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**APM 215: General Education Policies and Procedures**

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**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.

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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.

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**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.

**Area A-F**

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 Area

B, C, D, E or F.

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 A1, A2, A3 and B4)**

1. Courses in Area A must meet the current mode and level standards set for C4 lecture

discussion courses (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.

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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 B**

1. All courses in B1 Physical Science must make use of the knowledge and skills

students learn in the B4 courses. Therefore all students must complete the B4

Quantitative Reasoning requirement prior to completing the B1 Physical Science

requirement.

2. Integral laboratory components must be associated with all courses in Subareas B1

and B2.

3. All courses in Subareas B1 and B2 must be lower division.

**Area C**

1. Students must take a minimum of three units in the arts (Subarea C1) and a minimum

of three units in the humanities (Subarea C2), and an additional three units in Subarea

C1 and C2.

2. All courses in Subareas C1 and C2 must be lower division.

**Approval and Evaluation of** **General Education Courses**

Note: Sections I and II below are also included within the GE Procedures Document for

additional clarity

**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.

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**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 IB, IC and ID)**

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 (B, C, D or F) 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.

**C. Characteristics of GE Upper Division Integration Courses (Areas IB, IC, and ID)**

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:

1. A larger class can be shown to satisfy the goals, specifications, and learning outcomes

of upper division GE,

2. 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),

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3. The exception must be renewed every two years to ensure that the GE 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.

**D. 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 (B, C, D and E) 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.

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**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 A-E 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.

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**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.

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**Approval and Evaluation of** **General Education Courses**

Note: Sections I and II below are also included within the GE Policies Document for additional

clarity

**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**

**E. Characteristics of GE Courses in All Areas**

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

9. Courses are grounded in the Liberal Arts and Sciences, though professional

courses that meet the guidelines may be included.

10. 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.

11. 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.

12. A course may only use prerequisites which are also in GE, though courses may

require work normally completed in high school to meet CSU admission

requirements.

13. The GE Writing Requirements must be integrated into each course.

14. Courses must be taught at least once in four consecutive semesters or be dropped

from the list of GE offerings.

15. Courses must be submitted for review every five years or be dropped from the list

of GE courses.

16. When proposals are rejected by the General Education Committee written reasons

will be provided.

**F. Characteristics of GE Upper Division Integration Courses (Areas IB, IC and ID)**

3. These courses are designed to provide opportunities for students to discover a

variety of ways in which specific areas of human knowledge are related.

4. All upper division Integration courses must:

d. Be congruent with an area (B, C, or D) goal, as well as the appropriate subarea

goals, specifications and learning outcomes.

e. Be integrative, aiming toward a genuine appreciation of the linkages among

subareas as well as the area goal.

f. Be taken outside the student's major Department unless the course is

interdisciplinary involving more than one Department.

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**G. Characteristics of GE Upper Division Integration Courses (Areas IB, IC, and ID)**

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:

1. A larger class can be shown to satisfy the goals, specifications, and learning outcomes

of upper division GE,

2. 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),

3. The exception must be renewed every two years to ensure that the GE 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.

**H. Area Enrollment Management Criteria**

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

4. Courses should be offered in a sufficient balance within each area (B, C, D and E) 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.

5. 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.

6. 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.

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**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 A, B, C, D, E and F**

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***General Education Area A***

**Communication in the English Language and Critical Thinking**

**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 both oral communication (Sub-Area A1) and written communication

(Sub-Area A2), and in critical thinking (Area A3), to include consideration of common

fallacies in reasoning.

Students taking courses in fulfillment of Sub-Areas 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.

Given the mandates of the Executive Order, Area A will contain 9 units, divided as follows:

Three lower division units in each Sub-Areas A1, A2 and A3.

**Oral Communication (A1) and Written Communication (A2)**

**A1 and A2 Student Learning Outcomes**

**Upon completion of an Area A1 (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.

**Upon completion of an Area A2 (Written Communication) 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.

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**A1 and A2 Specifications:**

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 three major oral presentations (for A1) or at least

six written presentations (for A2) which will receive oral or written critiques by the

instructor. For A2 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 (A3)**

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

In critical thinking (Sub-Area A3) courses, 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 A3 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*.*

**A3 Student Learning Outcomes**

**Upon completion of an Area A3 (Critical Thinking) 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

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***General Education Area B***

**Physical Universe and Its Life Forms**

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

In Sub-Areas B1-B3, 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 B will contain 9 units, divided as follows:

Three lower division units in each of Sub-Areas B1, B2 and B4. The Laboratory requirement

of the Executive order (B3) is met through mandatory labs in all B1 and B2 courses.

**Physical Science (B1)**

**B1 Student Learning Outcomes**

**Upon completion of an Area B1 (Physical Sciences) 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 Sciences (B1) 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.

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**Life Science (B2)**

**B2 Student Learning Outcomes**

**Upon completion of an Area B2 (Life Sciences) 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 Life Sciences (B2) 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

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

Instruction demonstrating the linkages among the biological sciences and the

relevance of those linkages to human affairs.

**Laboratory Activity (B3)**

1. The required laboratory activity requirement will be met by integral laboratory

components which must be associated with all courses in Sub-Areas B1 and B2.

**Quantitative Reasoning (B4)**

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

Courses in Sub-Area B4 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.

**B4 Student Learning Outcomes**

**Upon completion of an Area B4 (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 Quantitative Reasoning (B4) must

1. Have a prerequisite of at least Intermediate Algebra, and must use a level of

mathematics beyond that of Intermediate Algebra.

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***General Education Area C***

**Arts and Humanities**

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

Across the disciplines in their 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, creative experiences; however

Area C 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 C will contain 9 units, divided as follows:

1. Three lower division units in each Sub-Areas C1 and C2.

2. An additional 3 units in either Sub-Area C1 or C2.

**Arts (Art, Dance, Music, Theatre) (C1)**

**C1 Student Learning Outcomes**

**Upon completion of an Area C1 (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.

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**Humanities (Literature, Philosophy, Foreign Languages) (C2)**

**C2 Student Learning Outcomes**

**Upon completion of an Area C2 (Humanities) course, students will be able to do one of**

**the following:**

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

findings and developments.

or

Recognize, describe, and interpret works of the human imagination or intellect in

their cultural context, either subjectively or objectively.

or

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 (C2) 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.

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***General Education Area D***

**Social, Political, and Economic Institutions and Behavior, Historical Background**

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

dents learn from courses in multiple Area D 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 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, as well as the American Institutions requirement,

Area D will contain 6 units, divided as follows:

Three lower division units in each of Sub-Areas D1 and D2.

**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 D1).

**2.** Three lower division units in the subject area of the social sciences (Sub-Area D2).

**American History (Area D1)**

**D1 Student Learning Outcomes**

**Upon completion of an Area D1 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.

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**Social Science (Area D2)**

**D2 Student Learning Outcomes**

**Upon completion of an Area D2 course (Social Science), 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, Political, and

Economic Institutions and Behavior, Historical Background (Area D) 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 D.

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***General Education Area E***

**Lifelong Understanding and Self-Development**

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

A minimum of three semester units or four quarter units in study 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.

**Area E Student Learning Outcomes**

**Upon completion of an Area E course (lifelong learning and self-development); a student**

**will be able to:**

1. Explain how, during the course of a lifetime, humans are physiologically, socially,

and psychologically integrated.

2. Explain, model, or practice activities, skills, and behavior that promote lifelong

learning and development.

**Specifications**

1. To equip human beings for lifelong understanding and development of themselves as

integrated physiological, social and psychological entities.

2. Physical activity or skills acquisition alone cannot meet this requirement. Such

content should be integrated into courses with broader purpose or the amount of such

credit applicable to the requirement should be limited.

*General Education Area F*

Ethnic Studies

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

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 F 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.

**Area F Student Learning Outcomes**

**Upon completion of an Area F 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 F 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 F credit shall also fulfill (double count for) this requirement.

**Descriptions for Upper Division Integration Areas IB, IC, and ID**

As laid out by Executive Order regarding GE, upper division general education will contain 9 units in Integration (3 units from each of Areas IB, IC and ID).

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 an Area (B, C, or D) 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 - Physical Universe and Its Life Forms (Area IB)**

**IB Student Learning Outcomes**

**Upon completion of a course in Area IB (Integration - Physical Universe and Its Life**

**Forms), 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 IC)**

**IC Student Learning Outcomes**

**Upon completion of a course in Area IC (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.

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**Integration - Social, Political, and Economic Institutions and Behavior, Historical**

**Background (Area ID)**

**ID Student Learning Outcomes**

**Upon completion of a course in Area ID, 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.

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Recommended by the Academic Senate November 1984

Approved by the President 12/84

 December 14, 2004

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