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 Regulations\textsuperscript{17}, the university offers a variety of courses in general education. The pattern of courses included in the program is designed primarily to insure that students:

\begin{itemize}
  \item Develop the ability to express themselves effectively in both written and oral communication and in critical thinking which includes consideration of common fallacies in reasoning;
  \item Understand nature and are able to relate to their biological and physical environment;
  \item Are familiar with their own and the cultural heritage of others and have developed the capacity to be creative and to appreciate creativity in others;
  \item Understand the economic, political, technological, and social problems of contemporary society and the responsibilities and privileges of modern citizenship;
  \item Acquire a basic understanding of the requirements of good health and are able to maintain their own physical well being;
  \item Have developed an understanding of themselves and their relationship to others.
\end{itemize}

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.\textsuperscript{18}

LEAP Essential Learning Outcomes Framework

\begin{itemize}
  \item Knowledge of Human Cultures and the Physical and Natural World
  \item Intellectual and Practical Skills
  \item Personal and Social Responsibility
  \item Integrative Learning
\end{itemize}

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

\begin{itemize}
  \item Think clearly and logically;
  \item Demonstrate information competency-finding and examining information critically;
  \item Carry out effective oral communication;
  \item Write effectively;
  \item Apply quantitative reasoning concepts and skills to solve problems;
  \item Make informed, ethical decisions;
  \item Understand and apply the scientific method;
\end{itemize}

\textsuperscript{17}California Code of Regulations, Title 5, Section 40405
\textsuperscript{18}General Education Breadth Requirements – Executive Order No. 1065 Article 3.2
• 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 REQUIREMENTS

The requirement in Title 5 for general education is 72 quarter units.19 Beginning in curriculum year 2001-02, students must satisfy all GE content areas with a minimum of 68 quarter units, including 12 units of upper division synthesis courses. This total number of GE units represents a variance from Title 5 that has been approved by the CSU Chancellor's office as a temporary deviation for this university. In addition, students shall meet the residency requirement: twelve quarter units of general education must be completed in residence at California State Polytechnic University, Pomona.

Courses to meet the university general education program requirements are recommended by the Academic Senate and approved by the Provost. 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.20

REVIEW OF GENERAL EDUCATION COURSES

The following recommendations were adopted by the Academic Senate November 16, 1988, and approved by the President.21

Only one review of a particular GE-approved course will be allowed per five-year cycle.

In the case of a request to review a course, the department which initiates the review must document consultation and discussion of the course in question with the department that offers it.

19 California Code of Regulations, Title 5, Section 40405.1
20 California Code of Regulations, Title 5, Section 40405.5b
21 Article 4; AS-1126-001/GE Revision in General Education Referral (Reconsideration); AS-2229-067/GE GE Numbering
The request to review a course must come from the College Curriculum Committee and be directed to the Academic Senate.

The referral must specifically address the criteria of the GE category in which the course is currently approved.

CAL POLY POMONA GENERAL EDUCATION - UNIT DISTRIBUTION

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**  Communication and Critical Thinking (12 units); one course each from sub-areas A1, A2, and A3.

**Area B**  Mathematics and Natural Sciences (16 units); one course each from sub-areas B1, B2, B3, B4, and B5. One lab course from sub-areas B1 or B2 must be taken to fulfill sub-area B3; sub-area B5 must be an upper-division synthesis course.

**Area C**  Humanities (16 units), one course each from sub-areas C1, C2, C3, and C4; sub-area C4 must be an upper-division synthesis course.

**Area D**  Social Sciences (20 units); two courses in sub-area D1, and at least one course each from sub-areas D2, D3, and D4; sub-area D4 must be an upper-division synthesis course.

**Area E**  Lifelong Understanding and Self-Development (4 units)

**INTERDISCIPLINARY GENERAL EDUCATION (IGE)**

The Interdisciplinary General Education (IGE) program provides an integrative-thematic approach to the Humanities and Social Sciences components of General Education areas A, C and D for a total 32 units of the 56 lower-division units required. This program is designed as an 8 quarter program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Completion of IGE Courses</th>
<th>Satisfies GE Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>IGE 120, IGE 121, IGE 122</td>
<td>A2 as well as any 2 courses from C1-C3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>IGE 220, IGE 221, IGE 222</td>
<td>D1 (8 units) and D3</td>
</tr>
<tr>
<td>Junior</td>
<td>IGE 223, IGE 224</td>
<td>D2 and Area E</td>
</tr>
</tbody>
</table>

CAL POLY POMONA GENERAL EDUCATION STUDENT LEARNING OUTCOMES

**Goals and Measurable Outcomes**

I) **Acquire foundational skills and capacities**
   a) Write and speak effectively to various audiences
   b) Locate, evaluate, and responsibly use and share data employing information and communication technologies.
   c) Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

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22 General Education Breadth Requirements – Executive Order No. 1065
23 AS-2420-123/GE General Education – Mission and Student Learning Outcomes
d) Apply and communicate quantitative arguments using tables, graphs, and equations.

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 describe their aesthetic, historical, and cultural significance in society.
   c) Analyze the concepts, theories, and methods pertaining to cultural, economic, historical, political, or social institutions.
   d) Integrate concepts, theories, and examples from more than one field of study to identify problems, draw conclusions, and construct original ideas.

III) **Develop social and global knowledge.**
   a) Describe the historical development of diverse cultures and analyze the role that cultural diversity plays in shaping core institutions and practices of individuals and societies.
   b) Apply principles, methods, value systems, and ethics to social issues confronting local and global communities.

IV) **Develop capacities for integration and lifelong learning.**
   a) Analyze the behavior of individuals within the context of the social and natural environment, human sexuality, physical and mental health, and stages of life.
   b) Explain the role that the acquisition of a recreation, avocation, or artistic skills plays in an individual’s physiological and psychological development.
   c) Explain the importance of active engagement in communities 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.  

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--COMMUNICATION AND CRITICAL THINKING**

The content of courses satisfying this area will include:
   i. The study of written and oral communication and critical thinking.
   ii. Considerable written work, with emphasis on expository prose.
   iii. Emphasis on clarity and lucidity of thought and its written and oral expression.
   iv. Exploration, development, understanding, and use of visual communication media and skills.

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24 AS-2230-067/GE GE Meaningful Writing Component
25 General Education Breadth Requirements – Executive Order No. 1065
v. Instruction in analyzing, criticizing, and advocating ideas, reasoning deductively and inductively.

Students are required to take a minimum of twelve quarter units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (Area A3), to include consideration of common fallacies in reasoning.

1) Oral Communication (4 quarter units)

and

2) Written Communication (4 quarter units)

Students taking courses in fulfillment of subareas A1 and A2 will develop knowledge and understanding of the form, content, context, and effectiveness of communication. Students will develop proficiency in oral and 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, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

3) Critical Thinking (4 quarter units)

In 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--MATHEMATICS AND NATURAL SCIENCES

Instruction approved for fulfillment of this requirement is intended to develop knowledge of scientific theories 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 take a minimum of eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in a related laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Courses in Mathematics/Quantitative Reasoning shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

Students are required to take one course from sub-areas B1, B2, B3, B4, and B5 as defined below. One laboratory course from sub-area B1 or B2 must be taken to fulfill the B3 requirement. The course for sub-area B5 must be an upper division synthesis course. Students should complete Area A (1, 2, and 3) and at least two of the mathematics and natural science Area B (1, 2, 3, and 4) before taking their upper division B5 course.

1) Physical Sciences

Courses in this area will provide students with fundamental knowledge of the physical laws controlling the universe. This area will also reinforce the quantitative mathematical reasoning skills

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26 General Education Breadth Requirements – Executive Order No. 1065

23
CHAPTER 3 - GENERAL EDUCATION PROPOSALS

developed in sub-area 4 as well as the student’s critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical.

2) Biological Sciences
Courses in this area will provide students with fundamental knowledge of living systems and their relationships with the world about them, including attention to diverse life forms, ecology, and evolution. Scientific contributions, where applicable, from various cultures of the world will be included.

3) Laboratory Activity
Courses in this area will require the student to reinforce principles learned in the physical sciences and biological sciences sub areas. At least one laboratory course from sub-area B1 or B2 must be taken to fulfill this requirement.

4) Mathematics/Quantitative Reasoning
Courses in this area will require the student to use basic mathematical skills to develop mathematical reasoning, investigative and problem solving abilities. Development of these goals will include applications from/to real life situations.

5) Science and Technology Synthesis (must be upper division)
Courses in this area will deal both with the relationship between science, technology, and civilization and with the effect science and technology has on civilizations and human values. Appropriate issues to be explored by courses in this area include but are not limited to: the impact of specific technologies such as communications or computing technology; ecological issues; history and philosophy of science and technology; scientific method and reasoning; medical technology and its ethical implications; general systems theory and its applications to a variety of disciplines and situations.

AREA C--HUMANITIES

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. Activities may include participation in individual aesthetic and creative experiences.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.
(Excerpted from Executive Order 1065)

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

Students are required to take one course from sub-areas C1, C2, C3, and C4 as defined below. The course for sub-area C4 must be an upper division synthesis course. Students should complete Area A (1, 2, and 3) and Area C (1, 2, and 3) before taking their upper division C4 course.

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27 General Education Breadth Requirements – Executive Order No. 1065
Arts, Literature, Philosophy, and Foreign Languages (typically lower division)

Each course in sub-areas C1, C2, and C3 must provide planned relationship to the other Humanities subject areas. In addition, each course in sub-areas C1, C2, and C3 must include a significant cross-cultural component.

1) Visual and Performing Arts

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

2) 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 examine critically the philosophical ideas and theories around which different civilizations have been organized, and to explore the complex developments of those civilizations. In the study of philosophy, students should 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. Moreover, they should encourage broad historical understanding enabling students to see the past in the present and the present in the past.

3) Literature and Foreign 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 importance of literature in the interpretation of culture. Students in literature and foreign languages should better understand the significance 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.

4) Humanities Synthesis (upper division)

Courses 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.

AREA D--SOCIAL SCIENCES

Students learn from courses in multiple disciplines that human social, political and economic institutions and 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 professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

28 AS-2286-089/GE Request to Change Name of GE Area C1
29 General Education Breadth Requirements – Executive Order No. 1065
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Students are required to take two courses from sub-area D1 and one course from sub-areas D2, D3, and D4 as defined below. The course for sub-area D4 must be an upper division synthesis course. Students should complete Area A (1, 2, and 3) and Area D (1, 2, and 3) before taking their upper division D4 course.

1) U.S. History, Constitution, and American Ideals
   CSU campuses may permit up to six semester units or eight quarter units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) to be credited toward also satisfying General Education Breadth Requirements. These proposals should conform to the following requirements.30

   The purpose of these requirements is to ensure that: students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live, enabling them to contribute to society as responsible and constructive citizens. To this end, the campus shall provide comprehensive study of American history and American government, including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government. To qualify for graduation, each student shall demonstrate competence by completing courses in the foregoing fields. Students transferring from other accredited institutions shall not be required to take further courses or examination therein.

   Note: The last sentence applies only to courses taken in California. Students who have completed courses on the federal government and the federal constitution in other states must take an approved course covering California government or pass an examination administered at Cal Poly Pomona.

2) History, Economics, and Political Science

3) Sociology, Anthropology, Ethnic and Gender Studies

   Courses in each sub-area will introduce students to the methods and theories pertaining to economic, social, and political analysis, respectively. Courses in sub-area D2 and D3 should also show how human social, economic, political, and historical institutions are inextricably interwoven.

   Thus, while the subject matter of each D2 and D3 course will emphasize a particular content area, each course should also demonstrate the interrelatedness of sub-areas D2 and D3.

   To accomplish this goal, these courses will include substantial coverage of interdisciplinary issues so those students can connect sometimes-fragmented information and draw meaningful conclusions. Problems and issues in these sections should be examined in contemporary as well as historical contexts, and include significant global and cross-cultural perspectives.

   Courses in sub-areas D2 and D3 will integrate critical thinking and analysis. Students will be able to generalize, draw comparisons, detect logical fallacies, and perceive the interrelatedness of human social, political, and economic institutions and behaviors.

4) Social Science Synthesis (upper division)

   Courses should focus on a deeper understanding of a set of concepts and their application in the solution of a variety of specific social problems. 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 different theories and approaches in the field.

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30 California Code of Regulations, Title 5, Section 40404, and “Requirements in United States History, Constitution and American Ideals” (Board of Trustees CSU Register dated 1/10/92)
AREA E--LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT

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, financial literacy, 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.

GUIDELINES FOR GE SYNTHESIS COURSES

The major focus of a synthesis course is to integrate and focus fundamental concepts and issues. General Education synthesis courses must be offered on a regular, yearly basis. If courses are not offered on this frequency, the Office of Academic Programs has the authority, after consultation with the Academic Senate, to delete them from the approved list.

Advisors may not direct students to take coursework to meet the 12-unit upper division requirement unless those courses have been approved as a GE synthesis course through full curricular review, including Academic Senate and President approval.

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:

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31 General Education Breadth Requirements – Executive Order No. 1065
32 AS-2118-034/AP Proliferation of G.E. Synthesis Courses
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- 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 Mathematics and Natural Sciences 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 C4-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, 2 or 3 (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.
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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.
AMERICAN CULTURAL PERSPECTIVES GRADUATION REQUIREMENT

Coursework in American Cultural Perspectives is a graduation requirement, not a general education requirement. The courses that satisfy this requirement may be part of a student’s GE program, major, or minor, or may be taken as electives. These requirements will not constitute an additional unit load on the degree requirements of a student in any program. To satisfy this requirement, a student must take at least one four-unit course.

Courses that meet the American Cultural Perspectives requirement should satisfy all of the following criteria:

- Introduce theoretical perspectives and non-western/non-traditional approaches for studying gender, ethnicity, and class;
- Include the study of at least one other marker of social difference, such as sexual orientation, religious affiliation, national origin, etc.;
- Cover at least two of the following socio-cultural groups: African Americans, Native Americans, Chicano/Latino Americans, Asian Americans, Pacific Islands Americans, Middle Eastern Americans, or European/White ethnic Americans;
- Address intra-cultural differences as well as inter-cultural commonalties. Differences may be examined by focusing on diverse cultural practices, environmental ethics, political histories, religious beliefs, or means of artistic expression.

GRADUATION REQUIREMENTS IN UNITED STATES HISTORY, CONSTITUTION AND AMERICAN IDEALS

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

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33 AS-887-934/GE, Criteria for Courses to Fulfill American Cultural Perspectives Requirement
34 Graduate Requirements in United States History, Constitution and American Ideals – Executive Order No. 1061
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.

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:
CHAPTER 3 - GENERAL EDUCATION PROPOSALS

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.