

May 24, 1994

GENERAL EDUCATION POLICY

(Supersedes PS 81-11, 83-04, 87-01)

I. INTRODUCTION

General Education Breadth Requirements are specified in Title 5, Article 40405, California Code of Regulations.

Each California State University, Long Beach baccalaureate graduate shall have completed a minimum of 51 semester units of GE courses distributed as follows:

Category A. Nine units in Communication in the English language and Critical Thinking;

Category B. Twelve units in the Physical Universe (Natural Sciences and Mathematics);

Category C. Twelve units in Humanities and the Arts;

Category D. Fifteen units in Social and Behavioral Sciences and Their Historical Backgrounds (History);

Category E. Three units in Self-Integration.

Within the fifty-one units prescribed above, three units of approved coursework in U.S. History and three units of approved coursework in U.S. Constitution and American Ideals required by Section 40404 of Title 5, (see Category D, below) are included in this General Education policy.

At least nine of the approved General Education units must be upper-division units taken after the student achieves upper-division standing (completion of 60 semester units) and must be completed at California State University, Long Beach.

At least six units must be selected from among approved Interdisciplinary Courses in any of the categories specified below.

One three-unit course of instruction which focuses on instructive examples of human diversity (Human Diversity Courses).

II. GENERAL REGULATIONS

No course in the student's major department may be used to satisfy the GE requirements. Exceptions may be made with the approval of the Academic Senate as follows:

1. All courses in Category A;
2. In Category B.1.a for majors in the life science departments and in B.2 for majors in the Department of Mathematics;
3. In Categories C.1 and C.3 for majors in the Departments of Art and Music;
4. In Category D.1.a for majors in the Department of History;
5. In Category D.1.b for majors in the Department of Political Science;
6. All Interdisciplinary Courses in all categories;

7. All Human Diversity Courses in all categories.

A cross-categorized Interdisciplinary Course may be counted (at the student's option) in one of the categories, but not in more than one.

III. GENERAL COURSE CONTENT CRITERIA

All courses in the General Education Program must demonstrably encourage development of skills in critical thinking and/or problem solving, as well as in written and/or oral communication. Such skills development must be especially evident in lower-division courses in order to comply with the intention of Executive Order 595.

No course identified in the Bulletin as available for credit in a Graduate program will be permitted for General Education credit.

Instruction approved to fulfill the General Education requirements should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by women.

General Education courses should include as an integral component of teaching a sensitivity to difference of point of view and learning methods inherent to human diversity.

Wherever appropriate, the content of courses should include instructive examples of the influence of human and cultural diversity on the subject matter.

IV. CATEGORY DEFINITIONS AND CRITERIA

Category A: Communication in the English Language and Critical Thinking

9 semester units to include:

1. One approved course in written English;
2. One approved course in oral communication or a combination of oral and written communication, to include an understanding of the process of communication and experience in communication;
3. One approved course in critical thinking, designed to develop the ability to reason clearly and logically and to analyze others' thinking.

A.1. A.2 Category Criteria

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form, and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation, and reporting of information; reading and listening effectively, as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

A.3 Category Criteria

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic which should lead to the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical

thinking should be the ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.

Category B: Physical Universe (Natural Sciences and Mathematics)

12 semester units to include:

1. At least six units of inquiry into the nature of the physical universe and its life forms to include one approved course in (a) the life sciences and one approved course in (b) the physical sciences; both must include a laboratory experience;
2. At least three units of study in mathematical concepts and quantitative reasoning; approved courses must foster an understanding of mathematical concepts rather than merely providing instruction in basic computational skills;
3. Another three units, as necessary, selected from approved courses, to achieve a minimum of 12 units in Category B.

B.1. B.2. B.3 Category Criteria

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors, namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past, but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

Category C: Humanities and the Arts

12 semester units to include:

1. At least three units from approved fine arts courses;
2. At least six units from approved courses to include courses in at least two of the following areas:
 - a) literature,
 - b) philosophy,
 - c) foreign languages;
3. Another three units, as necessary, selected from approved courses in any of the following categories C.1, C.2, C.3, to achieve a minimum of 12 units in Category C.

C.1. C.2. C.3 Category Criteria

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility, and sensitivity. It is meant, in part, to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination which could include active participation in individual aesthetic, creative

experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities, and the self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

C.2.C. Category Criteria

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses.

Category D: Social and Behavioral Sciences and Their Historical Backgrounds (History)

15 semester units to include:

1. Citizenship:
 - a. Three units selected from approved courses in U.S. History;
 - b. Three units selected from approved courses in U.S. Constitution and Ideals.
2. Social and Behavioral Science: At least nine units from approved courses in at least two disciplines:
 - a. At least three units selected from approved courses which concern world societies and cultures in an international context;
 - b. The remaining units must be selected from courses approved in D.2.a and/or D.2.b.

D.1.A. Category Criteria

Three units identified in subcategory D.1.a deal with the United States History requirement of Title 5, Article 40404. The purpose of this requirement is to foster in students an awareness of the American experience and of the people, institutions, circumstances, and events in American history that have shaped contemporary conditions in the United States. The requirement is intended to enable students to function as responsible and constructive citizens. Courses meeting this requirement should, at a minimum, include the following:

- a. an analysis of the significant events occurring within the entire territory of the United States, including the relationships among regions within that area and/or relationships with external regions and powers, as appropriate;
- b. a chronological span of not less than 100 years;
- c. an examination of the nature and extent of the continuity of the American experience within itself and with the cultures from which it is derived;
- d. 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;
- e. coverage of the role of national, economic, ethnic, gender, and socio-economic groups in the events described;
- f. introduction to the groups and individual leaders who have been instrumental in the development of the United States;

g. attention to the phenomenon of conflict (or change) as a variable in the American national experience.

D.1.B Category Criteria

The purpose of the D.1.b requirement is to give students a comprehensive understanding of, and appreciation for, American political institutions and processes established by the United States and the California State constitutions, as provided for in Title 5, Article 40404. Students will acquire the knowledge and skills essential to effective political participation and citizenship. All courses meeting this requirement must at a minimum include the following:

a. the political philosophy of the Framers of the Constitution and the nature and operation of United States political institutions and processes which operate under that Constitution as amended and interpreted;

b. the rights and obligations of citizens in the political system established under that Constitution;

c. principles and practices of political organization, including political parties, interest groups, legislative politics, and campaign practices;

d. analysis of the American citizenry, including: political culture and voting behavior;

e. constitutionally- and legislatively-established administrative and regulatory institutions, including: analysis of bureaucracies and their impact on citizens at the national, state, and local levels;

f. 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;

g. the nature of federalism, including the relationship of federal to state and local practices, the resolution of jurisdictional conflicts, and the political processes involved.

The remaining nine (9) units, identified as subcategory D.2, are defined as follows:

D.2.A, D.2.B Category Criteria

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political, and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical settings, including both Western and non-Western contexts.

Category E: Self-Integration

At least three units selected from approved courses which facilitate understanding of the human being as an integrated physiological, social, and psychological organism.

E. Category Criteria

Courses that meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the total social and physical environment, and implications of death and dying. Physical activity may be included provided that it is an integral part of the study described above.

V. INTERDISCIPLINARY COURSES

To satisfy the General Education Breadth requirements, all undergraduate students shall complete at least six units of interdisciplinary coursework at the upper-division level in addition

to all other existing General Education requirements. This requirement may be met by (1) courses taught jointly by faculty members from at least two departments; or (2) courses organized around a common theme, problem or topic, and taught by individual faculty members from different departments or programs; or (3) courses taught by a single faculty member, the subject matter of which clearly crosses the boundaries of at least two departments or programs. Such a course may be proposed by any faculty member and must be approved by the curriculum committees of concerned departments and colleges.

Every effort shall be made to encourage the development of, and give equal consideration to, Interdisciplinary Courses that involve the participation of departments and teaching areas outside the Categories A through D. Development of Interdisciplinary Courses and courses in Category A designed for majors is strongly encouraged.

An Interdisciplinary course may be approved for more than one General Education category or subcategory when the course's disciplinary emphasis and content fall under more than one General Education category.

Criteria for Interdisciplinary Courses

English 100 or its equivalent must be a stated prerequisite of every Interdisciplinary course.

"Upper-division status" must be a stated prerequisite of every Interdisciplinary course.

Interdisciplinary courses require a student to integrate knowledge from separate disciplines, to synthesize a perspective from the differing views of disparate disciplines, and to coordinate the varying intellectual tools of his/her education.

An Interdisciplinary Course is one in which the different special knowledge, methods, and perspectives of two or more academic disciplines are brought together in the exposition or treatment of a particular topic or problem. Such a course exhibits interaction among disciplines in the approach to its subject matter, whether that results in mutual benefit or in stresses between or among disciplines. The Interdisciplinary Course may be designed to lead students to integrate knowledge acquired in the previous study of separate disciplines, or it may approach one topic, problem, or phenomenon with the various tools and perspectives of different disciplines.

A discipline is generally considered to be a system of learning or instruction, usually the basis for an academic department or program. When a course is proposed which claims to involve a discipline not clearly covered by this definition, the General Education Governing Committee (G.E.G.C.) will decide whether the course meets the intent of the Interdisciplinary Coursework requirement.

Interdisciplinary Courses which can be used to satisfy the General Education Interdisciplinary Coursework requirement must be upper-division courses. Most General Education courses must be suitable for students who have had little or no college-level study in the subject. However, these Interdisciplinary Courses may justifiably have college-level prerequisites in one or more (but rarely in all) of the disciplines involved. In general, the student is expected to have completed most of the other General Education requirements before attempting the Interdisciplinary requirement.

Instructors in all upper-division interdisciplinary courses which carry general education credit will integrate into the course a substantial writing component.

The writing component may be in whatever form the instructor deems appropriate to the subject matter and methodology of the course, but it should be a factor in evaluating student performance.

Faculty who teach these courses should be alert to serious writing difficulties as expressed in course assignments, and they should refer students with writing problems to the Learning Assistance Center as early as possible for counseling and assistance.

Faculty may obtain guidance in the choice of writing assignments and information on evaluating writing through workshops and other supportive programs sponsored by the Division of Academic Affairs.

VI. HUMAN DIVERSITY COURSES

1. It is the goal of the faculty that courses approved for CSULB General Education foster respect for human diversity. Courses should clearly demonstrate pedagogical and disciplinary approaches to the diversity of human beings, particularly with regard to matters of gender, race and ethnicity.

2. In recognition of the significant influence of various populations and cultures within the United States 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 which focuses on instructive examples of human diversity (Human Diversity Courses), particularly with respect to matters of gender, race and ethnicity.

3. Course Criteria—Human Diversity Courses:

a. A Human Diversity Course must meet the General Education criteria as defined in CSU Executive Order 338 and existing CSULB General Education policies.

b. A Human Diversity Course gives appropriate attention to influence within both the specific field(s) of study and to the general society by persons and groups, and through the expression and manifestations of gender, race and ethnicity.

c. A Human Diversity Course gives attention to theoretical considerations and perspectives on the nature of human diversity and attitudes toward diversity.

d. A Human Diversity Course provides a comparative treatment of nationally significant minority cultures, to include no fewer than two ethnic cultures from among the African American, Asian American, Latino American, and Native American cultures, and a comparative treatment of the significance of gender; and

e. Human Diversity course criteria a through d shall allow consideration of special needs, class, sexual orientation, language, religion and other distinctions, which reflect the diversity of US society.

4. Implementation:

a. Beginning with the Fall Semester 1993, the General Education Program shall:

1. identify in the Schedule of Classes specific courses which meet the requirements of Human Diversity Courses;¹

2. include as a requirement for all students graduating under the 1993-94 catalog and following catalogs an approved Human Diversity Course as a part of the General Education Breadth Requirements.

¹ Human Diversity Courses shall be designated in the Schedule of Classes with the intramarginal notation "HD" and shall be applied to Interdisciplinary Courses and other courses alike. No University Bulletin designation is required.

VII. UNIT REDUCTIONS IN HIGH UNIT MAJORS

To achieve a reduction of required GE units for their students, the chairs of departments (or director of programs) with high-unit degree majors may request, and the Planning and Educational Policies (P.E.P.) Council may approve with review by the Academic Senate, a reduction of the required units to a minimum of 48 units. When a program is approved for this reduction, the minimum required units in one of the Categories B., C., or D. will be reduced by three units for students in that program.

VIII. REVIEW OF GENERAL EDUCATION COURSES

Only courses on a specified list shall count for General Education. The Colleges involved shall be consulted in determining the criteria for which courses count.

All courses approved for General Education are to be reviewed at least every five years in order to remain on the list of approved courses. Any course on the approved course list for which there is a subsequent request for a change in title, description, number of units, and/or instruction level requires reevaluation in order to remain on the list of approved courses. Requests for inclusion of a course in an additional General Education category and/or requests for interdisciplinary status for a course already approved and on the list requires a review and evaluation of the course for all prior as well as requested categories of General Education.

At appropriate intervals, the General Education Governing Committee will request Colleges to submit materials for each of their courses on the General Education master list for review and evaluation.

Failure to submit a course for review within fifteen weeks of the General Education Governing Committee request will be interpreted as a request to delete the course from the list of approved courses and will be so honored.

In recognition of the major need to disseminate information on the content and conduct of courses under this policy (i.e., both specific Human Diversity Courses and regular General Education courses meeting the overall goal of faculty knowledgeability in matters of human diversity) the General Education Governing Committee shall publish an annual compendium of ideas furthering the goals of this policy drawn from those presented to the Committee.

IX. COURSE LIST APPEAL PROCEDURES

A department (via the College) may appeal a decision, either positive or negative, regarding placement of a course on the G.E. List. The Department (via the College) does this by requesting reconsideration and submitting further information about the course to show why the original decision was "not correct."

This information must be in writing; the General Education Governing Committee will not hold "hearings" at which oral arguments are presented.

If a department discovers that one of its courses is approved for General Education under a specific category and the course is not appropriate, it should request that the course be deleted from the approved course List.

If after the appeal referred to above, a College still disagrees with the judgment of the G.E.G.C. it may appeal to the full P.E.P. Council. If this is done, the Committee 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 the P.E.P. Council meeting, if the College wishes.

The judgment of the P.E.P. Council on appeals will be final.

Disagreements over the implementation of this policy shall be referred to the P.E.P. Council. Except in those instances where it is provided that the P.E.P. Council has final authority, the actions of the P.E.P. Council shall be subject to review by the Academic Senate.

EFFECTIVE: Immediately

This policy document was compiled from the following University Policy Statements:

73-05 , 78-23 (para A. only), 79-16, 79-28, 80-06, 80-06 supplement #1, 80-06 supplement #2, 80-06 supplement #3, 81-11, 81-11 supplement #1 published as 81-11 amended, 83-04, 83-04 supplement #1, 83-04 supplement #2, 87-01.

June 3, 1991

GENERAL EDUCATION POLICY

(Supersedes PS 81-11, 83-04, 87-01)

I. INTRODUCTION

General Education Breadth Requirements are specified in Title 5, Article 40405, California Code of Regulations.

Each California State University, Long Beach baccalaureate graduate shall have completed a minimum of 51 semester units of GE courses distributed as follows:

- Category A. Nine units in Communication in the English language and Critical Thinking;
- Category B. Twelve units in the Physical Universe (Natural Sciences and Mathematics);
- Category C. Twelve units in Humanities and the Arts;
- Category D. Fifteen units in Social and Behavioral Sciences and Their Historical Backgrounds (History);
- Category E. Three units in Self-Integration.

Within the fifty-one units prescribed above, three units of approved coursework in U.S. History and three units of approved coursework in U.S. Constitution and American Ideals required by Section 40404 of Title 5, (see Category D, below) are included in this General Education policy.

At least nine of the approved General Education units must be upper-division units taken after the student achieves upper-division standing (completion of 60 semester units) and must be completed at California State University, Long Beach.

At least six units must be selected from among approved Interdisciplinary Courses in any of the categories specified below.

One three-unit course of instruction which focuses on instructive examples of human diversity (Human Diversity Courses).

II. GENERAL REGULATIONS

No course in the student's major department may be used to satisfy the GE requirements. Exceptions may be made with the approval of the Academic Senate as follows:

1. All courses in Category A;
2. In Category B.1.a for majors in the life science departments and in B.2 for majors in the Department of Mathematics;
3. In Category D.1.a for majors in the Department of History;
4. In Category D.1.b for majors in the Department of Political Science;
5. All Interdisciplinary Courses in all categories.

A cross-categorized Interdisciplinary Course may be counted (at the student's option) in one of the categories, but not in more than one.

III. GENERAL COURSE CONTENT CRITERIA

All courses in the General Education Program must demonstrably encourage development of skills in critical thinking and/or problem solving, as well as in written and/or oral communication. Such skills development must be especially evident in lower-division courses in order to comply with the intention of Executive Order 338.

No course identified in the *Bulletin* as available for credit in a Graduate program will be permitted for General Education credit.

Instruction approved to fulfill the General Education requirements should recognize the contributions to knowledge and civilization that have been made by members of various cultural groups and by women.

General Education courses should include as an integral component of teaching a sensitivity to difference of point of view and learning methods inherent to human diversity.

Wherever appropriate, the content of courses should include instructive examples of the influence of human and cultural diversity on the subject matter.

IV. CATEGORY DEFINITIONS AND CRITERIA

Category A: Communication in the English Language and Critical Thinking
9 semester units to include:

1. One approved course in written English;
2. One approved course in oral communication or a combination of oral and written communication, to include an understanding of the process of communication and experience in communication;
3. One approved course in critical thinking, designed to develop the ability to reason clearly and logically and to analyze others' thinking.

A.1, A.2 Category Criteria

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form, and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation, and reporting of information; reading and listening effectively, as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

A.3 Category Criteria

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic which should lead to the ability to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.

Category B: Physical Universe (Natural Sciences and Mathematics)
12 semester units to include:

1. At least six units of inquiry into the nature of the physical universe and its life forms to include one approved course in (a) the life sciences and one approved course in (b) the physical sciences; both must include a laboratory experience;
2. At least three units of study in mathematical concepts and quantitative reasoning; approved courses must foster an understanding of mathematical concepts rather than merely providing instruction in basic computational skills;

3. Another three units, as necessary, selected from approved courses, to achieve a minimum of 12 units in Category B.

B.1, B.2, B.3 Category Criteria

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors, namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past, but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

Category C: Humanities and the Arts

12 semester units to include:

1. At least three units from approved fine arts courses;
2. At least six units from approved courses to include courses in at least two of the following areas:
 - a) literature,
 - b) philosophy,
 - c) foreign languages;
3. Another three units, as necessary, selected from approved courses in any of the following categories C.1, C.2, C.3, to achieve a minimum of 12 units in Category C.

C.1, C.2, C.3 Category Criteria

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility, and sensitivity. It is meant, in part, to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the the human imagination which could include active participation in individual aesthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities, and the self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

C.2.C. Category Criteria

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses.

Category D: Social and Behavioral Sciences and Their Historical Backgrounds (History)

15 semester units to include:

1. Citizenship:
 - a. Three units selected from approved courses in U.S. History;
 - b. Three units selected from approved courses in U.S. Constitution and Ideals.
2. Social and Behavioral Science: At least nine units from approved courses in at least two disciplines:
 - a. At least three units selected from approved courses which concern world societies and cultures in an international context;
 - b. The remaining units must be selected from courses approved in D.2.a and/or D.2.b.

D.1.A. Category Criteria

Three units identified in subcategory D.1.a deal with the United States History requirement of Title 5, Article 40404. The purpose of this requirement is to foster in students an awareness of the American experience and of the people, institutions, circumstances, and events in American history that have shaped contemporary conditions in the United States. The requirement is intended to enable students to function as responsible and constructive citizens. Courses meeting this requirement should, at a minimum, include the following:

- a. an analysis of the significant events occurring within the entire territory of the United States, including the relationships among regions within that area and/or relationships with external regions and powers, as appropriate;
- b. a chronological span of not less than 100 years;
- c. an examination of the nature and extent of the continuity of the American experience within itself and with the cultures from which it is derived;
- d. 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;
- e. coverage of the role of national, economic, ethnic, gender, and socio-economic groups in the events described;
- f. introduction to the groups and individual leaders who have been instrumental in the development of the United States;
- g. attention to the phenomenon of conflict (or change) as a variable in the American national experience.

D.1.B Category Criteria

The purpose of the D.1.b requirement is to give students a comprehensive understanding of, and appreciation for, American political institutions and processes established by the United States and the California State constitutions, as provided for in Title 5, Article 40404. Students will acquire the knowledge and skills essential to effective political participation and citizenship. All courses meeting this requirement must at a minimum include the following:

- a. the political philosophy of the Framers of the *Constitution* and the nature and operation of United States political institutions and processes which operate under that *Constitution* as amended and interpreted;
- b. the rights and obligations of citizens in the political system established under that *Constitution*;
- c. principles and practices of political organization, including political parties, interest groups, legislative politics, and campaign practices;
- d. analysis of the American citizenry, including: political culture and voting behavior;
- e. constitutionally- and legislatively-established administrative and regulatory institutions, including: analysis of bureaucracies and their impact on citizens at the national, state, and local levels;
- f. 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*;
- g. the nature of federalism, including the relationship of federal to state and local practices, the resolution of jurisdictional conflicts, and the political processes involved.

The remaining nine (9) units, identified as subcategory D.2, are defined as follows:

D.2.A. D.2.B Category Criteria

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political, and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical settings, including both Western and non-Western contexts.

Category E: Self-Integration

At least three units selected from approved courses which facilitate understanding of the human being as an integrated physiological, social, and psychological organism.

E. Category Criteria

Courses that meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the total social and physical environment, and implications of death and dying. Physical activity may be included provided that it is an integral part of the study described above.

V. INTERDISCIPLINARY COURSES

To satisfy the General Education Breadth requirements, all undergraduate students shall complete at least six units of interdisciplinary coursework at the upper-division level in addition to all other existing General Education requirements. This requirement may be met by (1) courses taught jointly by faculty members from at least two departments; or (2) courses organized around a common theme, problem or topic, and taught by individual faculty members from different departments or programs; or (3) courses taught by a single faculty member, the subject matter of which clearly crosses the boundaries of at least two departments or programs. Such a course may be proposed by any faculty member and must be approved by the curriculum committees of concerned departments and schools.

Every effort shall be made to encourage the development of, and give equal consideration to, Interdisciplinary Courses that involve the participation of departments and teaching areas outside the Categories A through D. Development of Interdisciplinary Courses and courses in Category A designed for majors is strongly encouraged.

An Interdisciplinary course may be approved for more than one General Education category or subcategory when the course's disciplinary emphasis and content fall under more than one General Education category.

Criteria for Interdisciplinary Courses

English 100 or its equivalent must be a stated prerequisite of every Interdisciplinary course.

"Upper-division status" must be a stated prerequisite of every Interdisciplinary course.

Interdisciplinary courses require a student to integrate knowledge from separate disciplines, to synthesize a perspective from the differing views of disparate disciplines, and to coordinate the varying intellectual tools of his/her education.

An Interdisciplinary Course is one in which the different special knowledge, methods, and perspectives of two or more academic disciplines are brought together in the exposition or treatment of a particular topic or problem. Such a course exhibits interaction among disciplines in the approach to its subject matter, whether that results in mutual benefit or in stresses between or among disciplines. The Interdisciplinary Course may be designed to lead students to integrate knowledge acquired in the previous study of separate disciplines, or it may approach one topic, problem, or phenomenon with the various tools and perspectives of different disciplines.

A discipline is generally considered to be a system of learning or instruction, usually the basis for an academic department or program. When a course is proposed which claims to involve a discipline not clearly covered by this definition, the General Education Governing Committee (G.E.G.C.) will decide whether the course meets the intent of the Interdisciplinary Coursework requirement.

Interdisciplinary Courses which can be used to satisfy the General Education Interdisciplinary Coursework requirement must be upper-division courses. Most General Education courses must be suitable for students who have had little or no college-level study in the subject. However, these Interdisciplinary Courses may justifiably have college-level prerequisites in one or more (but rarely in all) of the disciplines involved. In general, the student is expected to have completed most of the other General Education requirements before attempting the Interdisciplinary requirement.

Instructors in all upper-division interdisciplinary courses which carry general education credit will integrate into the course a substantial writing component.

The writing component may be in whatever form the instructor deems appropriate to the subject matter and methodology of the course, but it should be a factor in evaluating student performance.

Faculty who teach these courses should be alert to serious writing difficulties as expressed in course assignments, and they should refer students with writing problems to the Learning Assistance Center as early as possible for counseling and assistance.

Faculty may obtain guidance in the choice of writing assignments and information on evaluating writing through workshops and other supportive programs sponsored by the Division of Academic Affairs.

VI. HUMAN DIVERSITY COURSES

1. It is the goal of the faculty that courses approved for CSULB General Education foster respect for human diversity. Courses should clearly demonstrate pedagogical and disciplinary approaches to the diversity of human beings, particularly with regard to matters of gender, race and ethnicity.

2. In recognition of the significant influence of various populations and cultures within the United States 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 which focuses on instructive examples of human diversity (Human Diversity Courses), particularly with respect to matters of gender, race and ethnicity.

3. Course Criteria—Human Diversity Courses:

a. A Human Diversity Course must meet the General Education criteria as defined in CSU Executive Order 338 and existing CSULB General Education policies.

b. A Human Diversity Course gives appropriate attention to influence within both the specific field(s) of study and to the general society by persons and groups, and through the expression and manifestations of gender, race and ethnicity.

c. A Human Diversity Course gives attention to theoretical considerations and perspectives on the nature of human diversity and attitudes toward diversity.

d. A Human Diversity Course provides a comparative treatment of nationally significant minority cultures, to include no fewer than two ethnic cultures from among the African American, Asian American, Latino American, and Native American cultures, and a comparative treatment of the significance of gender; and

e. Human Diversity course criteria 1 through 4 shall allow consideration of special needs, class, sexual orientation, language, religion and other distinctions, which reflect the diversity of US society.

4. Implementation:

a. Beginning with the Fall Semester 1993, the General Education Program shall:

1. identify in the *Schedule of Classes* specific courses which meet the requirements of Human Diversity Courses;

¹ Human Diversity Courses shall be designated in the *Schedule of Classes* with the intramarginal notation "HD" and shall be applied to Interdisciplinary Courses and other courses alike. No *University Bulletin* designation is required.

2. include as a requirement for all students graduating under the 1993-94 catalog and following catalogs an approved Human Diversity Course as a part of the General Education Breadth Requirements.

VII. UNIT REDUCTIONS IN HIGH UNIT MAJORS

To achieve a reduction of required GE units for their students, the chairs of departments (or director of programs) with high-unit degree majors may request, and the Planning and Educational Policies (P.E.P.) Council may approve with review by the Academic Senate, a reduction of the required units to a minimum of 48 units. When a program is approved for this reduction, the minimum required units in one of the Categories B., C., or D. will be reduced by three units for students in that program.

VIII. REVIEW OF GENERAL EDUCATION COURSES

Only courses on a specified list shall count for General Education. The Colleges/Schools involved shall be consulted in determining the criteria for which courses count.

All courses approved for General Education are to be reviewed at least every five years in order to remain on the list of approved courses. Any course on the approved course list for which there is a subsequent request for a change in title, description, number of units, and/or instruction level requires reevaluation in order to remain on the list of approved courses. Requests for inclusion of a course in an additional General Education category and/or requests for interdisciplinary status for a course already approved and on the list requires a review and evaluation of the course for all prior as well as requested categories of General Education.

At appropriate intervals, the General Education Governing Committee will request Colleges/Schools to submit materials for each of their courses on the General Education master list for review and evaluation.

Failure to submit a course for review within fifteen weeks of the General Education Governing Committee request will be interpreted as a request to delete the course from the list of approved courses and will be so honored.

In recognition of the major need to disseminate information on the content and conduct of courses under this policy (i.e., both specific Human Diversity Courses and regular General Education courses meeting the overall goal of faculty knowledgeability in matters of human diversity) the General Education Governing Committee shall publish an annual compendium of ideas furthering the goals of this policy drawn from those presented to the Committee.

IX. COURSE LIST APPEAL PROCEDURES

A department (via the College/School) may appeal a decision, either positive or negative, regarding placement of a course on the G.E. List. The Department (via the College/School) does this by requesting reconsideration and submitting further information about the course to show why the original decision was "not correct."

This information must be in writing; the General Education Governing Committee will not hold "hearings" at which oral arguments are presented.

If a department discovers that one of its courses is approved for General Education under a specific category and the course is not appropriate, it should request that the course be deleted from the approved course List.

If after the appeal referred to above, a College/School still disagrees with the judgment of the G.E.G.C. it may appeal to the full P.E.P. Council. If this is done, the Committee will prepare for the Council a statement of the reasons for its decision. The College/School 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 the P.E.P. Council meeting, if the College/School wishes. The judgment of the P.E.P. Council on appeals will be final.

Disagreements over the implementation of this policy shall be referred to the P.E.P. Council. Except in those instances where it is provided that the P.E.P. Council has final authority, the actions of the P.E.P. Council shall be subject to review by the Academic Senate.

EFFECTIVE: Immediately

This policy document was compiled from the following University Policy Statements:
73-05 , 78-23 (para A. only), 79-16, 79-28, 80-06, 80-06 supplement #1, 80-06 supplement #2, 80-06 supplement #3, 81-11, 81-11 supplement #1 published as 81-11 amended, 83-04, 83-04 supplement #1, 83-04 supplement #2, 87-01.