General Education Policies and Procedures

GENERAL EDUCATION POLICIES

The General Education Committee

The General Education (GE) Committee is a Standing Committee of the Academic Senate. The Committee consists of thirteen voting members:

1. Faculty: Ten members, each to be elected for a three-year term by the University faculty, to represent the entire University. One shall be elected from each of the Colleges/Schools. In addition, two shall be elected from among the Colleges of Arts and Humanities, Science and Mathematics, and Social Sciences with no more than two from any College. In the event of a failure to elect a member, or should a member become unable to serve, a replacement from the appropriate School may be appointed by the Executive Committee of the Academic Senate until such time as the position can be filled by election.

2. Students: Two students designated by the Associated Students, Inc.

3. Ex-Officio: One representative from the Office of the Provost.

4. Chair: The Chair should be nominated and elected from the elected members of the Committee.

5. The Committee shall also include one non-voting representative appointed by the Vice President for Student Affairs.

The Committee's responsibilities are as follows:

1. Evaluating and approving courses for inclusion in the GE Program.

   A. When evaluating proposed courses the Committee must follow the general statewide requirements of the Executive Order on GE as well as the specific local criteria approved by the Academic Senate and the Provost (the GE Program Description).

   B. Course approval shall be based upon the GE Policy (this document) and upon the GE program description provided by the Academic Senate as approved by the Provost.

2. Coordinating a regularly scheduled review of GE courses to ensure compliance with GE Policies and Program Description.

   A. All GE courses will be subject to periodic and detailed review.

   B. A course which appears to be in serious violation of GE Policy and Program Description and/or is inconsistent with the approved course proposal may be reviewed at any time.

3. Providing oversight and analysis of the assessment of student learning outcomes across the GE Program.

4. Implementing GE Policy and Procedures as adopted by the University.

    A. Courses found in violation of current GE Policies and Procedures (e.g., failure to meet the writing requirements, exceeding enrollment limits, failure to offer courses consistently), as well as courses whose grading practices appear inappropriate, are subject to deletion from GE. The Provost's Office shall issue a notice of violation and identify the remedial action that must be taken and a deadline for compliance. If remedial action is not taken by the date specified, the course will be removed from the GE Program.

    B. A failure by Departments/Programs to fully participate in the process of periodic reviews and assessment of student learning outcomes will result in the removal of the non-compliant course(s) from the GE Program.

5. Submitting, on a yearly basis, a report on the status and functioning of the GE Program as a whole to the Executive Committee of the Academic Senate.

6. Developing and forwarding to the Executive Committee of the Academic Senate recommendations for changes in GE Policy and Procedures and in the Program Description.

Appeals/Reinstatement:

1. A Department or Program may appeal to the Provost a decision by the GE Committee that a Department or Program course is in violation of GE policy. If the appeal is upheld, the matter shall be remanded to the GE Committee for reconsideration. If the Committee rejects the decision of the Provost, the appeal shall be forwarded along with the recommendations of the Provost and the GE Committee to the Academic Senate for final resolution.

2. Courses which have been proposed for inclusion in the GE Program, but have been rejected by the Committee, may be resubmitted no sooner than the following semester.

3. Courses that have been removed from the GE Program may be considered for reinstatement, if requested by the Department/Program, no sooner than one calendar year from the date of the notice of removal. Reinstatement will be treated in the same way as a new submission.

Exceptions to GE Requirements:

1. Requests for exceptions to the GE requirements submitted by high-unit professional degree programs will be received and considered by the GE Committee.

   A. Academic justifications for such requests are to be presented to the Committee.

   B. If the request concerns campus policies alone, the Committee's recommendations, with complete documentation, will be forwarded to the Provost.

   C. If the request concerns system-wide policies, the Committee's recommendations, with complete justification, will be forwarded to the Provost for submission to the Chancellor's Office.

   D. Colleges that may be academically affected by any exception will be notified prior to a decision by the committee.

2. Individual student requests for exemptions or substitutions shall be received and acted upon by the Student Academic Petitions Committee.

Areas 1-6

1. All areas and subareas must contain a substantial number of 3 unit courses in order to assure that students do not face a *de facto* increase in the minimum required GE units.

2. Only rarely shall Departments or Programs have courses in more than one GE Areas 2-6.

3. A student must complete the lower division course requirements before enrolling in an upper division Integration course in that same area.

4. A maximum of two courses from one Department or Program may be applied to satisfy the Breadth requirements. However, a Department or Program may prohibit any Breadth course from simultaneously satisfying its own Departmental or programmatic requirements.

Foundation (Areas 1 and 2)

1. Courses in Area 1 must meet the current mode and level standards set for C4 lecture discussion courses within the CSU course classification system (normal class size of 25). Larger class size may be permitted based on the ability of the course to meet the area criteria and by outcomes assessment measures. Exceptions to the enrollment size limits will be considered by the GE Committee if they are consistent with the interactive, active learning model of lecture/discussion (C4) courses. Small enrollment may be necessary to achieve the required objectives in some courses, while labs, break-out groups, or other means of providing individual student-instructor communication and feedback may work well in other courses. In some courses, enrollment may be limited by available facilities (e.g. computer stations). While differences in pedagogy and methodology exist between and within instructors, Departments, and Colleges/Schools, course (enrollment) size is an important consideration in achieving educational objectives.

2. No GE credit will be given for any Foundation course in which the student received less than a "C" grade.

3. Students must complete all Foundation courses by the time they have completed 30 semester units. If students fail to complete successfully (C or better) any of the courses in this area, they must continuously register for an appropriate course until they remediate that deficiency.

4. All Foundation courses must be lower division.

Area 3

1. Students must take a minimum of three units in the arts (Sub-Area 3A) and a minimum of three units in the humanities (Sub-Area 3B).

2. All courses in Area 3 must be lower division.

Area 5

1. All courses in Area 5 Physical and Biological Sciences must make use of the knowledge and skills students learn in the Area 2 courses. Therefore all students must complete the Area 2 Mathematical Concepts and Quantitative Reasoning requirement prior to completing the Area 5 Physical and Biological Sciences requirement.

2. Integral laboratory components must be associated with all courses in Area 5.

3. All courses in Area 5 must be lower division.

Approval and Evaluation of General Education Courses

I. Goals Guiding General Education

The GE Program expands students' intellectual horizons, fosters lifelong learning, prepares them for further professional study and instills within them an appreciation of cultures other than their own. The University will remain committed to providing a quality general education experience for all students and make it clear that such an experience is the foundation of all applied and professional programs.

II. Criteria for Evaluation

A. Characteristics of GE Courses in All Areas

Courses proposed for, or under review in, GE are expected to meet the following criteria:

1. Courses are grounded in the Liberal Arts and Sciences, though professional courses that meet the student learning outcomes.
2. Courses must cover subjects by exploring major ideas, themes, and concepts consistent with the intent of the subarea goals, specifications, and learning outcomes, all of which should be integrated into the course in a meaningful way.
3. Faculty must assign to students and incorporate into their GE courses significant non textbook readings to provide students an opportunity for sustained reading that enhances their command of language, rhetoric, and argumentation.
4. A course may only use prerequisites which are also in GE, unless the course will only meet the GE Area requirement for specific majors in which case it may have major specific prerequisites though courses may require work normally completed in high school to meet CSU admission requirements.
5. The GE Writing Requirements must be integrated into each course.
6. Courses must be taught at least once in four consecutive semesters or be dropped from the list of GE offerings.
7. Courses must be submitted for review every five years or be dropped from the list of GE courses.
8. When proposals are rejected by the General Education Committee, written reasons will be provided.

B. Characteristics of GE Upper Division Integration Courses (Areas I2/5, I3, and I4)

1. These courses are designed to provide opportunities for students to discover a variety of ways in which specific areas of human knowledge are related.

2. All upper division Integration courses must:

    a. Be congruent with an area (Areas 2-5) goal, as well as the appropriate subarea goals, specifications and learning outcomes.

    b. Be integrative, aiming toward a genuine appreciation of the linkages among subareas as well as the area goal.

3. Be limited to the maximum enrollment allowed for lecture/discussion classes but not to exceed 50 students in any section. Exceptions may be granted by the GE Committee in consultation with the appropriate Departments if:

    a. A larger class can be shown to satisfy the goals, specifications, and learning outcomes of upper division GE,

    b. The larger class size will not create an imbalance in the distribution of enrollment in an area that adversely affects the other participating courses in the same area (for example, by decreasing their enrollment so that their contribution to the area is incidentally reduced),

    c. The exception must be renewed every two years to ensure that the GE Committee has the opportunity to gauge the impact of large sections on the area, based on assessment of student learning data provided by the Department, School or College.

C. Area Enrollment Management Criteria

The following ensures that area offerings maintain a breadth of alternatives:

1. Courses should be offered in a sufficient balance within each area (2-6) so that students have a choice among a solid range of courses in each area. The distribution of course sections and enrollment in sections of each area shall be monitored by the GE Committee.

2. School or College curriculum committees, Deans, and the Provost or Provost's designee shall support the goals of breadth in each area by assuring that no individual course is offered with sufficient frequency (for example, through a large number of sections or multiple sections of large classes) as to dominate the enrollment in the area.

3. If necessary to restore enrollment diversity in an area, upon the recommendation of the GE Committee, Schools or Colleges that allow multiple sections of a course to dominate the distribution of enrollment in an area may be restricted by the Provost or Provost's designee with regard to the number of sections they may conduct.

GENERAL EDUCATION PROCEDURES

Procedures for General Education Proposal Submission

General Education (GE) course proposals should include the following:

1. A title.
2. A brief description (catalog entry).
3. Any prerequisites (including those required by the GE Program).
4. A justification of the course as meeting the goals, criteria, specifications and learning outcomes of GE as outlined in the Program Description document (Areas 1-6 as required), as well as the applicable sections of Policies for Inclusion and Evaluation of General Education Courses (detailed in the General Education Policies document). Integration courses require an explanation of the manner in which the course integrates area and subarea goals and learning outcomes.
5. Frequency of course offering.
6. Additional operating money required beyond present levels.
7. Additional instructional equipment required.
8. A course syllabus for each section taught that should include all required elements from the University syllabus templates.
9. Specific writing or performance requirements that comply with GE Policies and the GE Writing Requirements document (e.g. typical paper assignments, research projects or performance requirements).
10. A plan for assessing the student learning outcomes for the appropriate GE area, including the student work to be evaluated and the rubric or standardized method by which the work will be evaluated.
11. The approval of the Departments involved, of the School or College curriculum committee(s), and of the School or College Dean(s).

Procedures for Course Submission

A Procedures for Submitting New Course Proposals

1. A request for a course to be added to the GE Program is made through the submission of an Undergraduate GE Course Proposal form. Following a substantive review of the request by the Department, appropriate School or College committee, and approval by the School or College Dean, the request is submitted to the GE Committee through the Provost or Provost's designee. Proposals must be approved by the GE Committee as well as the Provost or Provost's designee. If approved, the course is incorporated into the next year's catalog, and it may be scheduled for offering during the academic year covered by the catalog. Existing courses for GE do not need to be submitted to the Undergraduate Curriculum Subcommittee.

2. If a course is interdisciplinary in nature, involving more than one School or College, the proposal must be approved by the respective committees and Deans of each school or College before submission to the GE Committee.

B. Procedures for Submitting Proposed Changes to Existing GE Courses

1. Deletions or changes in existing courses involving unit value, lecture/laboratory format, distance/mediated learning, prerequisites, class size, content, and title or description are requested on the Undergraduate GE Course Change Request form. Following a review by the Department, review and recommendation by the appropriate School or College committee, and approval by the School or College Dean, the request is submitted to the GE Committee through the Provost or Provost's designee. If approved, the course is incorporated into the next year's catalog, and it may be scheduled for offering during the academic year covered by the catalog.

2. The procedures for submission of existing course proposals shall be the same as those described for new course proposals with the understanding that the depth of the review is contingent upon the extent of the proposed change.

C. Procedures Relevant to both New and Existing GE Courses

1. When a new course or a proposed change affects another program or Department, it must be cleared by the affected program or Department. Such clearance, as evidenced by the appropriate signatures on the request form, must be secured by the Department requesting the change. If clearance is denied, then resolution of the issues can be sought before the GE Committee. If a change significantly affects other courses or programs within the Department making the request, the necessary adjustments should also be indicated on the form. Information on current course interrelationships may be obtained from the Provost or Provost's designee.

2. The GE Committee will be responsible for recommending to the Provost or Provost's designee amendments to the list of courses included in the GE Program.

3. All courses in GE must be resubmitted and reapproved every five years during a review performed by the GE Committee to ensure the courses continue to meet the goals and learning outcomes of the program.

GENERAL EDUCATION PROGRAM DESCRIPTION

General Education Program Description

This document describes the number of units as well as the learning outcomes and specifications for courses in each area of the General Education program (GE) at California State University, Fresno. The guiding document on GE is the Executive Order from the Chancellor's office, which governs GE programs on all CSU campuses. For information regarding the composition of the GE committee, guidelines and procedures for GE proposal submissions and policies for evaluation of GE courses, please refer to the GE policies and procedures document.

Criteria Applying to All Areas

Courses in General Education are expected to meet the following criteria:

1. All General Education courses must meet the specifications of the Executive Order and the specifications and required learning outcomes for each Sub-Area.
2. Courses in General Education are grounded in the Liberal Arts and Sciences, though professional courses that meet the guidelines may be included.
3. Courses must cover the subjects by exploring major ideas, themes, and concepts consistent with the intent of the Sub-Area goals, learning outcomes and specifications. The area goals, learning outcomes, and specifications should be integrated into the course in meaningful ways.
4. Faculty must assign to students and incorporate into their General Education courses significant non-textbook readings. As the readings assigned vary from dense research articles to comparatively lighter popular books, the number of pages assigned should provide students an opportunity for sustained reading that enhances their command of language, rhetoric, and argumentation.
5. A course may only use prerequisites which are also in General Education, though courses may require work normally completed in high school to meet CSU admission requirements.
6. The General Education Writing Requirements must be integrated into each course.

Descriptions for Areas 1, 2, 3, 4, 5, and 6

General Education Area 1 - English Communication

In alignment with the California State University System Executive Order on GE:

A minimum of nine semester units or twelve quarter units in communication in the English language, to include English composition (Sub-Area 1A), critical thinking and composition (to include consideration of common fallacies in reasoning) (Sub-Area 1B), and oral communication (Sub-Area 1C).

Students taking courses in fulfillment of Sub-Areas 1A and 1C 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.

Given the mandates of the Executive Order, Area 1 will contain 9 units, divided as follows: Three lower division units in each Sub-Areas of English Composition (1A), Critical Thinking and Composition (1B), and Oral Communication (1C) .

English Composition (1A) and Oral Communication (1C) Student Learning Outcomes

Upon completion of an Area 1A (English Composition) course, students will be able to:

1. Demonstrate appropriate language use, clarity, proficiency in writing, and citation mechanics.
2. Demonstrate effective academic reading strategies and processes, as well as critical evaluation of written work.
3. Demonstrate effective academic summary, rhetorical awareness and perception, and analysis and synthesis of information.

Upon completion of an Area 1C (Oral Communication) course, students will be able to:

1. Demonstrate effective communication by analyzing, creating, and presenting extemporaneous informative and persuasive messages with clear lines of reasoning, development of ideas and documentation of external sources.
2. Analyze the impact of culture and situational contexts on the creation and management of the communication choices used to inform and persuade audiences.
3. Create and criticize public arguments and reasoning, decision making processes and rhetorical messages through oral and written reports.

1A and 1C Specifications - English Composition and Oral Communication:

In addition to meeting the above learning outcomes, all courses must:

1. Emphasize the form, mechanics and content of communication.
2. Require students to prepare at least six written presentations (for 1A) or at least three major oral presentations (for 1C) which will receive written or oral critiques by the instructor. For 1A courses, at least one written presentation must utilize a manual of style for preparing a term paper. These requirements are in addition to standard GE writing requirements.

Critical Thinking and Composition (1B)

In alignment with the California State University System Executive Order on GE:

In Critical Thinking and Composition courses (Sub-Area 1B), students will understand logic and its relation to language; elementary inductive and deductive processes, and develop an understanding of the formal and informal fallacies of language and thought; and be able to distinguish matters of fact from issues of judgment or opinion. In 1B courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and be able to reach well-supported factual or judgmental conclusions.

Critical Thinking and Composition (1B) Student Learning Outcomes

Upon completion of an Area 1B (Critical Thinking and Composition) course, students will be able to:

1. Recognize, analyze, evaluate and construct arguments in ordinary language.
2. Distinguish between inductive and deductive reasoning.
3. Identify common fallacies of reasoning.
4. Analyze and evaluate the various types of evidence for various types of claims.

General Education Area 2 **Mathematical Concepts and Quantitative Reasoning**

In alignment with the California State University System Executive Order on GE:

Courses in Area 2 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.

Mathematical Concepts and Quantitative Reasoning (2) Student Learning Outcomes

Upon completion of an Area 2 (Mathematical Concepts and Quantitative Reasoning) course, students will be able to:

1. Represent and explain mathematical information beyond the level of intermediate algebra symbolically, graphically, numerically and verbally.
2. Apply mathematical models of real-world situations and explain the assumptions and limitations of those models.
3. Use mathematical models to find optimal results, make predictions, draw conclusions, and check whether the results are reasonable.

Specifications:

Courses in Mathematical Concepts and Quantitative Reasoning (Area 2) must have:

1. A prerequisite of at least Intermediate Algebra, and must use a level of mathematics beyond that of Intermediate Algebra.

General Education Area 3 **Arts and Humanities**

In alignment with the California State University System Executive Order on GE:

Across the disciplines in their Area 3 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, creative experiences; however Area 3 excludes courses that exclusively emphasize skills development.

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.

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 Sub-Areas specified, as opposed to restricting the entire number of units required to a single Sub-Area.

Given the mandates of the Executive Order, Area 3 will contain 6 units, divided as follows:

1. Three lower division units in each Sub-Areas 3A and 3B.

Arts (Art, Dance, Music, Theatre) (3A) Student Learning Outcomes

Upon completion of an Area 3A (Arts) course, students will be able to:

1. Respond orally and in writing to aesthetic experiences, both subjectively and objectively, validating the integrity of both emotional and intellectual responses.
2. Recognize and explain the relationship between the self and the arts in a given cultural context.
3. Recognize, describe, and interpret works of art and performance; students may engage in skill development and/or participate in artistic creation.

Humanities (Literature, Philosophy, Foreign Languages) (3B) Student Learning Outcomes

Upon completion of an Area 3B (Humanities) course, students will be able to do <u>one</u> of the following:

1. Objectively review and explain important philosophical, historical or linguistic findings and developments.

   or

2. Recognize, describe, and interpret works of the human imagination or intellect in their cultural context, either subjectively or objectively.

   or

3. Demonstrate basic competence with a language (not English) and interpret texts or speech produced in that language from a relevant cultural perspective.

Specifications:

Courses in the humanities (3B) must:

1. Promote an understanding of the development of contemporary civilization through studies of its historical and cultural roots in the principal humanistic endeavors, e.g., literature, philosophy, and foreign languages.

2. Include exposure to diverse cultural perspectives.

3. Reflect critically and systematically on questions concerning beliefs, values and the nature of existence;

   or

   Include a survey of the various types and styles of literature from a variety of historical perspectives and cultures, including instruction in the techniques of literary criticism;

   or

   Foster skills in listening, speaking, reading and writing a language other than English within a cultural and artistic context.

General Education Area 4 **Social and Behavioral Sciences**

In alignment with the California State University System Executive Order on GE:
Students learn from courses in multiple Area 4 disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area 4 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 4. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the Sub-Areas specified, as opposed to restricting the entire number of units required to a single Sub-Area.

Given the mandate of the Executive Order, as well as the American Institutions requirement, Area 4 will contain 6 units, (Three lower division units in each of Sub-Areas 4A and 4B.) divided as follows:

1. Three lower division units fulfilling the United States History requirement under Section 40404 of Article 5, sub-chapter 2, Chapter 1, Division 5 of Title 5 of the California Education Code (Sub-Area 4A).
2. Three lower division units in the subject area of the social sciences (Sub-Area 4B).

American History (4A) Student Learning Outcomes

Upon completion of an Area 4A course (American History), a student will be able to:

1. Trace the historical development of American documents, institutions, and ideals, including the Constitution of the United States and the operation of representative democratic government.
2. Describe the origins of American social, political, cultural, and economic institutions and how they have changed over time.
3. Analyze and synthesize historical sources, including primary and secondary documents, and place them in their historical context.

Social and Behavioral Sciences (Area 4B) Student Learning Outcomes

Upon completion of Area 4B courses, a student will be able to:

1. Discuss issues in the social sciences in their contemporary as well as historical settings and in a variety of cultural contexts.
2. Explain the principles, methodologies, value systems, and ethics employed in social scientific inquiry.
3. Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions.

Specifications

In addition to meeting the above learning outcomes, all courses in Social and Behavioral Sciences (Area 4) must:

1. Introduce students to the methodologies and analytical concepts necessary to evaluate society and promote more effective participation in the human community.
2. Study the influence of major social, cultural, economic and political forces on societal behavior and institutions, or provide an understanding of different cultures and ethnic diversity through the use of comparative methods and a cross-cultural perspective.

Note: No student may take more than two courses from a single department or program to satisfy the requirements of Area 4.

General Education Area 5 **Physical and Biological Sciences**

In alignment with the California State University System Executive Order on GE:

In Sub-Areas 5A-5C, students develop knowledge of scientific theories, concepts, and data about both 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. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Given the mandates of the Executive Order, Area 5 will contain 7 units, divided as follows: Three lower division units in each of Sub-Areas 5A and 5B (6 units). The additional one-unit Laboratory requirement of the Executive order (5C) is met through a laboratory in either a 5A or 5B course.

Physical Science (5A) Student Learning Outcomes

Upon completion of an Area 5A (Physical Science) course, students will be able to:

1. Recognize and explain scientific theories, concepts, and data about non-living systems.
2. Use data and observations from a specific scientific field to elucidate scientific hypotheses and theories.

3. Discuss the tentative nature of scientific knowledge, and how scientific uncertainty is reflected in the value systems and ethics associated with human inquiry and public policy.

Specifications:

Courses in the Physical Science (5A) must:

1. Provide instruction in the fundamental principles and methods of the science being studied, and on the development and testing of hypotheses.

2. Involve understanding and active exploration of the fundamental principles which govern the materials of the physical universe as well as the distribution of those materials and the processes applicable to them, and also involve an understanding of and ability to employ the experimental and mathematical methods used in science.

3. Engage students in understanding the fundamental principles and laws of Physical Science, exploring the analytical and quantitative methods of inquiry, and clearly demonstrating the use of the scientific method.

4. By using tools of science, encourage students to enter into major scientific debates that affect the politics and ethics of our democratic society, economic systems, and our quality of life, e.g., nuclear power, genetic engineering, the purity of our drinking water, environmental issues, and science education. Students should learn how to develop informed judgments, and therefore be able to influence societal views about science and technology.

5. Examine the structure and implications of major scientific disputes in their historical context.

Biological Science (5B) Student Learning Outcomes

Upon completion of an Area 5B (Biological Science) course, students will be able to:

1. Recognize and explain scientific theories, concepts, and data about living systems.

2. Recognize scientific principles and apply the scientific method.

3. Discuss the distinctive strengths and scope of scientific endeavors and the ethics associated with intellectual inquiry.

Specifications:

Courses in the Biological Science (5B) must provide:

1. Instruction in the fundamental features and unifying theories of all living things, including the chemical and physical bases of life and the relationships between living and nonliving materials, and the relevance of this biological knowledge to human affairs;

   or

2. Instruction pertaining to a major evolutionary lineage of living things (e.g. plants, animals) rather than a more constrained group, and the relationships between these organisms and humans;

or

3. Instruction demonstrating the linkages among the biological sciences and the relevance of those linkages to human affairs.

Laboratory Activity (5C)

The required laboratory activity requirement will be met by integral laboratory components which must be associated with all courses in Sub-Areas 5A and 5B.

General Education Area 6 **Ethnic Studies**

In alignment with the California State University Policy EO 1100:

A minimum of three semester units in Ethnic Studies, which is defined as the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.

Courses in Area 6 must have one of the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Ethnic Studies) shall also meet this requirement. Courses without Ethnic Studies prefixes may meet this requirement if cross-listed with a course with an Ethnic Studies prefix.

This General Education requirement may not be waived, though the requirement may be met with an approved course transferring from a California community college.

Ethnic Studies (6) Student Learning Outcomes

Upon completion of an Area 6 course, a student will be able to (each Ethnic Studies course must include at least three):

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno centrism, 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 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.

Upper division Ethnic Studies courses may be certified to satisfy this lower-division Area 6 requirement so long as adequate numbers of lower-division course options are available to students. Ethnic Studies courses required in majors, minors, or that satisfy campus-wide requirements and are approved for GE Area 6 credit shall also fulfill (double count for) this requirement.

Descriptions for Upper Division Integration Areas I2/5, I3, and I4

As laid out by Executive Order regarding GE, upper division general education will contain 9 units in Integration (3 units from each of Areas I2/5, I3, and I4).

All upper division integration courses must:

1. Provide opportunities for students to discover a variety of ways in which specific areas of human knowledge are related.

2. Be congruent with a lower-division Area (2/5, 3, or 4) goal, as well as the appropriate Sub-Area specification(s), and learning outcomes.

3. Be integrative, aiming toward a genuine appreciation of the linkages among Sub Areas as well as the area goal.

4. Be taken outside the student's major department unless the course is interdisciplinary involving more than one department.

Integration - Mathematical Concepts and Quantitative Reasoning/Physical and Biological Sciences (Area I2/5) Student Learning Outcomes

Upon completion of a course in Area I2/5 (Integration - Mathematical Concepts and Quantitative Reasoning/Physical and Biological Sciences), a student will be able to:

1. Describe the inextricable connections among the physical universe, the life forms which inhabit it, and the mathematical models used to describe it.

2. From the perspective of a particular scientific discipline, explain the ways in which science shapes our lives.

3. From the perspective of a particular scientific discipline, assess scientific issues including the value systems and ethics associated with them.

Integration - Arts and Humanities (Area I3) Student Learning Outcomes

Upon completion of a course in Area I3 (Integration - Arts and Humanities), a student will be able to:

1. Recognize and explain, subjectively or objectively, the content and interpretation of

creative works of culture (artistic, literary, and intellectual).

2. Explain relationships among the humanities, arts, and the self.

Integration - Social and Behavioral Sciences (Area I4) Student Learning Outcomes

Upon completion of a course in Area I4, a student will be able to:

1. Describe the inextricable connections among human social, political, cultural and economic institutions and behavior and employ the diverse methodologies used to examine them.

2. Discuss social science issues, human institutions and their interconnections from both a contemporary and historical perspective.

Recommended by the Academic Senate	November 1984 December 2024
Approved by the President	12/84 December 14, 2004 May 17, 2013 December 15, 2024