

General Education Course Proposals

Proposals for Additions, Deletions, and Modifications of General Education (GE) Courses

Course proposals should be submitted for the development of new GE courses (Curriculum Approval Process C), the deletion of existing courses (Curriculum Approval Process D), and modifications of any kind to existing GE courses (Curriculum Approval Process C). General education proposals require the same information for a non-GE courses, as well as information associated with the General Education program

The levels of review for all GE course proposals (new or modified) are as follows:

- Department Curriculum Committee
- Department Chair
- College Curriculum Committee
- College Dean
- Office of Academic Programs
- General Education Committee
- Academic Senate
- President

CSU Student Learning Outcomes

Every student seeking a bachelor's degree must take a substantial proportion of coursework designed to develop professional competence. In addition, students must develop the knowledge, skills, and understanding that will enable them to function as intelligent and creative members of a community. To enable students to achieve these goals, the university offers an integrated program of curricular and co-curricular activities organized to provide an educational experience suited to the needs of the individual.

Under the provisions of the California Code of Regulations¹⁷, the university offers a variety of courses in general education. Particularly, the purpose of the breadth requirements is to provide means whereby graduates:

- (a) will have achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;
- (b) will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;
- (c) will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

¹⁷California Code of Regulations, Title 5, Section 40405

Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities.¹⁸

LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students’ ability to:

- Think clearly and logically;
- Demonstrate information competency-finding and examining information critically;
- Carry out effective oral communication;
- Write effectively;
- Apply quantitative reasoning concepts and skills to solve problems;
- Make informed, ethical decisions;
- Understand and apply the scientific method;
- Apply learning from study abroad experiences to general education areas;
- Utilize technology in pursuit of intellectual growth and efficacious human interaction;
- Demonstrate understanding of human beings as physiological and psychological organisms;
- Demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
- Demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- Demonstrate understanding of how human societies have developed and now function;
- Apply socially responsive knowledge and skills to issues confronting local or global communities;
- Demonstrate life skills such as financial literacy;
- Understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
- Engage in lifelong learning and self-development; and
- Integrate and apply the insights gained from general education courses.

Cal Poly Pomona General Education Requirements¹⁹

The Cal Poly Pomona (CPP) General Education (GE) requirements have been designed to complement the major program and electives completed by each baccalaureate candidate to ensure that graduates have made noteworthy progress toward becoming broadly educated persons who will function as intelligent, active, and creative members of their community.

The CPP GE program purposefully introduces students to a wide variety of disciplines and teaching modes that may be taught in all modalities and teaching modes. The CPP GE program mission is

¹⁸ General Education Breadth Requirements – Executive Order No. 1100R Article 3.

¹⁹ GE-002-178 Revision of the CPP GE Area Distribution Document

designed to help students to succeed in their chosen field, adapt to a changing workplace, be engaged citizens in their communities, and become lifelong learners. It provides essential skills and knowledge through a framework that enhances students' understanding of basic disciplines and encourages an appreciation of the complexity of all knowledge.

GE courses provide students with a broad intellectual foundation to enhance their potential for success. GE courses shall reflect the wide array of disciplines available, and departments are encouraged to submit courses for multiple GE areas. In recognition of the complexity of knowledge, these areas are defined with open and inclusive terms to encourage submission of courses that enrich the student learning experience. Departments are required to offer these courses at least once every five years, otherwise they will lose their GE designation.

As directed by Executive Order (EO) 1100, the GE Assessment Committee develops a set of broad learning outcomes (SLOs) for the GE Program as a whole "to fit within the framework of the four Essential Learning Outcomes drawn from the Liberal Education and American's Promise (LEAP) campaign. As a result, there is not a one-to-one mapping from the outcomes to the GE Areas. Every course must address all of the SLOs assigned to the GE Area for which it is approved. However, approved courses need not cover every element of those SLOs. The GE Assessment Committee also develops an assessment plan as recommended by EO 1100 article 6.2.5 and a periodic program review of the GE program²⁰ shall be undertaken in a manner comparable to major programs. The GE Committee in collaboration with the GE Assessment Committee shall have the responsibility to ensure that students have sufficient opportunities to achieve each of the learning outcomes in its entirety.

Courses that meet the university general education program requirements are recommended by the Academic Senate and approved by the President. Courses intended for General Education and for the American Cultural Perspectives requirement will be evaluated separately for each requirement. Since general education is under continual review, the framework, guidelines, and coursework approved to meet these requirements may change from one catalog cycle to another.

Students who change majors or have a break in status may be subject to new degree requirements. Careful academic advising is essential. Many degree programs recommend specific GE courses which also meet degree requirements. Departments may not establish deviations or modifications to the approved campus-wide general education patterns unless submitted through the complete consultative process, which requires final review by the CSU Chancellor's Office.²¹

Cal Poly Pomona General Education - Unit Distribution²²

Beginning fall 2018 all undergraduate students at Cal Poly Pomona must satisfy the general education requirements with a minimum and a maximum of 48 semester units, including 9 units of upper division synthesis courses. Lower division courses only shall be approved for the lower division GE Areas. (The 9 upper division units shall be taken within the CSU to fulfill the CSU residency requirement.) EO 1100 2.2.2a says that a grade of C- (minus) or better is required in the "golden four" courses A1, A2, A3 and B4. In 2.2.5a EO 1100 says that a campus may waive one or more of the requirements of Title 5 and that the campus must have a clearly stated policy regarding such waivers. Courses are evaluated by a duly constituted GE Committee (which shall include a student representative) and are approved by the Academic Senate to meet the university general education program requirements. Since general

²⁰ AP-018-123 Academic Program Review for the General Education Program

²¹ California Code of Regulations, Title 5, Section 40405.5b

²²AS-2464-145/GE -General Education Subject Area Distribution, General Education Breadth Requirements – Executive Order No. 1100

education is under continual review, the framework, guidelines, and coursework approved to meet these requirements may change from one catalog cycle to another. Students who change majors or have a break in status may be subject to new degree requirements. Careful academic advising is essential. According to EO 1100 2.2.6.1, major courses and campus wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirements. Many degree programs recommend specific GE courses, which also meet degree requirements (double counting). Departments must indicate those courses on the curriculum of each program.

The General Education Program at California State Polytechnic University, Pomona is organized to include the minimum units indicated below in the following areas:

Area A English Language Communication and Critical Thinking (9 units): at least 3 units from each sub-area A1, A2, and A3.

Area B Scientific Inquiry and Quantitative Reasoning (12 units): at least 3 units from B1, B2, B4, and B5 including 1 unit of lab from B1 or B2 to fulfill B3; sub-area B5 must be an upper-division synthesis course.

Area C Arts and Humanities (12 units): at least 3 units from each sub-area C1, C2, and C3, and 3 additional units from sub-area C1 and/or C2; sub-area C3 must be an upper-division synthesis course²³

Area D Social Sciences (9 units): at least 3 units from each from sub-areas D1, D2, and D4; sub-area D4 must be an upper-division synthesis course.

Area E Lifelong Learning and Self-Development (3 units)

Area F Ethnic Studies (3 units)

Interdisciplinary General Education (IGE)

The Interdisciplinary General Education (IGE) program provides an integrative, interdisciplinary, discussion-based approach to learning about literature, humanities, social sciences, and the arts. IGE is an alternative pathway to satisfy 18 units of the University General Education requirements in areas A, C and D. The IGE pathway has the following common learning outcomes:

- Effective Communication
- Critical Thinking
- Historical, Social, and Multicultural Understanding
- Understanding and Appreciation of Aesthetic Experiences
- Articulation of Values
- Information Literacy
- Integrative Learning

Cal Poly Pomona General Education Student Learning Outcomes²⁴

Goals and Measurable Outcomes

I. Acquire foundational skills and capacities.

- a. Write effectively to various audiences.
- b. Speak effectively to various audiences.
- c. Find, locate, evaluate, use, and share information effectively and ethically.

²⁴ AS-2420-123/GE General Education – Mission and Student Learning Outcomes

- d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
- e. Apply and communicate quantitative arguments using equation and graphical representations of data.

II. Develop an understanding of various branches of knowledge and their interrelationships.

- a. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.
- b. Analyze major literary, philosophical, historical, or artistic works and explain their significance in society.
- c. Analyze concepts, research methods and theories pertaining to the study of culture, economics, history, politics, or society.
- d. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

III. Develop social and global knowledge.

- a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.
- b. Analyze principles, methods, value systems, and ethics to social issues confronting local and global communities.

IV. Develop capacities for continued development and lifelong learning.

- a. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).
- b. Demonstrate activities, techniques, or behaviors that promote intellectual or culture growth.
- c. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

Framework and Guidelines for General Education

All proposals submitted to the Office of Academic Programs for lower and upper division courses must meet the General Education guidelines. Note that campus policy requires a meaningful writing component in each General Education area.²⁵

The Academic Senate approved in 2007 a definition of meaningful writing assignments: “Courses with a meaningful writing component must make use of individual written work to help students reflect upon ideas, analyze concepts, and explore relationships of concepts to one another. The written work must help students deepen their understanding of particular fields, enabling them to create meaning out of raw data and helping them express that meaning intelligibly to others. Written assignments must be structured to help students achieve specific course outcomes, and the students must receive feedback on their written work during – not solely at the end – of the quarter of instruction.”

Area A English Language Communication and Critical Thinking (9 semester units)²⁶

Students are required to take a minimum of nine semester units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (subarea Area A3).

²⁵ AS-2230-067/GE GE Meaningful Writing Component

²⁶ General Education Breadth Requirements – Executive Order No. 1100

A1: Oral Communication (3 semester units) Ia, Ib, Ic, IVa

Students taking a course in fulfillment of subarea A1 will develop knowledge and understanding of the form, content, context, and effectiveness of oral communication. Students will develop proficiency in oral communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading and listening effectively. Coursework must include active participation and practice in oral communication in English including exploration, development, understanding, and use of visual communication media and skills.

A2: Written Communication (3 semester units) Ia, Ic, IVa

Students taking a course in fulfillment of subarea A2 will develop knowledge and understanding of the form, content, context, and effectiveness of written communication. Students will develop proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading and writing effectively. Coursework must include considerable active participation and practice in written communication in English.

A3: Critical Thinking (3 semester units) Ia, Ic, Id, IVbIn critical thinking courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well supported factual or judgmental conclusions.

Area B Scientific Inquiry and Quantitative Reasoning (12 semester units) ²⁷

Instruction approved for fulfillment of this requirement is intended to develop knowledge of scientific theories, concepts, and data about living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

Students are required to fulfill each subarea B1, B2, B3, B4, and B5, as defined below. A student can satisfy the B3 requirement by either completing a B1 or B2 course with an integrated laboratory component or an independent laboratory course. Students shall complete the lower division requirements in Area B (1, 2, 3, and 4) before taking their upper division B5 course.

B1: Physical Sciences (3 semester units) Ia, Id, Ie, IIa

Courses in this area will allow students to develop knowledge of scientific theories, concepts, and data about non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. This area will also require quantitative and critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.

B2: Life Sciences (3 semester units) Ia, Id, Ie, IIa

Courses in this area will allow students to develop knowledge of scientific theories, concepts, and data about living systems. Students will achieve an understanding and appreciation of scientific principles and

²⁷ General Education Breadth Requirements – Executive Order No. 1100

the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. This area will also require quantitative and critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.

B3: Laboratory Activity (0 semester unit) Ia, Ib, Id, Ie, IIa

Courses in this area will require the student to reinforce principles learned in either physical sciences or life sciences sub areas. A student can satisfy the B3 requirement by either completing a B1 or B2 course with an integrated laboratory component or an independent laboratory course. Courses in this area also include writing as an integral part of the process of learning and discovery.

B4: Mathematics/Quantitative Reasoning (3 semester units) Ia, Ie, IIa, IVb

Through courses in subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this subarea shall include a prerequisite reflective only of skills and knowledge required in the course.

Courses in this subarea will require the student to use basic mathematical skills to develop mathematical reasoning, investigative and problem-solving abilities, including applications from/to real life situations. Students will not only practice computational skills, but will also be able to explain and apply basic mathematical concepts and solve problems using quantitative methods. In addition to traditional mathematics, courses in subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.

B5: Science and Technology Synthesis (Upper division, 3 semester units) Ia, Ib, Ic, Id, Ie, IIa, IId

Courses in this area shall deal both with the relationship between science, technology, and civilization and with the effect science and technology have on culture and human values. Synthesis courses in this area are essentially integrative in nature, incorporating the application and generalization of basic scientific or quantitative knowledge from the foundational courses to real world or practical problems.

Students must complete the lower division GE requirements in Area A (A1, A2, and A3) and Area B (B1, B2, B3, and B4) before enrolling in the upper division B5 course. Courses satisfying the requirements for B5 may have prerequisites in specific disciplines included in Area B (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

Area C Art and Humanities (12 semester units) ²⁸

Courses in the traditional humanistic disciplines enable students to develop their intellect, imagination, and sensitivity. Instruction in these subareas will demonstrate the continuity between historical and contemporary life as well as the relationships among the arts, the humanistic disciplines, self and society. Courses will reflect the contributions to knowledge and civilization that have been made by both men and women, and by different cultural groups in the world. In this pursuit, students shall cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between themselves, the creative arts and the humanities in a variety of cultures.

²⁸ General Education Breadth Requirements – Executive Order No. 1100

C1: Visual and Performing Arts (3 semester units) Ia, IIb, IVb

Courses will enable students to experience and appreciate visual and performing arts in relation to the realms of creativity, imagination, visualization, and feeling that explore the meaning of what it is to be human. Courses shall include active participation in aesthetic and creative experience. Students will understand how disciplined, individual creativity and visualization could produce objects and models that are obviously useful or practical, and also clarify, intensify, and enlarge the human experience. Courses will provide a sense of the values that inform artistic expression and performance and their interrelationships with human society.

C2: Literature, Modern Languages, Philosophy and Civilization (3 semester units) Ia, Ic, Id, IIb, IIIa, IIIb, IVb

Literature and modern languages courses in this area will provide students with an appreciation of languages and literature, underscoring both the relationships between culture and language and the significance of literature in the interpretation of culture. Students in literature and foreign languages will better understand the implication of great creative writings and communicative customs and traditions of particular cultures. Instruction in these courses will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literary and linguistic heritage. Courses in languages other than English shall not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

Philosophy and civilization courses in this area will provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to critically examine the philosophical ideas and theories around which different civilizations have been organized and explore the complex developments of those civilizations. In the study of philosophy, students will come to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry. Courses should promote the capacity to make informed and responsible moral choices as well as encouraging a broad historical understanding.

C3: Arts and Humanities Synthesis (upper division, 3 semester units) Ia, Ib, Ic, Id, IIb, IId, IIIa

Courses in this area shall emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local - showing the bonds between the past, present, and future.

Students shall complete the lower division GE requirements in Area A1, A2, A3 and B4 and Area C (C1 and C2), before taking their upper division C3 course. Courses satisfying the requirements for C3 may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

Area D Social Sciences (12 semester units) ²⁹

Students will learn from courses in multiple disciplines that human social, political, and economic institutions as well as history and human behavior are inextricably interwoven. Through fulfillment of the Area D requirement, 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. Students will explore the principles, methodologies, value systems, and ethics employed in social scientific inquiry. Courses that emphasize skills development and

²⁹ General Education Breadth Requirements – Executive Order No. 1100

professional preparation shall not be included in Area D. Students must complete at least two lower division courses in two different disciplines.

Students are required to take one course from each subarea, D1, D2, and D4. Students who complete the IGE course sequence are exempt from this requirement since the IGE program by its very nature provides the necessary breadth. EO 1100 says in 2.2.6.2 campuses may include the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) in general education. This statute is met at Cal Poly Pomona by courses that satisfy these requirements as outlined in Executive Order 1061 and divided into D1 and D2 as follows:

D1: U.S. History and American Ideals (3 semester units) Ia, Ib, Ic, IIb, IIc, IIIa

The GE Subarea provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404,) outlined in Executive Order 1061, Paragraph I, A as follows:

Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.

- 1. Significant events covering a minimum time span of approximately one hundred years 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 which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.*

D2: US Constitution and California Government (3 semester units) Ia, Ib, Ic, IIc, IIIb, IVc

The GE Subarea provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) as outlined in Executive Order 1061, Paragraph I, B as follows:

Any course or examination which 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 identified in the following subparagraph of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.

- 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. 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.*

D4: Social Science Synthesis (upper division, 3 semester units): Ia, Ib, Ic, Id, IId, IIIa, IIIb

Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.

Students shall complete the lower division GE requirements in A1, A2, A3 and B4 and Area D (D1, and D2), before taking their upper division D4 course. Courses satisfying the requirements for D4 may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

Area E Lifelong Understanding and Self-Development (3 semester units) Ia, IVa, IVb, IVc³⁰

The content of courses to fulfill Area E is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy and student success strategies, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein. Courses in this area, according to EO 1100, shall be lower division only.

Area F: Ethnic Studies (3 semester units) Ia, IVa, IVb, IVc

This 3-unit requirement fulfills Education Code Section 89032. The requirement to take a 3-unit course in Area F shall not be waived or substituted. To be approved for this requirement, courses shall have the EWS prefix. Courses without an ethnic studies prefix may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 the following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or

³⁰ General Education Breadth Requirements – Executive Order No. 1100

age in Native American, African American, Asian American, and/or Latina and Latino American communities.

4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Guidelines for GE Synthesis Courses

The major focus of a synthesis course is to integrate and focus fundamental concepts and issues. Each course in this category shall:

- include readings from original primary/historical sources, as opposed to only secondary sources.
- promote original and critical thinking in writing and/or discussion.
- Focus on attention on understanding the interrelationships among the disciplines and their applications.
- examine ideas and issues covered in this area in deeper and/or broader more integrative ways.
- encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas.
- identify and evaluate assumptions and limitations of ideas and models.
- develop written and oral communication skills appropriate for an upper division course (completion of courses in Area A: Subareas A1, A2, & A3 is required.)
- provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course.

B5: Science and Technology Synthesis

The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within scientific inquiry, quantitative reasoning, and/or technology.

C3: Arts and Humanities Synthesis

The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within Philosophy, Fine Arts, Language, Performing Arts, History and Literature.

D4: Social Science Synthesis

The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within the social sciences.

Interdisciplinary Synthesis Courses

An interdisciplinary synthesis course integrates two or more of the subareas B, C, and D. Prior to taking one of these courses, students must complete all lower-division courses in Area A and at least two subareas from the areas being integrated by an interdisciplinary synthesis course.

Each interdisciplinary synthesis course can be used to satisfy the requirement in any one of the areas integrated. For example, a B5/D4 course satisfies either B5 or D4 (not both areas). Students must fulfill all three upper division synthesis areas (Scientific Inquiry and Quantitative Reasoning, the Arts and Humanities, and the Social Sciences).

Sub Area B5-Science and Technology Synthesis

Foundational courses in Area B teach the fundamental concepts of mathematics and science, including the scientific method. By placing basic knowledge of science and technology in an historical context, one may rationalize the inclusion of this area as a component of general education. Synthesis courses in this area are essentially integrative in nature, requiring application and generalization of basic scientific or mathematical knowledge from the foundational courses to real world or practical problems.

Appropriate issues to be explored by Synthesis courses would include but not be limited to:

- The impact of science and technology on civilization and human values.
- Natural systems issues.
- History and philosophy of science and technology.
- Scientific method and reasoning.
- Health and diseases.
- Medical technology and its ethical implications.
- General systems theory and its application.
- Exploration of Earth systems.
- Relationships between Earth's biological and physical systems.
- Impact of concept biological evolution on scientific thinking.
- Computers and humankind.
- Roles and impact of biological resources and systems on various areas of human life such as nutrition, pharmacy, biodiversity benefits, economics and culture.

Educational Objectives

To develop higher-order cognitive skills through:

- Being exposed in greater depth to some of the ideas and issues covered in the lower-division courses in this area, thus gaining a deeper knowledge in a focused area within Science and Technology.
- Applying analytical thinking to draw inferences from observations, discerning internal structures and patterns, recognizing problems and analyzing value structures.
- Encouraging synthetic-creative thinking in order to identify problems and associations, and construct original ideas.
- Thinking evaluatively, whereby assumptions and limitations are identified and ideas evaluated.
- Reasoning scientifically by mastering an understanding of the scientific method and the need for accurate measurements.
- Using numerical data critically to provide support for data and to recognizing the correct as well as incorrect uses of data.

- Recognizing that there are ethical issues that evolve out of scientific, mathematical and technological explorations.
- Understanding the responsibilities and obligations inherent in applying knowledge for human betterment and benefit.

Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the Scientific Inquiry and Quantitative Reasoning sub-areas 1, 2, or 4, and the manner and method for integrating concepts from the foundational courses.
- How the course will apply fundamental scientific, mathematical or statistical concepts from the foundational courses to solve problems in new or larger areas.
- How the required writing component is incorporated.
- The development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: Sub-areas 1, 2 & 3 is required.)
- Assessment of the student's understanding of the math and natural science area of general education.

The course outline should also:

- Show a clear orientation of subject matter toward an integrative consideration of science as it relates to human affairs, as opposed to the strongly discipline-oriented coverage of individual topics in major courses.
- Demonstrate the use of the scientific method to explore the impact/influence of science on human affairs.
- Emphasize how to find and utilize original research materials from the scientific literature to inform discussions and support written assignments and class presentations.
- Require students to demonstrate an ability to analyze and manipulate scientific data through assignments and/or in-class activities.

Sub Area C3-Arts and Humanities Synthesis

The inquiry-based Humanities Synthesis course will integrate and be focused on two or more of the following areas: Philosophy, Fine Arts, Language, Performing Arts, History and Literature. This course is intended to be the culmination of a sequence of study and to focus and synthesize the essence of humanities coursework already taken. The course should emphasize the Humanistic or expressive aspects of culture. This offering should provide the temporal and cultural context that will illuminate contemporary thought and behavior from a global, regional and local perspective and show the bonds between the past, present, and future.

Educational Objectives

To develop higher-order cognitive skills through:

- Exposing with greater depth, some of the ideas and issues covered in the 100-level and 200-level courses in Humanities, thus gaining a deeper knowledge in a focused area within the Humanities,
- Applying analytical thinking to draw inferences from observations, discerning internal structures and patterns, recognizing problems and analyzing value structures,
- Encouraging synthetic-creative thinking in order to identify problems and associations, and construct original ideas, and

- Thinking evaluatively, whereby assumptions and limitations are identified and ideas evaluated.

Objectives more specific to Humanities:

- Understanding the possibilities and limitations of language as a symbolic and expressive medium,
- Reading with insight, engagement, detachment, and discrimination so as to sustain an extended line of reasoning through both narrative and thematic development,
- Reviewing and re-emphasizing the crucial historical developments within the Humanities and appreciate the significance of major literary, philosophic, and artistic works,
- Grasping relevant aspects of the relationship of the Humanities to science and technology,
- Appreciating non-verbal forms of understanding and expression, appreciating the aesthetic and historical development of one or more of the visual or performing arts and understanding the relationship between form and content,
- Understanding currently accepted critical standards and the advantages and limitations of various schools of reasoning, and
- Appreciating the relative cultural significance of works of literature, philosophy, and the arts.

Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the Humanities sub-areas 1, and/or 2 (Completion of courses in Area C: Sub-areas 1, 2, and 3 is required),
- How the course is focused on two or more of the following areas: Philosophy, Fine Arts, Language, Performing Arts, History and Literature,
- The development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: Sub-areas 1, 2 and 3 is required),
- How the required writing component is incorporated,
- Assessment of the student's understanding of the Humanities area of general education.

The course outline should also indicate:

- In what manner the course contributes to an overall understanding of the Humanities,
- What insight is provided by the course on the strengths and limitations of a humanistic approach,
- How this course integrates the more specific offerings of the Humanities area,
- How a Humanistic perspective on contemporary issues complements other viewpoints,
- How the course promotes problem solving and reasoning skills.

Sub Area D4-Social Sciences Synthesis

The purpose of the Social Sciences Synthesis course requirement is to allow the students to examine more deeply, and apply more broadly, the basic concepts and methodologies that they acquired in the lower division courses for understanding the behavior of individuals, groups and societies. Some of these courses may focus on a deeper understanding of a set of concepts and their application in the solution of a variety of specific social problems. Other courses may take a broader, more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as of different theories and approaches in the field. Although the approach, methodology and specific focus of the different disciplines in this area differ considerably, each course

should show how its discipline provides its own insight into the complex phenomenon that is human social behavior.

Each course in this category:

- Should include readings from original primary sources, as opposed to only secondary sources.
- Should promote original and critical thinking in writing or discussion.
- Should focus attention on understanding the interrelationships among the disciplines and their applications in contemporary environments.
- Should encourage a deeper understanding of a set of concepts in a particular area and their application in a wide variety of situations.

Educational Objectives

To develop high-order cognitive skills in the social sciences through:

- Being exposed in greater depth to some of the ideas and issues covered in the lower division courses in this area, thus gaining a deeper knowledge in a focused area within the social sciences.
- Understanding the research methodologies of one or more specific areas in the social sciences, and how they are applied to different situations and questions.
- Applying the basic knowledge and understanding acquired in the lower division courses to the advanced study of one or more specific areas, or to a broad cross-cultural and historical analysis of one of the Social Sciences.
- Gaining insight into the many factors at different levels that influence the behavior of groups of different sizes.
- Being able to critically evaluate different approaches to studying and changing social behavior at different levels.

Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the Social Sciences sub-areas 1, 2 or 3 (Completion of courses in Area D: sub-areas 1, 2, and 3 is required).
- The development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: Sub-areas 1, 2, and 3 is required.),
- How the required writing component is incorporated,
- Assessment of the student's understanding of the Social Sciences area of general education.

The expanded course outline should also indicate how the course:

- Draws upon the perspective of one or more of the fields in the Social Sciences that are covered in the lower division courses.
- Provides the student with a deeper understanding of one area of Social Sciences, and with the ability to apply its concepts to different problems and situations.
- Promotes critical thinking, problem solving and reasoning skills.

General Education-Interdisciplinary Synthesis

General

The Interdisciplinary Synthesis course is one that bridges two or more of the General Education synthesis areas and is not specific to any one of the three. In other words, whereas the conventional synthesis course is identified by content as belonging to its respective area, the interdisciplinary synthesis course can function in more than one area by virtue of its composite nature. Qualifying courses might include thematic or topical courses falling outside domains traditionally associated with the General Education function, e.g. courses in the former general education category 5 that are associated with Agriculture, Business Administration, Engineering, Environmental Design and Hotel and Restaurant Management.

Educational Objectives

To develop an enhanced ability to:

- Apply knowledge and understanding acquired in lower-division course-work in the area to the advanced study of a subject or to new, but related areas of inquiry.
- Respond in depth to the kinds of issues approached in lower-division study in the area.
- Appreciate the implications of knowledge in a focused area of study.
- Appreciate the way in which relationships between one area of study and another area provide perspective on knowledge.

Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the general education synthesis areas (Completion of all relevant subareas from the areas being integrated by this course is required),
- Development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: sub-areas 1, 2, and 3 is required),
- Assessment of the student's understanding of the interdisciplinary nature of the areas covered.

The expanded course outline should also explain:

- The upper-division level of studies and that the lower-division foundational courses serve as prerequisites.
- The manner in which the lower division general education areas are covered by the material in the course.
- The manner in which synthesis of the General Education areas is achieved.

Additional guidelines concerning Interdisciplinary Synthesis Courses

- The expanded course outline may be developed and offered by one department with the collaboration of other departments or may be developed and offered by two or more departments.
- Informal submission to the GE Committee is encouraged for review and suggestions before formal submission for approval.
- It is understood that any student completing this course must also complete other synthesis courses so that a total of three courses in the synthesis areas of Humanities, Social Sciences, and Mathematics and Natural Sciences are taken.

Graduation Requirements in United States History, Constitution and American Ideals³¹

Executive Order No. 1061 was issued pursuant to Section 40404 of Title 5 of the California Code of Regulations. Its purpose is to establish guidelines for the administration of Section 40404 by prescribing the minimum subject matter elements to be included in courses or examinations designated as meeting the requirements of Section 40404. This executive order also describes requirements and procedures whereby other accredited institutions may certify that the requirements of Section 40404 have been satisfied.

I. **Content of Course and Examination Designated as Meeting Requirements of Section 40404**

- A. Any course or examination that addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph I.A. Nothing contained herein is intended to prescribe the total content or structure of any course.
 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 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 identified in the following subparagraphs of this paragraph I.B. Nothing contained herein is intended to prescribe the total content or structure of any course.
 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.

³¹ Graduate Requirements in United States History, Constitution and American Ideals – Executive Order No. 1061

II. Certification

Students transferring from other accredited institutions of collegiate grade will be deemed to have met the requirements of Part I if the president of a regionally accredited institution or designee certifies that all requirements of Title 5, Section 40404 and the guidelines of this executive order have been met by satisfactory completion of course(s) or examination(s) at the baccalaureate level. Such certification shall be recognized by any campus of the California State University.

III. Procedures for Certification

The procedures for certification shall be those established for certification of General Education-Breadth Requirements (see Executive Order No. 342), modified as follows:

- A. Certification means that the entire requirement has been met. Partial certification is not authorized.
- B. Certification addresses satisfaction of the requirement only. It does not address credit for the units completed. When baccalaureate course credit or general education-breadth credit is involved, certification shall be accomplished according to the established procedures for those purposes (see Executive Orders 167 and 1033).
- C. A list of courses and examinations to be used for certification shall be appended to preliminary and final general education course lists provided for in Executive Order 1033 together with a statement that such courses and examinations cover all subject matter elements set forth in Part I of this executive order.

IV. Authorization to Grant Exceptions

Exceptions to the foregoing requirements may be authorized under the following circumstances:

- A. For students who are enrolled in California State University degree major programs and who transferred from a California community college, the chancellor may authorize exceptions to the requirements specified herein if:
 1. The California State University baccalaureate degree major programs are mandated by law to articulate with California Community College associate degree program; and
 2. The bachelor's degree programs are limited by law to 120 total semester units (180 quarter units); and
 3. The campus opts not to mandate that the requirements herein be completed in satisfaction of CSU General Education Breadth upper-division requirements ("double counted"); and
 4. The campus opts not to mandate that the requirements herein be completed in lieu of requirements in the degree major or double count in satisfaction of requirements in the degree major; and
 5. The campus opts not to mandate that the requirements herein be completed in lieu of local, campus-specific graduation requirements or double count in satisfaction of local, campus-specific graduation requirements, and
 6. There are no available elective units in the degree program.
- B. On a program-by-program basis, for high-unit professional degree major programs, the chancellor may authorize campus-approved proposed exceptions to the requirements specified herein.

- C. In individual cases of demonstrable hardship, the appropriate campus authority may grant exceptions to the requirements specified herein.
- D. 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 an institution accredited by a regional accrediting association; or
 - 2. The student has completed equivalent academic preparation, as determined by the appropriate campus authority.