OUTCOMES FOR CRITICAL THINKING AND COMPOSITION (BLOCK A3)

STUDENTS SUCCESSFULLY COMPLETING A CRITICAL THINKING AND COMPOSITION COURSE WILL BE ABLE TO:

1. DEMONSTRATE THE ABILITY TO DISTINGUISH BETWEEN KNOWLEDGE AND BELIEF, FACTS AND VALUES, AND IDENTIFY FAULTY REASONING THROUGH AN UNDERSTANDING OF THE FORMAL AND INFORMAL FALLACIES OF LANGUAGE AND THOUGHT, THROUGH WRITING, READING, AND RESEARCH.
2. ANALYZE AND EVALUATE A RANGE OF EVIDENCE USED TO SUPPORT VARIOUS TYPES OF CLAIMS.
3. RECOGNIZE, RESPOND TO AND USE COMMON TECHNIQUES OF PERSUASION.
4. UNDERSTAND THE FUNDAMENTALS OF LOGIC AND CRITICAL THINKING AND THE RELATIONSHIP OF LOGIC TO LANGUAGE.
5. USE INDUCTIVE AND DEDUCTIVE REASONING TO REACH WELL-SUPPORTED CONCLUSIONS.
6. IDENTIFY THE ASSUMPTIONS, BIASES, AND PREJUDICES UPON WHICH PARTICULAR CONCLUSIONS DEPEND, RELY AND UNDERSTAND HOW THEY MAY ERODE SOUND ARGUMENTS.
7. REFINE FUNDAMENTAL RHETORICAL STRATEGIES USED TO PRODUCE
8. DEVELOP COGENT ARGUMENTS FOR VIEWS ON THEORETICAL AND
   PRACTICAL MATTERS
9. EXHIBIT KNOWLEDGE OF GENRE CONVENTIONS RANGING FROM
   STRUCTURE AND PARAGRAPHING TO VOICE, TONE AND STYLE
10. CONTROL SUCH SURFACE FEATURES AS SYNTAX, GRAMMAR,
    PUNCTUATION, AND SPELLING

American Institutions (8 6 units)

Statutory Requirements. Statutory requirements should be included among the total units of the
General Education program with the understanding that they meet the criteria for General
Education.

American History (4)
Government (4)

Criteria

1. The subject matter elements to be included in giving consideration to the historical
development of American institutions and ideals, all of which are necessary to satisfy this
requirement, are as follows:

   a. Significant events occurring in the whole area now included in the United States of
      America, including relationships of regions within that area and with external regions and
      powers as appropriate to the understanding of those events within the United States during the
time period considered.
   b. Significant events covering a time span of not less than 100 years during the period
      from 1750 to the present.
   c. The important contributions of the major national, ethnic, and social groups to the events
      considered and the contexts in which they occurred. d. The events within a framework that
      illustrates the continuity of the
     American experience within itself and with the cultures from which it was derived, and the
     relationships of politics, economics, society, cultural diversity, geography, and natural resources
to the development of the nation during the time period covered.

2. The subject matter elements to be included in giving consideration to the Constitution of the
United States and the operation of representative democratic government under that Constitution
and the processes of California state and local government, all of which are necessary to satisfy
this requirement, are as follows:
a. The political philosophies of the framers of the Constitution and of the nature and operation of United States political institutions and processes that operate under that Constitution as amended and interpreted.

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

c. The Constitution of the State of California within the framework of historic evolution of the state and the nature and processes of state and local government under that Constitution.

d. The relationships of state and local government to the federal government, the resolutions of conflicts and the establishment of cooperative processes under the Constitutions of both the state and the nation, and the political processes involved.

3. Courses in this area must reflect the subject matter within the context of a diverse society.

**Outcomes**

Upon completion of this block students will:

1. Understand the subject matter of American institutions within the context of a changing multicultural society including the impact of government on the introduction and modification of various cultures and institutions in the United States and the effect of new cultures and institutions on the structures and policies of government;

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

3. Understand the effects of changes in the global society on the nature and role of the United States government and American institutions as well as the influence of American institutions on a global society; and

4. Understand the requirements for democratic citizenship, including skills in critical thinking and the need for various modes of regular participation by the citizenry.

**STATUTORY REQUIREMENTS:**

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

A. ANY COURSE OR EXAMINATION THAT ADDRESSES THE HISTORICAL DEVELOPMENT OF AMERICAN UNITED STATES INSTITUTIONS AND IDEALS MUST INCLUDE ALL OF THE SUBJECT MATTER ELEMENTS:

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

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

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

B. ANY COURSE OR EXAMINATION THAT ADDRESSES THE CONSTITUTION OF
THE UNITED STATES, THE OPERATION OF REPRESENTATIVE DEMOCRATIC
GOVERNMENT UNDER THAT CONSTITUTION, AND THE PROCESS OF
CALIFORNIA STATE AND LOCAL GOVERNMENT MUST ADDRESS ALL OF THE
SUBJECT MATTER ELEMENTS:

1. THE POLITICAL PHILOSOPHIES OF THE FRAMERS OF THE CONSTITUTION
AND THE NATURE AND OPERATION OF UNITED STATES POLITICAL
INSTITUTIONS AND PROCESSES UNDER THAT CONSTITUTION AS
AMENDED AND INTERPRETED.

2. THE RIGHTS AND OBLIGATIONS OF CITIZENS IN THE POLITICAL
SYSTEM ESTABLISHED UNDER THE CONSTITUTION.

3. THE CONSTITUTION OF THE STATE OF CALIFORNIA WITHIN THE
FRAMEWORK OF EVOLUTION OF FEDERAL-STATE RELATIONS AND THE
NATURE AND PROCESSES OF STATE AND LOCAL GOVERNMENT UNDER
THAT CONSTITUTION.

4. CONTEMPORARY RELATIONSHIPS OF STATE AND LOCAL GOVERNMENT
WITH THE FEDERAL GOVERNMENT, THE RESOLUTION OF CONFLICTS
AND THE ESTABLISHMENT OF COOPERATIVE PROCESSES UNDER THE
CONSTITUTIONS OF BOTH THE STATE AND NATION, AND THE POLITICAL
PROCESSES INVOLVED.

AMERICAN UNITED STATES INSTITUTIONS OUTCOMES

STUDENTS SUCCESSFULLY COMPLETING THE AMERICAN UNITED
STATES INSTITUTIONS REQUIREMENT WILL BE ABLE TO:

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

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

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

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

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

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

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

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

1. DEMONSTRATE UNDERSTANDING OF AMERICANS’ UNITED STATES’ AND CALIFORNIANS’ POLITICAL BEHAVIOR WITHIN THE FRAMEWORKS ESTABLISHED BY THE UNITED STATES AND CALIFORNIA CONSTITUTIONS.

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

Exceptions to the American Institutions Requirement

Exceptions to the American institutions requirement may be authorized only under the following circumstances:

a. In individual cases, the Dean of Undergraduate Studies may grant exceptions to the requirements specified herein for the conferral of a posthumous or honorary degree.

b. A postbaccalaureate student who is enrolled in a baccalaureate degree program shall not be subject to the requirements set forth in this section if:
1. The student has previously earned a baccalaureate or higher degree from a regionally
accredited institution; or

2. The student has completed equivalent academic preparation, as determined by the Dean of
Undergraduate Studies.

Area Requirements (32-22 units)

Students will take three courses in each of the following areas, except for omission of one course
(noted below) in the block related to the student's major. Each department/division/school in a
block may have a limited number of courses.

Block B Natural Sciences AND MATHEMATICS (8-12 10 9 units) THERE ARE THREE
CATEGORIES OF NATURAL SCIENCE GE COURSES: PHYSICAL SCIENCE [B1 (3
UNITS)], BIOLOGICAL SCIENCE [B2 (3 UNITS)], AND INTERDISCIPLINARY
PHYSICAL-BIOLOGICAL SCIENCE [B3 (3 UNITS)]; ALL THREE INCLUDE
LABORATORY. STUDENTS WILL TAKE TWO SCIENCE COURSES FROM ANY TWO
CATEGORIES. One course each from THE physical sciences and from THE biological
sciences, both with lab (8 units) ONE OF WHICH MUST INCLUDE A LAB. The third
required course may be an integrated course or a course that addresses the application of
scientific knowledge and technology to human beings and their concerns (4 units). Students
majoring in biological

science-based fields need only one physical science GE course and one other natural science GE

course. Students majoring in physical science-based field need only one biological science-based

GE course and one other natural science GE course. COVERS MATHEMATICS OR

QUANTITATIVE REASONING. COURSES IN MATHEMATICS/QUANTITATIVE

REASONING MUST BE COMPLETED WITH A GRADE OF C OR BETTER TO SATISFY

THIS REQUIREMENT.

Block C Arts & Humanities (8-12 6 units) One course each from any three of the following
areas: (an integrated course counts as an area): arts, integrated courses, literature and drama,
philosophy and religious studies, and languages other than English. Students majoring in
humanities-based fields need to take two GE courses. BLOCK C1 ARTS (ARTS, CINEMA,
DANCE, MUSIC, AND THEATRE) AND BLOCK C2 HUMANITIES (LITERATURE,
PHILOSOPHY, LANGUAGES OTHER THAN ENGLISH).

Block D Social Sciences (8-12 6 units) One course each from any three TWO disciplines that
address social science issues. An integrated course may be used as one of the three required
courses. Students majoring in social science-based fields need to take two social science GE
courses.

Criteria
An integrated course in each of the three discipline areas must address the following concepts:

1. The methods of inquiry used by the disciplines in the area.

2. Significant differences and similarities among the disciplines.

3. Where appropriate, historical developments of the disciplines to include major contributions
from various cultures of the world.

4. Where appropriate, how the various disciplinary methodologies are used to solve problems.

Block B. Natural Sciences AND MATHEMATICS/QUANTITATIVE REASONING

OUTCOMES

Courses in this block must inquire into the physical universe and its life forms.

1. Courses in the natural sciences should promote an understanding and appreciation of the
   approaches and methodologies employed in the sciences.

2. Courses should be required in both the physical and biological sciences, each with laboratory
   practice, that should include the fundamental general concepts necessary for understanding the
   discipline's scope and concern.

BLOCKS B1, B2, B3: NATURAL SCIENCES

THE GOAL OF LOWER DIVISION GENERAL EDUCATION IN THE NATURAL
SCIENCES IS TO GAIN BASIC KNOWLEDGE AND LEARN KEY PRINCIPLES IN THE
LIFE AND PHYSICAL SCIENCES AS ESSENTIAL FOR AN INFORMED CITIZENRY. IN
ADDITION, STUDENTS SHOULD RECOGNIZE THE EXPERIMENTAL AND
EMPIRICAL METHODOLOGIES CHARACTERISTIC OF SCIENCE AND
UNDERSTAND THE MODERN METHODS AND TOOLS USED IN SCIENTIFIC
INQUIRY. EVERY B1,

AND B2, AND B3 COURSE OFFERED WILL HAVE A LABORATORY COMPONENT
(B3) ASSOCIATED WITH IT. NATURAL SCIENCE COURSES SHALL BE 3 UNITS OF
LECTURE WITH AN ASSOCIATED ONE UNIT LAB. STUDENTS ARE REQUIRED
TO TAKE TWO COURSES IN BOTH TWO DIFFERENT BLOCKS B1, AND B2, OR B3.
BUT NEED TAKE ONLY ONE LABORATORY COMPONENT WITH EITHER
COURSE.

STUDENTS SUCCESSFULLY COMPLETING A NATURAL B1 PHYSICAL SCIENCE
OR B2 BIOLOGICAL SCIENCE CLASS WILL BE ABLE TO:

1. DEMONSTRATE AN UNDERSTANDING OF THE PRINCIPLES OF SCIENTIFIC
   POTENTIAL LIMITS OF SCIENTIFIC ENDEAVORS, AND THE VALUE SYSTEMS
   AND ETHICS ASSOCIATED WITH SCIENTIFIC INQUIRY.

2. DEMONSTRATE KNOWLEDGE OF BASIC SCIENTIFIC PRINCIPLES AS THEY
   APPLY TO BROADER CONCEPTS (E.G., GLOBAL CLIMATE CHANGE, THE
   SPREAD OF INFECTIOUS DISEASES, ETC.), INCLUDING HISTORICAL
   DEVELOPMENTS OF THE DISCIPLINES AND MAJOR CONTRIBUTIONS FROM
   VARIOUS CULTURES OF THE WORLD.

3. EVALUATE THE CREDIBILITY OF SOURCES OF SCIENTIFIC INFORMATION.

4. DRAW APPROPRIATE CONCLUSIONS BASED ON THE ANALYSIS OF
   QUALITATIVE AND QUANTITATIVE EMPIRICAL DATA.

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

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

STUDENTS SUCCESSFULLY COMPLETING B3 INTERDISCIPLINARY PHYSICAL-
BIOLOGICAL SCIENCE, WILL BE ABLE TO, IN ADDITION TO THE OUTCOMES
DESCRIBED FOR B1 AND B2:

1. EXPLAIN THAT THE NATURAL SCIENCES ARE INTEGRATED.

2. DESCRIBE ELEMENTS OF THE NATURAL SCIENCES THAT ARE COMMON
TO BOTH THE PHYSICAL AND THE BIOLOGICAL SCIENCES.

3. DEMONSTRATE THROUGH EXAMPLES THAT MANY OF TODAY'S
PROBLEMS REQUIRE AN INTERDISCIPLINARY APPROACH FOR
RESOLUTION.

BLOCK B3: SCIENCE LABORATORY

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

BLOCK B4: MATHEMATICS/QUANTITATIVE REASONING

THE GOAL OF LOWER DIVISION GENERAL EDUCATION IN QUANTITATIVE
REASONING IS TO GAIN BASIC KNOWLEDGE AND DEVELOP KEY SKILLS IN
MATHEMATICS AND QUANTITATIVE REASONING. THE KNOWLEDGE AND
SKILLS DEVELOPED IN THESE COURSES ARE ESSENTIAL IN A WORLD WHERE
MANy ARGUMENTS, CLAIMS, AND DECISIONS SHOULD RELY ON SCIENTIFIC
STUDIES AND STATISTICAL EVIDENCE. COURSES USED TO MEET THE
REQUIREMENT FOR THIS BLOCK MUST BE COMPLETED WITH A GRADE OF C OR
BETTER AND WITHIN THE FIRST 45-30 SEMESTER UNITS COUNTED TOWARD
THE BACCALAUREATE DEGREE.

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

1. USE MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING TO SOLVE
PROBLEMS, BOTH IN A PURE MATHEMATICAL CONTEXT AND IN REAL-
WORLD CONTEXTS.

2. INTERPRET INFORMATION PRESENTED IN A MATHEMATICAL FORM (E.G.,
3. DRAW APPROPRIATE CONCLUSIONS BASED ON THE QUANTITATIVE
ANALYSIS OF DATA, RECOGNIZING ANY UNDERLYING ASSUMPTIONS OR
LIMITS OF THIS ANALYSIS.

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

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

Block C. Arts & Humanities

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

C1. Literature and Drama

1. The content of literature and drama courses in this group should be selected on the basis of
literary and dramatic merit, whether of written or oral tradition.
2. Courses in this area should consider the cultural and social concerns which have affected
the nature and forms of the works studied.
3. Courses in this area should require students to make critical, creative or interpretive
judgments about literary and dramatic works.

C2. Arts

1. Courses in the arts should focus on cultivation of the imagination and develop sensitivity to
all arts disciplines.
2. Arts courses should include, where appropriate, direct participation in creative experiences.
3. These courses should require students to demonstrate their own ability to make critical,
creative or interpretive judgments about artistic works in both the visual and performing arts
thereby engaging in an intellectual process which increases their understanding and
appreciation. While arts courses considered as a whole block must encompass both visual and
performing arts and cultivate a sensitivity to all arts disciplines, it is not required that each
individual course meet these standards. Individual courses should draw connections among the
arts where appropriate.

C3. Philosophy and Religious Studies

1. Courses in this area should focus on fundamental human beliefs and an investigation and an
analysis of the justification of those beliefs.
2. The great thinkers and ideas presented should be representative of major traditions in the
development of philosophy.

C4. Languages Other than English
Courses in this area should rely heavily on usage of language skills within a cultural/social context and include an examination of a number of aspects of the culture of the language being studied, including but not limited to customs and social, political, and cultural institutions.

STUDENTS SUCCESSFULLY COMPLETING A BLOCK C ARTS AND HUMANITIES CLASS WILL BE ABLE TO:

1. DEMONSTRATE UNDERSTANDING OF THE DIVERSITY AND COMPLEXITY OF THE HUMAN SEARCH FOR MEANING, VALUE, AND PURPOSE.
2. DEMONSTRATE AN ABILITY TO RESPOND SUBJECTIVELY AS WELL AS OBJECTIVELY TO AESTHETIC EXPERIENCES AND DEVELOP AN UNDERSTANDING OF THE INTEGRITY OF BOTH EMOTIONAL AND INTELLECTUAL RESPONSES.
3. DEMONSTRATE UNDERSTANDING OF THE INTERRELATIONSHIP BETWEEN THE SELF AND THE CREATIVE ARTS AND/OR THE HUMANITIES IN A VARIETY OF CULTURES.

IN ADDITION, STUDENTS SUCCESSFULLY COMPLETING COURSES IN BLOCK C1 (ARTS: ARTS, CINEMA, DANCE, MUSIC, THEATRE) WILL BE ABLE TO DO ONE OR MORE OF THE FOLLOWING:

1. ANALYZE, APPRECIATE, AND INTERPRET SIGNIFICANT WORKS OF ART AND BE INFORMED OBSERVERS OF, OR ACTIVE PARTICIPANTS IN, THE CREATIVE ARTS.
2. DEMONSTRATE AN UNDERSTANDING OF THE INTELLECTUAL, IMAGINATIVE, AND CULTURAL ELEMENTS INVOLVED IN THE CREATIVE ARTS THROUGH PARTICIPATION IN, AND STUDY OF, DRAMA, MUSIC, STUDIO ART AND/OR CREATIVE WRITING.

IN ADDITION, STUDENTS SUCCESSFULLY COMPLETING COURSES IN BLOCK C2 (HUMANITIES: LITERATURE, PHILOSOPHY, LANGUAGES OTHER THAN ENGLISH) WILL BE ABLE TO DO ONE OR MORE OF THE FOLLOWING:

1. DEMONSTRATE AN UNDERSTANDING OF THE PERSONAL AND SOCIAL VALUES OF CULTURES AND HOW IDEAS INFLUENCE THE CHARACTER OF HUMAN BELIEFS AND THE NORMS THAT GUIDE HUMAN BEHAVIOR, AS EXPLORED IN THE STUDY OF CULTURES, PHILOSOPHIES, AND LITERARY TEXTS.
2. INVESTIGATE AND ANALYZE FUNDAMENTAL HUMAN BELIEFS AND THEIR JUSTIFICATIONS, ESPECIALLY AS REFLECTED IN PHILOSOPHY AND RELIGIOUS STUDIES.
3. APPLY LANGUAGE SKILLS WITHIN A CULTURAL AND SOCIAL CONTEXT AND UNDERSTAND ASPECTS OF THE CULTURE OF THE LANGUAGE BEING
Block D. Social Sciences

The courses in the social sciences block must reflect the fact that human, social, political, and economic institutions and behavior are inextricably interwoven. No course which is to be included in Block D should be devoted exclusively to a specific nationality, ethnicity, gender, religion, culture, or social institution. Course content should be comparative in nature.

STUDENTS WILL DEVELOP AN UNDERSTANDING OF PROBLEMS AND ISSUES FROM THE RESPECTIVE DISCIPLINARY PERSPECTIVES AND WILL EXAMINE ISSUES IN THEIR CONTEMPORARY AS WELL AS HISTORICAL SETTINGS AND IN A VARIETY OF CULTURAL CONTEXTS. COURSES IN THIS BLOCK SHOULD EXPLICITLY ADDRESS THE INTERCONNECTEDNESS OF PEOPLES, COMMUNITIES, SOCIETIES, AND/OR CULTURES.

Outcomes of Blocks B, C, and D

1. Upon completion of a block, students will have acquired content area knowledge in at least two disciplines, through which they can begin to understand more fully the processes of inquiry of the disciplines within the block.

2. As a result of completing a block, students will have acquired a broader base of information outside their own discipline.

3. As a result of completing a block, students will have developed a greater understanding of the relationship of their own discipline to a broad spectrum of other areas of study.

STUDENTS SUCCESSFULLY COMPLETING BLOCK D COURSES WILL BE ABLE TO:

1. DEMONSTRATE UNDERSTANDING OF PROBLEMS AND ISSUES USING THE PRINCIPLES, METHODOLOGIES, VALUE SYSTEMS AND ETHICS EMPLOYED IN SOCIAL SCIENTIFIC INQUIRY.

2. USE INQUIRY PROCESSES, SUCH AS QUANTITATIVE REASONING, QUALITATIVE REASONING, CRITICAL THINKING, OR CREATIVE THINKING, TO ENGAGE WITH CONTEMPORARY AND ENDURING QUESTIONS OR TO ENGAGE IN COMPLEX DECISION MAKING AND PROBLEM SOLVING.

3. DEMONSTRATE UNDERSTANDING OF CONTEMPORARY OR HISTORICAL EVENTS WITHIN POLITICAL, SOCIAL, CULTURAL, OR ECONOMIC CONTEXTS WITH AN EMPHASIS ON HOW THESE CONTEXTS ARE INTERWOVEN.

4. DEMONSTRATE UNDERSTANDING OF THE DIVERSITY OF CULTURES AND COMMUNITIES IN THE UNITED STATES OR ABROAD.

5. DEMONSTRATE UNDERSTANDING OF THE INTERCONNECTEDNESS OF INDIVIDUALS, COMMUNITIES, SOCIETY, AND/OR THE ENVIRONMENT.

Block E. Lifelong Understanding and Self Development (4-3 units)
The courses in this block are designed to equip students for lifelong understanding and development of themselves in the context of global and multicultural environments and in the context of social and cultural institutions.

**Criteria**

1. Courses should include considerations of the impact of human beings on their social or physical environments and of the impact of environment on the individual.
2. Courses in this block should study the human being as an integrated physiological, social, and psychological organism, and thus should provide a multidisciplinary perspective.

**Outcomes**

1. Students will gain a multidisciplinary basis for a lifelong understanding of themselves as integrated physiological, psychological, and social organisms.
2. Students will learn how they have an impact on their physical, social and cultural environments and how such environments affect them.
3. Students will learn how to understand themselves and their actions in a diverse and changing global environment and how to adapt to such an environment.

COURSES IN LIFELONG LEARNING AND SELF-DEVELOPMENT BLOCK PROVIDE THE OPPORTUNITY TO EQUIP LEARNERS FOR LIFELONG UNDERSTANDING AND DEVELOPMENT OF THEMSELVES AS INTEGRATED PHYSIOLOGICAL, SOCIAL, AND PSYCHOLOGICAL BEINGS. THE INTRODUCTION TO HIGHER EDUCATION REQUIREMENT IS INCORPORATED INTO BLOCK E.

STUDENTS SUCCESSFULLY COMPLETING A LIFELONG LEARNING COURSE WILL BE ABLE TO:

1. DEMONSTRATE PROFICIENCY IN SKILLS THAT SUSTAIN LIFELONG LEARNING, PARTICULARLY THE ABILITIES TO THINK BOTH CRITICALLY AND RESPONSIBLY AND TO ACCESS, EVALUATE, AND INTEGRATE INFORMATION.
2. UNDERSTAND THE IMPORTANCE OF THE DECISIONS THEY MAKE THROUGHOUT THEIR LIVES; THE IMPACT AND INFLUENCE OF VARIOUS INDIVIDUAL, SOCIAL, CULTURAL, AND ENVIRONMENTAL FACTORS ON THOSE DECISIONS; AND THE IMPACT OF THEIR DECISIONS ON THEIR PERSONAL WELL-BEING AND THEIR PHYSICAL, SOCIAL AND CULTURAL ENVIRONMENTS.

IN ADDITION, STUDENTS SUCCESSFULLY COMPLETING THE INTRODUCTION TO HIGHER EDUCATION REQUIREMENT WILL BE ABLE TO:

1. DEVELOP AN AWARENESS OF AND UTILIZE THE RESOURCES AVAILABLE
2. CONTEXTUALIZE WHAT THEY ARE LEARNING IN CLASS AND TO THINK ABOUT ITS RELEVANCE IN THE CONTEXT OF THE COMMUNITY THROUGH A CIVIC LEARNING AND/OR COMMUNITY ENGAGEMENT EXPERIENCE. CIVIC LEARNING AND COMMUNITY ENGAGEMENT HAVE, AS AN INTEGRAL COMPONENT, THE USE OF REFLECTIVE ACTIVITIES INTENDED TO INTEGRATE COURSE CONTENT AND SKILLS AND KNOWLEDGE WITH CIVIC PARTICIPATION AND/OR COMMUNITY INVOLVEMENT AND TO DEVELOP OR STRENGTHEN STUDENTS’ COMMITMENT TO SOCIAL RESPONSIBILITY AND CIVIC ENGAGEMENT.

IN PRACTICE, CIVIC LEARNING INCLUDES LEARNING EXPERIENCES OUTSIDE THE CLASSROOM – BUT NOT NECESSARILY OFF CAMPUS – THAT PLACES DISCIPLINARY KNOWLEDGE IN A CIVIC CONTEXT AND THAT LINKS COURSE CONTENT WITH CIVIC PARTICIPATION OR COMMUNITY SERVICE EXPERIENCES.

IN COMPARISON, COMMUNITY ENGAGEMENT REFERS TO ACADEMIC SERVICE LEARNING ACTIVITIES IN LOCAL, REGIONAL/STATE, NATIONAL AND GLOBAL COMMUNITIES BEYOND THE CAL STATE LA CAMPUS.

IV. Upper Division Requirement (12 9 units).

Upper Division Theme (4-4-4)

Students will be required to complete one course in each of the three discipline FOLLOWING BREADTH areas, (Humanities, Social Sciences and Natural Sciences and Mathematics).

Criteria FOR UPPER-DIVISION GE COURSES:

Structure of Themes
1. A theme consists of three interrelated courses on the same topic, one from each of the areas: Humanities, Social Sciences and Natural Sciences and Mathematics). Students are thereby provided with the perspectives of at least three different disciplines on the theme's topic. Theme courses are 4 units each. Each of the three areas in a theme includes at least 2 courses and not more than 4 courses.

2. Alternatively, a theme may be a 12-unit interdisciplinary course sequence with substantially equal emphasis in the three areas above, integrating at least three disciplinary perspectives into the course work.

3. When considered together courses must have a coherent rationale. Thus, regardless of students' course choices, both a common topic and course interrelatedness is evident.
Subject Matter of Themes

1. Theme topics must be of current, enduring, and significant importance for humanity.
2. Topics must reflect the University's mission and goals for General Education; they must, for example, lend themselves to promoting: (a) an understanding of oneself and one's fellow human beings, the social and physical environment, and a wide range of cultural achievements; (b) an understanding of the shared concerns of all people as well as diverse cultural heritages; (c) an awareness of ethical and social concerns and a cultivation of moral responsibility.
3. Themes with suitable subject matter may be designated "diversity themes" if all courses in at least two areas of the theme meet the standards for "diversity courses" set forth in section V. Students completing a diversity theme will have met the diversity requirement of General Education.

Theme Courses

1. Courses are all 300-level courses.
2. All upper-division theme GE courses must include as prerequisites the completion of the Basic Subjects BLOCKS A AND B4, AN ADDITIONAL COURSE FROM BLOCK B, and at least one course each from blocks B, C, and D.
3. STUDENTS WILL BE REQUIRED TO COMPLETE AT LEAST ONE UPPER DIVISION GE COURSE THAT INCLUDES A CIVIC LEARNING/COMMUNITY ENGAGEMENT COMPONENT (CL).
4. AN UPPER DIVISION GE course may not be prerequisite to another, although an order may be recommended. If a sequence of courses is needed, the theme must be proposed as a single 12-unit course sequence with suffixes "abc."
5. Courses must require SUBSTANTIAL writing assignments consistent with General Education policy.
6. Courses used to meet upper division general education requirements may not be used for a major UNLESS APPROVED TO DOUBLE COUNT BY THE GENERAL EDUCATION SUBCOMMITTEE OR BY THE DEAN OF UNDERGRADUATE STUDIES ON AN EXCEPTION BASIS.
7. Each area within a theme should be offered equally and all courses must be offered at least once per year.
8. The number of students in upper-division theme classes should allow for student/faculty and student/student interaction and for timely feedback on writing assignments. This is normally not more than 40 students per class.
9. Students must choose UPPER DIVISION GE courses outside of their major department/division/school unless a departmental/divisional/school waiver has been approved by the General Education Subcommittee.

STUDENT LEARNING OUTCOMES
STUDENTS SUCCESSFULLY COMPLETING UPPER DIVISION GE COURSES WILL BE ABLE TO:

1. Upon completion of the UPPER DIVISION GE COURSES students shall understand the topic of the theme from the perspective of at least three disciplines. In the context of the topic of the theme, students shall BE ABLE TO DEMONSTRATE their understanding and appreciation of several of the goals of General Education, specifically: (a) an understanding of themselves and their fellow human beings, the social and physical environment and a wide range of cultural achievements; (b) an understanding of the shared concerns of all people as well as diverse cultural heritages; (c) an awareness of ethical and social concerns and a cultivation of moral responsibility.

2. Students shall be DEMONSTRATE provided with opportunities to improve upon the basic skills of General Education, namely, oral and written communication, critical thinking, and where appropriate, mathematical skills, BEYOND THE LOWER DIVISION LEVEL.

3. DEMONSTRATE ATTAINMENT AT THE UPPER DIVISION LEVEL OF THE OUTCOMES IDENTIFIED UNDER THE BREADTH AREA REQUIREMENTS IN BLOCKS B, C, AND D.

4. DEMONSTRATE THEIR MASTERY OF THE OUTCOMES LISTED UNDER THE CIVIC LEARNING/COMMUNITY ENGAGEMENT REQUIREMENT IN GE FOR COURSES SO DESIGNATED.

GE Satisfaction

A student who has completed the upper-division theme is deemed to be "GE satisfied" at the upper division level. That student will not be held to further upper division course requirements upon a change of major.

V. Diversity Requirement (6 UNITS)

Students will be required to complete two courses (SIX UNITS) certified as diversity courses. AT LEAST ONE OF THESE COURSES MUST FOCUS ON ISSUES OF RACE AND ETHNICITY AND THEIR INTERSECTIONALITY WITH OTHER SOCIAL CATEGORIES THAT STRUCTURE INEQUALITY IN SOCIETY. These courses can be completed either at the lower division or upper division level from among courses satisfying G.E. requirements. It is the intent of the diversity requirement to promote understanding of diversity and encourage tolerance and acceptance of others. Therefore, students should be encouraged by their advisors to take courses reflecting the life experiences of people with whom they are less familiar. GENERAL DIVERSITY COURSES WILL BE DESIGNATED WITH A (D) IN THE CATALOG. THOSE COURSES FOCUSING ON RACE AND ETHNICITY WILL BE DESIGNATED WITH (RE) IN THE CATALOG.

Criteria

1. Diversity courses should deal with both theoretical and practical issues of race, ethnicity, gender, and class and provide a comparative treatment of no fewer than two internationally, nationally or regionally significant cultures.
2. Diversity courses should provide for a consideration of special needs, sexual orientation, language, religion, and age when appropriate.

Outcomes

1. Students will develop an awareness of similarities and differences among ethnic and racial groups.
2. Students will develop an understanding of differences in interaction between one group and another, one individual and another and between the group and the individual.
3. Students will develop an understanding of how social, economic and political forces shape diversity and may be shaped by diversity.

Outcomes Should Also Include Some of the Following:

1. Students will be provided with the tools to explore their own culturally based beliefs and develop tools to change those beliefs which lend themselves to prejudice.
2. Students will be provided with the means to express thoughts and feelings about other individuals and other groups in a constructive way.
3. Students will be provided with the means to recognize how and why communication between individuals and groups breakdown.

STUDENT LEARNING OUTCOMES

STUDENTS SUCCESSFULLY COMPLETING A DIVERSITY COURSES WILL BE ABLE TO:

1. DEMONSTRATE UNDERSTANDING OF THEORETICAL AND PRACTICAL FACTORS OF RACE, ETHNICITY, GENDER, GENDER IDENTITY, SOCIOECONOMIC CLASS, DISABILITY, SEXUAL ORIENTATION, SEXUALITY, RELIGION OR AGE.
2. DEMONSTRATE UNDERSTANDING OF THE INTERSECTIONALITY OF THESE CATEGORIES FACTORS, WITH PARTICULAR ATTENTION PAID TO RACE, ETHNICITY, GENDER, AND SOCIOECONOMIC CLASS.
3. DEMONSTRATE UNDERSTANDING OF THE DIVERSITY OF INTERCULTURAL AND INTRACULTURAL RELATIONSHIPS.
4. DEMONSTRATE CIVIC LITERACY AND AN AWARENESS OF SOCIAL JUSTICE THAT WOULD ENABLE EFFECTIVE PARTICIPATION IN A DIVERSE SOCIETY.
5. DEMONSTRATE UNDERSTANDING THAT CULTURE IS SOCIALLY CONSTRUCTED AND FUNDAMENTAL TO SOCIAL INTERACTION.

VI. CIVIC LEARNING/COMMUNITY ENGAGEMENT REQUIREMENT (6 3 UNITS)

STUDENTS ARE REQUIRED TO COMPLETE AT LEAST TWO ONE COURSES (SIX THREE UNITS) CONTAINING A CIVIC LEARNING OR COMMUNITY ENGAGEMENT
COMPONENT, AT LEAST ONE OF THESE CIVIC LEARNING COURSES SHOULD BE AT THE UPPER DIVISION LEVEL. CIVIC LEARNING/COMMUNITY ENGAGEMENT COURSES WILL BE DESIGNATED AS (CE) (CL) IN THE CATALOG.

STUDENTS WHO SUCCESSFULLY COMPLETE THE CIVIC LEARNING/COMMUNITY ENGAGEMENT COURSES WILL BE ABLE TO:

1. DEMONSTRATE UNDERSTANDING OF THE CONNECTION BETWEEN ACADEMIC LEARNING/DISCIPLINARY KNOWLEDGE AND CIVIC PARTICIPATION.
2. DEMONSTRATE UNDERSTANDING OF THEIR IMPACT ON THEIR RESPECTIVE PHYSICAL, SOCIAL AND CULTURAL ENVIRONMENTS AND HOW SUCH ENVIRONMENTS IMPACT THEM.
3. DEMONSTRATE KNOWLEDGE OF WAYS TO MAKE CHANGE IN LOCAL AND GLOBAL COMMUNITIES.
4. DEMONSTRATE THE ABILITY TO COLLABORATE IN ORDER TO DEVELOP AND IMPLEMENT AN APPROACH TO A CIVIC ISSUE.

VII. WRITING INTENSIVE (WI) COURSES

IN ADDITION TO COMPOSITION COURSES TAKEN FOR BLOCKS A1 AND A3, STUDENTS WILL COMPLETE AT LEAST THREE WRITING INTENSIVE COURSES WITH AT LEAST ONE IN THE MAJOR AND AT LEAST ONE AT THE UPPER DIVISION LEVEL OF GE. WRITING INTENSIVE COURSES WILL BE DESIGNATED AS (WI) IN THE CATALOG.

STUDENTS SUCCESSFULLY COMPLETING A WRITING INTENSIVE COURSE WILL:

1. BE ABLE TO USE BOTH FORMAL (SUCH AS ESSAYS, REPORTS, AND RESEARCH WRITING) AND INFORMAL (SUCH AS BRAINSTORMING, FREE-WRITING, AND READING RESPONSES) WRITING STRATEGIES TO DEVELOP THEIR UNDERSTANDING OF COURSE CONTENT AND TO THINK CRITICALLY ABOUT THAT CONTENT.
2. BE ABLE TO USE DRAFTING, REVISING, EDITING AND OTHER WRITING PROCESSES TO DEMONSTRATE THEIR MASTERY OF COURSE CONTENT THROUGH FORMAL WRITING PRODUCTS APPROPRIATE TO THE DISCIPLINE, SUCH AS THESIS-DRIVEN ESSAYS, FORMAL REPORTS, OR PROFESSIONALLY FORMATTED MANUSCRIPTS.
3. BE ABLE TO DEMONSTRATE UNDERSTANDING OF DISCIPLINE SPECIFIC FEATURES OF WRITING INCLUDING RHETORICAL STRATEGIES AND GENRE AND FORMAT CONVENTIONS PROMINENT IN ASSIGNED READING AND WRITING OR FOUND IN PROFESSIONAL PUBLICATIONS IN THE DISCIPLINE.
4. HAVE COMPLETED WRITTEN ASSIGNMENTS THAT TOTAL AT LEAST 5,000 WORDS, OF WHICH AT LEAST 2,500 WORDS ARE POLISHED AND REVISED
VIII. Approved General Education Course Replacements

Departments/divisions/schools which require of their majors specific courses that are certified by
the offering department/division/school as at least equivalent to the General Education courses in
the given subject may, with the approval of the General Education Subcommittee, substitute
such courses. SHALL HAVE THE OPPORTUNITY TO REQUEST THAT EXISTING OR
NEW COURSES BE ALLOWED TO DOUBLE COUNT IN GE AND THE MAJOR
PROVIDED THE COURSES MEET THE OUTCOMES FOR GE. REQUESTS TO DOUBLE
COUNT COURSES MUST BE APPROVED BY THE GENERAL EDUCATION
SUBCOMMITTEE EDUCATIONAL POLICY COMMITTEE.

VII IX. Periodic Review

The entire program must be reviewed every five years by the appropriate curriculum
committee for reapproval. EVERY 3 YEARS PROPOSALS FOR THE ADDITION OF NEW
COURSES WILL BE INVITED. IN THE INTERIM YEARS, SPECIAL TOPICS
COURSES, IF APPROVED BY THE CURRICULAR PROCESSES FOR GE COURSES,
MAY BE USED TO SATISFY THE APPROPRIATE REQUIREMENT. Courses and
themes PATHWAYS, including approved General Education replacement courses, must meet
the General Education guidelines. Courses and themes PATHWAYS, including approved
General Education replacement courses, not reapproved within the review cycle will be deleted
from the General Education program. All courses and themes PATHWAYS must continue to
meet the General Education guidelines as they are currently taught.