**California State** ￼￼￼**, Long BeachPolicy Statement**

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**POLICY ON GENERAL EDUCATION AND**

**CAMPUS-SPECIFIC GRADUATION REQUIREMENTS**

**(GEGR Policy)**

(This policy supersedes Policy Statements 12-00, 08-00, 00-00, 98-00, 96-00, 91-00 (Rev.) (1994), 91-00, 87-01, 83-04 supplements #2 (1987) and #1 (1985), 83-04, 81-11 amended (1988), 81-11 amended (1985), 81-11 supplement #1 (1982), 81-11, 80-06 supplements #3 (1987), #2 (1987), and #1 (1983), 80-06, 79-28, 79-20, 79-16, 78-23, 77-29, 76-04, 75-02, 73-09, 73-05, 72-15, 72-03, 71-23, 71-21.)

This policy statement was recommended by the Academic Senate on XXX

and approved by the President on XXX.

**1.0 INTRODUCTION**

1.1 Preamble

Students at CSULB earn highly valued degrees by completing at least two programs: their degree program (major) and CSULB’s GEGR Program, which includes the General Education (GE) Program and the campus-specific graduation requirements (GR). While the major focuses on discipline-specific education and sometimes prepares students for specific professions, the GEGR Program teaches a broad base of knowledge from a variety of disciplines so that students can lead engaged and meaningful lives exemplifying our CSULB values of intellectual rigor, inclusive excellence, and the public good. In the liberal arts tradition, the GEGR Program introduces students to new areas and gives them knowledge and skills that may or may not be related to their disciplines, rather than primarily complementing the major directly or catering to students’ preexisting interests.

The GEGR Program exposes students at CSULB to general knowledge across various disciplines with the appropriate approaches, methodologies, and pedagogies and equips students to draw connections between those disciplines. Furthermore, in the GEGR Program students learn transferable skills such as, but not limited to, oral and written communication, quantitative reasoning, critical thinking, and problem-solving. These skills allow them to achieve their initial professional goals, and to be successful in future careers that have not even been dreamed of yet. By conveying this knowledge and these skills, the GEGR Program gives students the opportunity to become well-informed, well-rounded, intentional, and thoughtful citizens of their diverse local, national, and global communities.

1.2 Governing Documents

CSU Executive Order 1100 on General Education Breadth Requirements (EO 1100) states that the total number of GE units required shall not be fewer or greater than 48 semester units, except when 49 units are allowed as described in Section 3.2.2.1 below. The Executive Order is issued pursuant to several sections of Title 5, California Code of Regulations.

1.3 Campus-Specific Graduation Requirements

In addition to the GE Program as governed by EO 1100, CSULB identifies three campus-specific graduation requirements that students must complete. These are one writing-intensive class, one class in the area of racial and ethnic diversity in the United States of America (US), and one class in the area of global knowledge and engagement.

1.4 GEGR Learning Outcomes

In order to be certified in a particular GE Area or Subarea and/or Campus-Specific Graduation Requirements (GR), courses must have Student Learning Outcomes (SLOs) that are aligned with that specific GE Area or Subarea and/or the Campus-Specific Graduation Requirements. A separate implementation document defining GEGR SLOs will be approved by the Academic Senate in its initial iteration and subsequently maintained by the GEGC (General Education Governing Committee) and the GRGC (Graduation Requirements Governing Committee), respectively.

1.5 Terminology

Where the term “GE Program” (capitalized) is used, it refers only to General Education Courses as governed by EO 1100; the term “GEGR Program” (capitalized) refers to the GE Program *and* Campus-Specific Graduation Requirements (GR).

1.6 Commitment to GEGR Program

In addition to periodic review of courses and program assessment, the University’s commitment in several other areas is important to the health of the GEGR Program. These areas include the following:

* faculty development and curricular innovation and improvement, including programs that offer incentives for faculty involvement in the GEGR Program;
* support for initiatives designed to create learning communities;
* provision of adequate numbers of course sections at times that meet student needs and in patterns that permit the formation of learning communities;
* collaboration across academic units to create Concentrations and to offer courses at accessible times;
* establishment of program enforcement mechanisms that help rather than hinder student progress through the program; and
* communication with feeder community colleges regarding the CSULB GEGR Program.

**2.0 STRUCTURE OF THE GENERAL EDUCATION PROGRAM**

The GE Program is organized as three sequential stages.

* The first is the **Foundation**: four courses designed to provide fundamental learning skills.
* The second is **Explorations**: nine courses (except when a tenth course in laboratory activity is allowed as described in Section 3.2.2.1 below) distributed across the curriculum that are intended to provide an opportunity to explore the various way of acquiring and examining knowledge while continuing to develop learning skills.
* The third is **Upper-Division GE Courses**: three courses designed to integrate knowledge and skills developed earlier in the curriculum.

In completing the Foundation, Explorations, and Upper-Division stages of the GE Program, all students must complete the distribution pattern described in Section 3.0 below. At the upper division, students must take one three-unit course each in Areas B, C, and D. These courses should be taken at California State University, Long Beach; they may also be taken at another California State University campus. In order to bring coherence to the Upper-Division GE Courses and the entire GE Program, students may pursue a Concentration of courses (see below Section 5.0).

2.1 Academic Preparation

All students are assessed at entry into the University for readiness for baccalaureate-level work in English composition and mathematics. Students who have demonstrated a need for additional support in English composition or mathematics will be placed in GE courses that provide such academic support, for instance through co-requisites or stretch components, as mandated in CSU Executive Order 1110 on Assessment of Academic Preparation (EO 1110).

2.2 Foundation

The first-year program at CSULB pays special attention to the development and improvement of fundamental academic skills that are critical to student success in college. Every CSULB student will be expected to demonstrate mastery of key academic skills early in the course of study within the first year. Among the skills most central to success are oral and written communication in English, mathematical concepts and quantitative reasoning, and analytical and critical thinking. Students also need a solid foundation in skills for learning, including information literacy and basic technology skills.

The following courses make up the Foundation curriculum, also known as Golden Four or Basic Skills:

* One three-unit course in Oral Communication in English (Subarea A1)
* One three-unit course in Written Communication in English (Subarea A2)
* One three-unit course in Critical Thinking (Subarea A3)
* One three-unit course in Mathematics/Quantitative Reasoning (Subarea B4)

2.2.1 Notes

* Detailed descriptions of these Areas are found in Section 3.0 below.
* The Foundation curriculum must be completed by the time the student has completed thirty units of baccalaureate-level work at CSULB. Each course must be completed with a grade of C- or better.
* Courses in the Foundation curriculum will be numbered from 100 to 199.
* Any course that fulfills GE requirements in A2 or B4 Foundation must meet the requirements of EO 1110.
* Satisfaction of CSU GE Subarea B4 Mathematics/Quantitative Reasoning in the lower division shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements.

2.3 Explorations

After an early focus on fundamental learning and academic skills, students will have an opportunity to explore human knowledge in many disciplines. The Explorations stage encompasses all areas at the lower division outside the Foundation curriculum, as described in the Distribution sections in Section 3.0. It does not include the final nine units of upper-division GE that are distributed in Areas B, C, and D and described below.

GE Courses that are not in the Foundation but are numbered from 100 through 199 may be appropriately taken at the same time as courses in the Foundation curriculum; however, the GEGC will establish expectations for such courses that will acknowledge the nature of the student audience. Courses that demonstrably integrate skills and content or content-focused courses that are linked to skills courses are especially suitable for this level.

Although the primary purpose of Explorations is the development of breadth of knowledge, it is expected that all courses will offer opportunities for continued development of foundational skills. Reading, writing, oral discussion and presentation, problem solving, quantitative reasoning, and critically and analytically based research are central to the learning of content. For this reason, all courses in Explorations must have at least one pre- or co-requisite from the Foundation (which may or may not be specified), and all Upper-Division GE Courses must have the entire Foundation curriculum as prerequisite.

In addition, as students progress through their Explorations, they will be expected to develop additional skills and attributes, including ethical reasoning, analytical reading, creativity, respect for difference, awareness of other cultures, questioning of stereotypes, the values of citizenship, negotiating skills, and other attributes of use in a diverse society. Courses at this level will be evaluated for their attention to one or more of these areas and to Foundation skills, as well as content.

2.4 Upper-Division GE Courses

The final stage of the GE Program encompasses nine upper-division GE units. All students, including transfer students who have completed a certified lower-division GE Program, must complete nine units of Upper-Division GE Courses in Areas B, C, and D (one three-unit class in each Area).

In most cases, upper-division GE Courses should be restricted to students who have completed 60 semester units or more. This protects the integrity of the increasing complexity of degree requirements, and it conserves upper-division courses for the graduating seniors whose degree completion could be slowed without access to required upper-division GE Courses. At the same time, the CSU is committed to providing the courses students need, when they need them. There may be cases in which students with fewer than 60 units may need to enroll in an Upper-Division GE Course to continue making full-time progress toward degree completion. At a minimum, students shall have attained sophomore standing, completed the entire Foundation (aka the Golden Four: oral communication, written communication, critical thinking and mathematics/quantitative reasoning), and completed at least one GE Course from the Explorations stage before enrolling in Upper-Division GE Courses.

**3.0 SUBJECT AREA DISTRIBUTION, COURSE CONTENT, AND INSTRUCTION CRITERIA IN GENERAL EDUCATION PROGRAM**

Students must complete forty-eight units of approved GE Courses, distributed as detailed below. After a Section on general criteria (3.1), each part of this Section of the policy details distribution as well as course content and instruction criteria specific to each Area and Subarea. Courses certified as GE Courses must meet two sets of criteria: the general criteria for what constitutes a GE Course, and the specific criteria for the Area or Subarea in which they are being certified.

3.1 General Criteria

All courses in the GE Program must demonstrably encourage development of academic skills. GE Courses should include, as an integral component of teaching, sensitivity to different points of view and diverse learning methods.

Instructors must be conscious when requesting GE certification for a certain Area or Subarea that their class may be the only exposure a student gets to that Area or Subarea. Therefore, the class as a whole—and not the general topic or discipline—must be appropriate to that Area or Subarea. Rather than GE being an afterthought to make a class fit into that Area or Subarea, with just perfunctory treatment or minimal coverage of the Area or Subarea, a class must be created around the concept of covering GE explicitly, directly, thoroughly, and significantly, integrating the Area or Subarea throughout the class. The course may simultaneously cover discipline-specific material; however, that material must be integrated with the GE content.

At the Foundation stage, academic skills will focus on oral and written communication, critical thinking, or mathematics and quantitative reasoning. Because of the nature of the courses that constitute the Foundation stage, it is expected that they will be organized either as small groups or as large lectures with small group discussions, activities, or workshops. Although no explicit class size limit will be set for other GE Courses targeted to first-year students, the GEGC will consider whether the proposed modes of instruction are consistent with the learning objectives of the course and the level.

Courses beyond the Foundation stage must continue to enhance the Foundation skills, as well as build additional skills as indicated in the descriptions of the specific levels. Wherever appropriate, instruction approved to fulfill the GE requirements should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and genders. Wherever appropriate, the content of courses should include examples of the relationship of human and cultural diversity to the subject matter.

In order to be approved for a specific GE Area or Subarea, the Standard Course Outline (SCO) must include

* one third of the Student Learning Outcomes (SLOs) clearly dedicated to the requested Area or Subarea and taken or adapted from the implementation document defining GE SLOs approved by the Academic Senate and maintained by the GEGC;
* enough scheduled class topics to directly address the SLO(s) dedicated to the requested Area or Subarea;
* textbooks/readings and bibliography items that clearly address the Area or Subarea being requested; and
* assignment(s) that clearly assess students’ learning of the Area or Subarea and that count for at least one third of the student’s final grade for the class. The class can either have one single assignment making up, or a collection of assignments adding up to, at least one third of the final grade.
  + A short description must be provided that explains how the assignment(s) addressing the GE Area or Subarea criteria fulfill the SLO(s) in the GE Area or Subarea being requested.

3.2 Lower-Division Courses

3.2.1 Area A, English Language Communication and Critical Thinking

3.2.1.1 Distribution

Students must complete nine units in Area A, English Language Communication and Critical Thinking (all courses at the lower division), as follows:

* Area A1: Three units chosen from approved courses in Oral Communication.
* Area A2: Three units chosen from approved courses in Written Communication.
* Area A3: Three units chosen from approved courses in Critical Thinking.

3.2.1.2 Criteria

3.2.1.2.1 Criteria for Subareas A1, Oral Communication, and A2, Written Communication

Courses in fulfillment of Subareas A1 and A2 will develop students’ knowledge and understanding of the form, content, context, and effectiveness of communication. Students will examine communication from the rhetorical perspective by practicing accuracy, reasoning, organization, and persuasion. Students will enhance their information literacy skills by developing their abilities to find, critically evaluate, organize, and report information, and by reading, writing, and listening effectively. Instruction will provide an understanding of the psychological basis and social significance of communication, including how communication operates in various situations.

3.2.1.2.1.1 Criteria for Subarea A1, Oral Communication

Courses in fulfillment of Subarea A1 will develop students’ proficiency in oral communication in English. Coursework must include active participation and practice in oral communication in English.

3.2.1.2.1.2 Criteria for Subarea A2, Written Communication

Courses in fulfillment of Subarea A2 will develop students’ proficiency in written communication in English. Coursework must include active participation and practice in written communication in English.

3.2.1.2.2 Criteria for Subarea A3, Critical Thinking

Courses in fulfillment of Subarea A3 will develop students’ knowledge and understanding of logic and its relation to language; of elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and of the ability to distinguish matters of fact from issues of judgment or opinion. Courses in fulfillment of Subarea A3 will develop students’ abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

3.2.2 Area B, Scientific Inquiry and Quantitative Reasoning

3.2.2.1 Distribution

Students must complete nine units at the lower division and three units at the upper division in Area B, Scientific Inquiry and Quantitative Reasoning. One additional unit may be taken in Area B3 for a laboratory course of not more than one semester unit value, taken in conjunction with a Physical Science (B1) or Life Science (B2) course. The distribution within Area B is as follows:

* Area B1: Three units chosen from approved courses in Physical Science.
* Area B2: Three units chosen from approved courses in Life Science.
* Area B3: One additional unit may be taken in Area B3 for a laboratory course of not more than one semester unit value, taken in conjunction with a Physical Science (B1) or Life Science (B2) course. This additional unit brings the total GE Program from 48 units to 49 units.
* Area B4: Three units chosen from approved courses in Mathematics/Quantitative Reasoning.
* Area B-UD: Three units chosen from any upper-division course in Area B.

3.2.2.2 Criteria

3.2.2.2.1 Criteria for Subareas B1, Physical Science, B2, Life Science, and B3, Laboratory Course

In Subareas B1, B2, and B3, students will 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. Wherever appropriate, courses may address the influence that the acquisition of scientific knowledge has had on the development of the world's civilizations.

3.2.2.2.1.1 Criteria for Subarea B1, Physical Science

Courses in fulfillment of Subarea B1 will develop students’ knowledge of the facts and principles which form the foundations of non-living systems. Courses may focus on a specific physical science or survey physical sciences in general.

3.2.2.2.1.2 Criteria for Subarea B2, Life Science

Courses in fulfillment of Subarea B2 will develop students’ knowledge of the facts and principles which form the foundations of all living systems and organisms.

3.2.2.2.1.3 Criteria for Subarea B3, Laboratory Course

A laboratory course of not more than one semester unit value, associated with Subarea B1 or Subarea B2, is required if neither the B1 nor B2 course includes a laboratory component.

3.2.2.2.2 Criteria for Subarea B4, Mathematics/Quantitative Reasoning

Courses in fulfillment of Subarea B4 will develop students’ mathematic/quantitative reasoning skills. Courses will provide students a college-level academic experience that emphasizes how to use quantitative skills in problem-solving and modeling, provides a foundation in numerical literacy, and helps meet quantitative needs inside and outside of academia. When addressing questions about the real world, students will create, use, and interpret mathematical models. Conclusions and/or results will be formulated, validated, and analyzed using mental techniques, paper and pencil, algebra, and technology as appropriate.

Courses in Subarea B4 shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include, but are not limited to, computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses that demonstrably address the criteria above.

3.2.3 Area C, Arts and Humanities

3.2.3.1 Distribution

Students must complete nine units at the lower division and three units at the upper division in Area C, Arts and Humanities. The distribution within Area C is as follows:

* Area C1: Three units chosen from approved courses in the Arts (Arts, Cinema, Dance, Music, Theater)
* Area C2: Three units chosen from approved courses in the Humanities (Literature, Philosophy, Language other than English
* Three additional units chosen from approved courses either in Area C1 or in Area C2.
* Area C-UD: Three units chosen from any upper-division course in Area C.

3.2.3.2 Criteria

3.2.3.2.1 Criteria for Subareas C1, Arts (Arts, Cinema, Dance, Music, Theatre) and C2, Humanities (Literature, Philosophy, Languages other than English)

Across the disciplines in Area C, students will cultivate intellect, imagination, sensibility and sensitivity. Activities may include participation in creative experiences; Area C, however, excludes courses that exclusively emphasize skills development.

3.2.3.2.1.1 Criteria for Subarea C1, Arts (Arts, Cinema, Dance, Music, Theatre)

Courses in fulfillment of Subarea C1 will develop students’ subjective as well as objective response to aesthetic experiences, as well as their understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through aesthetic, creative experiences and the corresponding study of works of human imagination. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and the role of the arts in human culture. Subarea C1 includes courses in art disciplines, for instance visual art, dance, theater, creative writing, music, cinematography, and design. Wherever appropriate, courses may address diverse artistic traditions.

3.2.3.2.1.2 Criteria for Subarea C2, Humanities (Literature, Philosophy, Languages other than English)

Courses in fulfillment of Subarea C2 will develop students’ understanding of the integrity of intellectual responses, as well as cultivate and refine their cognitive and affective faculties through the study of human culture. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the humanities. Courses in languages other than English may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature, but courses which are approved to fulfill this requirement must contain a cultural component and may not be solely skill acquisition courses. Wherever appropriate, courses may address the humanities in a variety of cultures.

3.2.4 Area D, Social Sciences

3.2.4.1 Distribution

Students must complete nine units at the lower division and three units at the upper division in Area D, Social Sciences. The distribution within Area D is as follows:

* Area D1: Three units chosen from approved courses in US History.
* Area D2: Three units chosen from approved courses in Constitution and American Ideals.
* Area D3: Three units chosen from approved courses in Social Sciences and Citizenship.
* Area D-UD: Three units chosen from any upper-division course in Area D.

3.2.4.2 Criteria

3.2.4.2.1 Criteria for Subareas D1, US History, D2, Constitution and American Ideals, and D3, Social and Behavioral Sciences and History

Across the disciplines in Area D, students will learn how 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. Area D excludes courses that emphasize skills development and professional preparation.

3.2.4.2.1.1 Criteria for Subarea D1, US History

Courses in fulfillment of Area D1 will foster in students an awareness of the experience and of the people, institutions, circumstances, and events in the history of the US that have shaped contemporary conditions in the US, as provided for in Title 5, Article 40404 of the California Code of Regulations. This requirement is intended to enable students to function as responsible and constructive citizens. Courses in fulfillment of Subarea D1 will, at a minimum, include the following:

* an analysis of the significant events occurring within the entire territory of the US, including the relationships among regions within that area and relationships with external regions and powers, as appropriate;
* a chronological span of not less than one hundred (100) years;
* an examination of the nature and extent of the continuity of the US experience within itself and with the cultures from which it is derived;
* consideration of the relationship of such factors as geography, religion, natural resources, economics, cultural diversity, and politics to the development of the nation during the time period covered;
* coverage of the role of national, economic, ethnic, gender, and socioeconomic groups in the events described;
* introduction to the groups and individual leaders who have been instrumental in the development of the US;
  + attention to the phenomenon of conflict (or change) as a variable in the US national experience.

3.2.4.2.1.2 Criteria for Subarea D2, Constitution and American Ideals

Courses in fulfillment of Area D2 will give students a comprehensive understanding of and appreciation for American political institutions and processes established by the US Constitution and the California state constitutions, as provided for in Title 5, Article 40404 of the California Code of Regulations. Students will acquire the knowledge and skills necessary to effective political participation and citizenship. Courses in fulfillment of Subarea D2 will, at a minimum, include the following course content:

* the political philosophy of the framers of the Constitution and the nature and operation of US political institutions and processes that operate under the Constitution as amended and interpreted;
* the rights and obligations of citizens in the political system established under that Constitution;
* the principles and practices of political organization, including political parties, interest groups, legislative politics, and campaign practices;
* an introduction to constitutionally and legislatively established administrative and regulatory institutions;
* an analysis of bureaucracies and their impact on citizens at the national, state, and local levels;
* an analysis of the US citizenry, including political culture and voting behavior;
* the constitution of the state of California within a framework of the historical evolution of the state and the nature of the processes of state and local government under that constitution;
* the nature of federalism, including the relationship of federal to state and local practices, the resolution of jurisdictional conflicts, and the political processes involved.

3.2.4.2.1.3 Criteria for Subarea D3, Social and Behavioral Sciences and History

Courses in fulfillment of Area D3 will foster in students an awareness that human social, political, and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas may be examined in their contemporary as well as historical settings.

3.2.5 Area E, Lifelong Learning and Self-Development

3.2.5.1 Distribution

Students must complete three units in Area E, Lifelong Learning and Self-Development (all courses at the lower division).

3.2.5.2 Criteria

3.2.5.2.1 Criteria for Area E, Lifelong Learning and Self-Development

Courses in fulfillment of Area E will equip students for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included, if it is an integral part of the study elements described herein. Courses developed to meet this requirement may include topics such as, but not limited to, student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the physical environment, as well as implications of death and dying or avenues for lifelong learning. Courses in Area E will focus on the development of skills, abilities, and dispositions.

3.3 Upper-Division General Education Courses

All Upper-Division GE Courses must require students to demonstrate advanced college skills such as, but not limited to, synthesis and application of knowledge, analysis, critique, and research. Upper-Division GE Courses are intended to help students integrate knowledge and skills developed earlier in the GE Program, working at a more advanced level than Foundation and Explorations courses. Therefore, Upper-Division GE Courses must require as pre-requisites sophomore standing, completion of the entire Foundation (aka the Golden Four: oral communication, written communication, critical thinking and mathematics/quantitative reasoning), and at least one GE Course from the Explorations stage.

3.3.1 Courses requesting certification at the upper-division must meet the general criteria for GE Courses articulated in Section 3.1, the content criteria of at least one of the Subareas, *and* the general upper-division criteria for GE Courses articulated in this Section (3.3). However, these courses will only be categorized as B-UD, C-UD, and D-UD.

3.3.2 Because GE is a breadth requirement, students will normally have no prior experience in the discipline beyond an introductory course. Any upper-division course that has prerequisites that are not on the General Education Master Course List (i.e., discipline-specific prerequisites) will be approved only if there are other options in the Area or Subarea to ensure that such requisites will not unduly restrict enrollment in the Area or Subarea. Each degree program may only have one class that both has prerequisites outside of GE (major-specific prerequisite) and fulfills a GE Area.

3.3.3 All courses approved for Area C at the upper division will require at least 2,500 words of writing. No upper-division Area C course shall have more than seventy enrolled students.

3.3.4 All nine units of upper-division GE classes (one each in Areas B, C, and D) should be taken at California State University, Long Beach; they may also be taken at another California State University campus.

**4.0 CAMPUS-SPECIFIC GRADUATION REQUIREMENTS**

CSULB identifies three Campus-Specific Graduation Requirements (GR) that students must complete. These Categories are (1) one writing-intensive course, (2) one course in the area of racial and ethnic diversity in the US, and (3) one course in the area of global knowledge and engagement. Students must complete nine units of Campus-Specific Graduation Requirements, which are governed by the following general (4.1) and specific (4.2-4.4) criteria.

4.1 General Criteria

Courses in fulfillment of Campus-Specific Graduation Requirements must demonstrably encourage development of academic skills. Courses certified for Campus-Specific Graduation Requirements should include, as an integral component of teaching, sensitivity to different points of view and diverse learning methods.

Instructors must be conscious when requesting certification for Campus-Specific Graduation Requirements in a certain category that their class may be the only exposure a student gets to that category. Therefore, the class as a whole—and not the general topic or discipline—must be appropriate to that category. Rather than Campus-Specific Graduation Requirements being an afterthought to make a class fit into that category, with just perfunctory treatment or minimal coverage of the category, a class must be created around the concept of covering Campus-Specific Graduation Requirements explicitly, directly, thoroughly, and significantly, integrating the category throughout the class. The course may simultaneously cover discipline-specific material; however, that material must be integrated with the Campus-Specific Graduation Requirements content.

In order to be approved for a specific Campus-Specific Graduation Requirements category, a Standard Course Outline (SCO) must include:

* one third of the Student Learning Outcomes (SLOs) clearly dedicated to the requested category and taken or adapted from the implementation document defining GR SLOs approved by the Academic Senate and maintained by the GRGC;
* enough scheduled class topics to directly address the SLO(s) dedicated to the requested category;
* textbooks/readings and bibliography items that clearly address the category being requested; and
* assignment(s) that clearly assess students’ learning of the category and that count for at least one third of the student’s final grade for the class. The class can either have one single assignment making up, or a collection of assignments adding up to, at least one third of the final grade.
  + A short description must be provided that explains how the assignment(s) addressing the criteria in the GR Category fulfill the SLO(s) in the category being requested.

4.2 Skills-Based Campus-Specific Graduation Requirement

4.2.1 **Writing-Intensive Course (Category WI)**

In recognition of the fact that a graduate of a university must have skills in written communication beyond the first-year level as required in GE Area A2, CSULB requires that all students must complete at least one upper-division class with three units designated as GR Category Writing-Intensive.

Programs may develop and require their own Writing-Intensive Course, or they can leave the choice of course up to students. No Writing-Intensive Course shall have more than thirty-five enrolled students. All Writing-Intensive Courses shall require completion of the entire GE Foundation as a prerequisite.

4.2.1.1 Courses in fulfillment of the Writing-Intensive GR Category must meet the following criteria:

4.2.1.1.1 Instructors in all Writing-Intensive Courses will integrate into the course a substantial writing component that meets Student Learning Outcomes (SLOs) for writing as established by the GEGC. This is usually interpreted to mean at least a total of 5,000 words in the various assignments. The writing component shall be integrated throughout the courses and incorporate elements such as, but not limited to, regular opportunities for drafts, revision, ongoing evaluation, and feedback throughout the semester. The writing component may culminate in a cumulative report or project, as long as that report or project incorporates the aforementioned elements. The writing assignments may be in whatever form the instructor deems appropriate to the subject matter and methodology of the course, but the assignments must be a substantial factor in evaluating student performance. This is interpreted to mean at least a total of two-thirds of the final grade is based on the student’s writing.

4.2.1.1.2 All Writing-Intensive Courses must include instructional activities that reflect best practices in writing instruction such as, but not limited to, the introduction and practice of prewriting, exploratory writing, outlining, drafting, revision in response to instructor feedback on drafts and revisions, editing strategies, peer review, summarizing, relevant documentation conventions, research methods, and information literacy.

4.2.1.1.3 Instructors who teach Writing-Intensive Courses should refer students with serious writing difficulties to seek writing instruction, tutoring, or other appropriate assistance to improve their writing skills as early as possible. For this reason, there must be early feedback on student writing (usually by week three of the term) and further feedback throughout the term, including opportunity for revision where appropriate to the assignment.

4.2.1.1.4 Faculty should obtain guidance in the choice of writing assignments and information on evaluating writing from the Director of the Writing Across the Curriculum program and through workshops and other supportive programs sponsored by the Division of Academic Affairs and the Faculty Center for Professional Development.

4.3 Content-Based Campus-Specific Graduation Requirements

The purpose of both the Racial and Ethnic Diversity in the US and the Global Knowledge and Engagement campus-specific graduation requirements is to provide students with the analytical skills needed to develop critical and reflective perspectives on difference within both domestic and global spheres, and to prepare them to function, thrive, and provide leadership in multicultural, multiethnic, transnational, and interconnected global societies.

4.3.1 Course in **Racial and Ethnic Diversity in the US (Category RE)**

It is the goal of the University that courses at CSULB foster respect for racial and ethnic diversity in the US. RE courses introduce students to the life experiences of people with whom they are less familiar in order to promote the understanding of diversity and encourage tolerance and acceptance of others in our increasingly multicultural society. While CSULB recognizes the importance of other forms of diversity—gender, religion, sexual orientation, physical ability status, nationality, etc.—the requirement for RE courses discussed here focuses specifically on the experiences and concerns of four historically underrepresented racial/ethnic groups within the US: Native Americans, African-Americans, Latino/a, and Asian-Americans. Therefore, coursesmust provide a critical examination and understanding of the nature and social implications of race and racialized ethnicity as both social constructions and lived realities, especially as these relate to the four historically underrepresented racial/ethnic groups in the US named above.

To recognize the significant influence of diverse populations and cultures within the US and to bring attention to these influences and the nature of these cultures, every student graduating with a baccalaureate degree from CSULB must satisfactorily complete one three-unit course of instruction that focuses on examples of racial and ethnic diversity in the US (RE courses) in the four main historically underrepresented racial/ethnic groups within the US: Native Americans, African-Americans, Latino/a, or Asian-Americans.

4.3.1.1 Courses in fulfillment of the Racial and Ethnic Diversity in the US (RE) GR Category must meet the following criteria:

4.3.1.1.1 RE courses must present current and course-appropriate theoretical understandings of the nature of racial and ethnic diversity in the US. Courses fulfilling this graduation requirement will explore concepts such as, but not limited to, race, racism, racialization, ethnicity, racialized ethnicity, or ethnocentrism.

4.3.1.1.2 RE courses must examine how race and ethnicity shape and determine issues such as, but not limited to, identity, power, privilege, social justice, and resistance as well as life conditions, life chances, distribution of social goods, social equality and patterns of oppression. Courses must include comparisons of discrimination based on race or ethnicity.

4.3.1.1.3 RE courses must provide a comparative treatment of at least two nationally significant racial or ethnic groups identified as oppressed or marginalized. The GRGC must certify any RE course.

4.3.1.1.2 RE courses must also include comparative analysis of similarities and differences of discrimination and oppression of racialized groups and examination of the intersection of race and ethnicity with at least one additional social marker of difference and stratification such as, but not limited to, gender, special needs, age, class, citizenship status, disability, sexual orientation and gender identity, language, or religion.

4.3.1.2 Transfer courses may be accepted as meeting the RE GR requirement if they

(a) are courses at another CSU campus that meet that campus’s cross-cultural or multicultural or diversity requirement or

(b) are on a list of courses approved by the GRGC specifically formulated to provide examination of racial and ethnic diversity issues.

4.3.2 Course in **Global Knowledge and Engagement (Category GK)**

One of CSULB’s Institutional Learning Outcomes is that graduates will be critically and ethically engaged in global issues as well as knowledgeable about and respectful of a diversity of cultures. To this end, students are required to complete at least three units of course work designated with the GR Category Global Knowledge and Engagement at the upper division. Courses qualifying for this designation must expose students to cultural and social topics and issues beyond the US.

4.3.2.1 Courses in fulfillment of the Global Knowledge and Engagement (GK) GR Category must meet one of the following four criteria:

(1) have as their focus the world as a whole as its field of inquiry; or

(2) engage in a sustained and systematic comparison between at least two major regions or distinct communities outside the US; or

(3) engage in a sustained and systematic analysis of global processes within the context of one major region (broadly defined) outside the US, exploring how these processes operate differently within and across that region; or

(4) engage in a sustained and systematic comparison between one major region or distinct community outside the US with one region or community in the US or the entirety of the US.

**5.0 CONCENTRATIONS**

A Concentration is a suggested cluster of courses that can give the student’s experience in the GE Program more coherence and meaning by offering the opportunity to explore (through that cluster of courses) a particular area of interest, to complement and make connections to a major field of study, or to learn more about potential majors. Concentrations may feature themes consisting of a group of courses connected through overarching content. Well-built Concentrations should offer distinctive GE experiences that capitalize on the remarkable assets of CSULB (e.g., its diversity, its location on the Pacific Rim, its strength in the arts.) Concentrations should also enable the creation of informal learning communities by bringing a group of students following a Concentration together over an extended series of courses.

Students need not choose a Concentration to complete GE requirements and may switch Concentrations at any time. However, students can receive recognition for no more than one Concentration.

5.1 Framework

Concentrations may be developed by individual departments, by colleges, by other academic programs, or by collaborations among departments or academic programs, and broadly based Concentrations are encouraged. All Concentrations must be housed in one department or academic program (but not at the college level).

Departments and colleges are encouraged to collaborate in identifying thematically linked groups of courses in Concentrations and to schedule such courses so as to facilitate concurrent or sequenced enrollment. Thus, two or more courses from different departments that address aspects of a common theme might be scheduled so that a student could take the grouping in a single semester or in consecutive semesters.

Concentrations must meet the following conditions:

5.1.1 A Concentration must include courses from at least three of the five GE Areas: A, B, C, D, E.

5.1.2 A Concentration must include classes from at least two colleges and from at least four different departments.

5.1.3 When faculty create or develop a Concentration, the Concentration must include at least 20 courses, at least five of which must be at the upper division.

5.1.4 Completion of a Concentration must require at least four courses. At least one of these courses must be at the upper division.

5.1.5 Students must take classes from at least three of the five GE Areas, at least two colleges and at least four different departments

5.2 Listing and Review

Concentrations shall be described in the Catalog in the department or program where they are housed, and listed separately in a comprehensive list in the Catalog. Prior to publication, a Concentration must be approved by the Curriculum and Educational Policies Council (CEPC). The CEPC will review approved Concentrations every five years.

**6.0 GENERAL REGULATIONS**

6.1 Only courses on the General Education Master Course List and the Master Course List for Campus-Specific Graduation Requirements at the time the student takes the course shall count for General Education (GE) and Campus-Specific Graduation Requirements (GR).

6.2 All courses may double-count for the major as well as the GEGR Program.

6.3 There is no limit to the number of units that may be used to satisfy both the requirements for the major and the requirements for GE.

6.4 Where appropriate exams exist, Foundation and Explorations requirements may be met by external examinations, for instance Advanced Placement or International Baccalaureate exams.

6.5 Within the GE requirements, no course may be designated to meet more than two Areas or Subareas in the GE Program. Within GR requirements, no course may meet *both* RE and GK Categories. However, a course may meet the WI and GK Categories *or* the WI and RE Categories. Courses may also meet one Area or Subarea in the GE Program and one GR Category.

6.6 A course with more than one GE designation may be counted (at the student’s choice) in any one of the approved categories A-E, but not in more than one.

6.7 No course identified in the catalog as available for credit in a graduate program will be permitted for GE credit. Double-numbered courses (400 and 500 level) may not be used for GE credit.

6.8 GE Courses may be offered in various formats and instructional modes and in various time frames. Departments have the burden of demonstrating that the GE objectives and the expectations of student performance are maintained in all formats in which the course is taught.

6.9 Higher-unit GE Courses may not be required, but GE Courses bearing higher units may be allowed to satisfy GE Area or Subarea requirements. Major courses that double count toward satisfaction of a GE Subarea may carry a higher unit than the Subarea requires, but students need to be given the option of completing a lower-unit GE Course.

6.10 Transfer courses may be used to meet the Racial and Ethnic Diversity in the US and the Global Knowledge and Engagement GR only if they meet the criteria in Sections 4.3.1 and 4.3.2.

6.11 A student who has been admitted to a baccalaureate degree program is exempt from additional requirements of the GEGR Program if:

* the student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
* the student has completed equivalent academic preparation, as determined by the appropriate campus authority.

**7.0 UNIT REDUCTIONS IN HIGH-UNIT MAJORS**

To achieve a reduction of required GE units for their students, the chairs of departments (or directors of programs) with high-unit degree majors may request—and the Curriculum and Educational Policies Council may recommend, with review by the Academic Senate—a reduction of the required units. A full academic justification shall be submitted by the Vice Provost for Academic Programs to the Executive Vice Chancellor for Academic and Student Affairs of the CSU system, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the Chancellor of the CSU system. The Chancellor may grant exceptions to one or more requirements for students completing the particular program.

**8.0 GENERAL EDUCATION REQUIREMENTS FOR RETURNING AND TRANSFER STUDENTS**

8.1 Students who have not maintained continuous attendance status at CSULB shall be subject to the GE requirements in effect at the time of their reentry to the university, with the following exceptions:

* Previous CSULB students who were under earlier GE requirements and who before breaking continuous attendance needed no more than three additional courses to complete the entire lower-division GE requirement shall be allowed to complete the lower-division GE requirement in effect at the time of the previous attendance.
* Previous CSULB students who were under the earlier GE requirements and who before breaking continuous attendance completed one or more upper-division GE Courses shall be required to complete the upper-division GE and GR requirements.

8.2 Transfer students who enter CSULB with full GE certification at the lower division from a California Community College need not complete any other GE Courses except the three upper-division courses, which cannot be met through transfer from a community college. Transfer students who enter CSULB without full GE certification or subject-area (partial) certification from a California Community College must either complete the CSULB GE requirements, or complete and obtain a GE certification from a California Community College which will be honored as meeting CSULB’s lower-division GE requirements. Transfer students must complete the CSULB GR requirements.

**9.0 GOVERNANCE OF THE GEGR PROGRAM AND REVIEW OF COURSES**

The authority to review and approve courses for inclusion in the General Education Master Course List belongs to the General Education Governing Committee (GEGC), with subsequent review by the Curriculum and Educational Policies Council (CEPC). The authority to review and approve courses for inclusion in the Master Course List for Campus-Specific Graduation Requirements belongs to the Graduation Requirements Governing Committee (GRGC), with subsequent review by the Curriculum and Educational Policies Council (CEPC). Courses requesting certification for one GE Area or Subarea and one GR Category must submit proposals to both the GEGC and the GRGC. The GE Program as a whole will be assessed by the General Education Evaluation Committee (GEEC). The GEEC will notify the GEGC of all decisions and reports to the PARC. Membership and duties of the GEGC, GRGC, and GEEC shall be specified in a charge by the Academic Senate.

9.1 Review of GE Courses

9.1.1 Departments with courses undergoing review have the burden of proof that the requirements of the Area or Subarea, of the other expectations of the program level (Foundation, Explorations, Upper-Division), and of the course’s contribution to the overall GEGR Program have been met.

9.1.2. Once a course has been approved for GE credit by the GEGC, it will be reviewed periodically by the GEEC. The standard period between reviews is five years. Courses approved for GE that have not been offered within a five-year period shall have GE status removed. Any course that undergoes substantial change requires appropriate reevaluation to remain on the list of approved courses. A request for inclusion in an additional GE Area or Subarea for a course already on the list of approved courses approved for GE requirements requires a review and evaluation of the course for all prior as well as requested GE Areas or Subareas by the GEGC. Except in the case of courses that have not yet been offered, departments may be asked to provide anonymous examples of student work as evidence that course expectations are appropriate.

9.1.3 The Colleges must submit materials for each of their courses on the General Education Master Course List for periodic review and evaluation. Failure to submit a course for by the end of the semester following the semester during which the college received a request will be interpreted as a desire to delete the course from the list of approved courses and will be so honored.

9.2 Review of GR Courses

9.2.1 Departments with courses undergoing review have the burden of proof that the requirements of the GR Category and of the course’s contribution to the overall GEGR Program have been met.

9.2.2. Once a course has been approved for GR credit by the GRGC, it will be reviewed periodically by the GEEC. The standard period between reviews is five years. Courses approved for GR that have not been offered within a five-year period shall have GR status removed. Any course that undergoes substantial change requires appropriate reevaluation to remain on the list of approved courses. A request for inclusion in an additional GR Category for a course already on the list of approved courses approved for GR requirements requires a review and evaluation of the course for all prior as well as requested GR Category by the GRGC. Except in the case of courses that have not yet been offered, departments may be asked to provide anonymous examples of student work as evidence that course expectations are appropriate.

9.2.3 The Colleges must submit materials for each of their courses on the Master Course List for Campus-Specific Graduation Requirements for periodic review and evaluation. Failure to submit a course for by the end of the semester following the semester during which the college received a request will be interpreted as a desire to delete the course from the list of approved courses and will be so honored.

9.3 Assessment of the GEGR Program

9.3.1 The GEGR Program (both GE Courses and GR Courses) shall be assessed for quality and effectiveness in the GEEC.

9.3.2 The General Education Master Course List and Master List for Campus-Specific Graduation Requirements shall specify the time line for the assessment of the GEGR Program.

9.3.3 Non-compliance with the GEGR Program assessment process for quality and effectiveness will result in the removal of the course from General Education Master Course List and Master List for Campus-Specific Graduation Requirements.

**10.0 COURSE LIST APPEAL PROCEDURES**

10.1 A department (via the college) may appeal a decision regarding placement of one of their own courses on the General Education Master Course List or Master List for Campus-Specific Graduation Requirements. The department (via the college) does this by requesting reconsideration and submitting further information about the course to show why the original decision was incorrect.

10.2 Although the appeal must be written and include all necessary information and arguments, representatives of the department and college may attend the meeting at which the GEGC or the GRGC reviews the appeal to ask and answer questions.

10.3 If a department discovers that one of its courses is approved for GE or GR under a specific GE Area or GR Category and the course is not appropriate, that department must request that the course be deleted from the General Education Master Course List or Master List for Campus-Specific Graduation Requirements.

10.4 If after the appeal referred to above a college still disagrees with the judgment of the GEGC or the GRGC, it may appeal to the Curriculum and Educational Policies Council. If this is done, the GEGC or GRGC will prepare for the council a statement of the reasons for its decision. The college will furnish the members of the council copies of the course justification and the additional materials provided for the committee. All materials shall be distributed to council members prior to the meeting at which the matter is to be considered. Oral presentations may also be made at the Curriculum and Educational Policies Council meeting, if the college wishes.

10.5 The judgment of the Curriculum and Educational Policies Council on appeals is final.

10.6 Disagreements over the implementation of this policy shall be referred to the Curriculum and Educational Policies Council.

10.7 The actions of the committees (GEGC, GRGC, GEEC) and council (CEPC) shall be subject to review by the Academic Senate.

EFFECTIVE: XXX