

**Academic Affairs/ Academic Senate Retreat Spring 2014**

**Strengthening General Education at CSUF  
Programmatic Learning Goals and Assessment  
February 7, 2014**

**Planning Committee**

Emily Bonney – Associate Professor, Liberal Studies

Sheryl Fontaine – Interim Dean, College of Humanities and Social Sciences

Matthew Jarvis – Associate Professor, Politics, Administration and Justice

Peter Nwosu – Associate Vice President, Academic Programs

Anil Puri – Dean, Mihaylo College of Business and Economics

Lynn Sargeant – Director of Undergraduate Programs, Academic Programs

Sean Walker – Professor, Biological Science

**Agenda Academic Affairs/Academic Senate Retreat**  
**February, 7 2014**

- 1) Continental Breakfast and Coffee – 8:00 am – 8:30 am
- 2) Welcome – 8:30 am – 9:00 am
- 3) GE: Its purpose at CSUF – 9:00 am – 9:30 am
- 4) GE: Context and Constraints – 9:30 am – 10:30 am
- 5) COFFEE BREAK 15 minutes – 10:30 am – 10:45 am
- 6) Proposed GE Program Learning Goals from GE Committee  
– 10:45 am – 12:00 pm
- 7) LUNCH – 12:00 PM – 1:00 PM
- 8) Assessing the GE Program – Approaches and Methods –  
1:00 pm – 1:45 pm
- 9) COFFEE BREAK – 1:45 – 2:00
- 10) Developing Program Learning Outcomes from Proposed  
Program Learning Goals – 2:00 pm – 3:00 pm
- 11) Where do we go from here? – 3:00 pm – 3:15 pm
- 12) Closing Remarks – 3:15 pm

**Table Discussion # 1 – 9:00 am – 9:30 am**

***Is our current mission statement for General Education Sufficient? Does it need to be revised to better fit the demands of the 21<sup>st</sup> century?***

**What do we currently say about GE in UPS 411.201?**

*“General education is central to a university education, and should enhance students’ awareness of themselves in a complex universe, drawing upon multiple points of view. As a result of general education experience, students should acquire knowledge of diverse disciplinary and cultural perspectives and skill in comparing, contrasting, applying, and communicating effectively these perspectives in tasks considered appropriate to particular courses.”*

# General Education at CSUF

{ Contexts and Constraints

# EO 1065

- ↳ Sets the ground rules for GE in CSU system
- ↳ Establishes 5 Areas
  - ↳ English Language Communication and Critical Thinking
  - ↳ Scientific Inquiry and Quantitative Reasoning
  - ↳ Arts and Humanities
  - ↳ Social Sciences
  - ↳ Lifelong Learning and Self-Development

# EO 1065: Programs, Not Categories

⌘ Campuses have the duty to ensure that GE Breadth requirements are “planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.”

⌘ EO 1065 6.2.1.a



# LEAP and EO 1065

⌘ Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the **Liberal Education and American Promise (LEAP)** campaign, an initiative of the Association of American Colleges and Universities.”

⌘ EO 1065 3.2

# LEAP: Liberal Education & America's Promise

- ⌘ Knowledge of Human Cultures  
and the Physical and Natural  
World
- ⌘ Intellectual and Practical Skills
- ⌘ Personal and Social Responsibility
- ⌘ Integrative Learning
- ⌘ <https://www.aacu.org/leap/>



# Goals, Objectives, and Outcomes, Oh My!

& Goals: What we hope to achieve

& Outcomes: What we will measure to see if we succeeded.

& Objectives: What we actually will do to achieve our outcomes

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

- & Think clearly and logically
- & Understand and apply the scientific method
- & Apply socially responsive knowledge and skill to issues confronting local or global communities
- & Engage in lifelong learning and self-development”



# University-wide Student Learning ~~Outcomes~~ GOALS and the GE Program

## & ULGs: The Short Form

- ∅ Demonstrate Intellectual Literacy

- ∅ Think Critically

- ∅ Communicate Clearly

- ∅ Work effectively

- ∅ Evaluate Different Perspectives

- ∅ Recognize Global Role

## & GE Learning Goals: Today's task

# The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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## ★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*

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## ★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

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## ★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

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## ★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

**Note:** This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see [www.aacu.org/leap](http://www.aacu.org/leap).



## Section 3.2 of Executive Order 1065

**CSU Student Learning Outcomes:** Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the **Liberal Education and American Promise (LEAP)** campaign, an initiative of the Association of American Colleges and Universities.

### LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

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

- 1) think clearly and logically;
- 2) demonstrate information competency—finding and examining information critically;
- 3) carry out effective oral communication;
- 4) write effectively;
- 5) apply quantitative reasoning concepts and skills to solve problems;
- 6) make informed, ethical decisions;
- 7) understand and apply the scientific method;
- 8) apply learning from study abroad experiences to general education areas;
- 9) utilize technology in pursuit of intellectual growth and efficacious human interaction;
- 10) demonstrate understanding of human beings as physiological and psychological organisms
- 11) demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
- 12) demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- 13) demonstrate understanding of how human societies have developed and now function;
- 14) apply socially responsive knowledge and skills to issues confronting local or global communities;
- 15) demonstrate life skills such as financial literacy;
- 16) understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
- 17) engage in lifelong learning and self-development; and
- 18) integrate and apply the insights gained from general education courses.

# *The Principles of Excellence*



## Principle One

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### ★ **Aim High—and Make Excellence Inclusive**

Make the Essential Learning Outcomes a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

## Principle Two

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### ★ **Give Students a Compass**

Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress

## Principle Three

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### ★ **Teach the Arts of Inquiry and Innovation**

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication, Beginning in School and Advancing in College

## Principle Four

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### ★ **Engage the Big Questions**

Teach through the Curriculum to Far-Reaching Issues—Contemporary and Enduring—in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom

## Principle Five

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### ★ **Connect Knowledge with Choices and Action**

Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems

## Principle Six

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### ★ **Foster Civic, Intercultural, and Ethical Learning**

Emphasize Personal and Social Responsibility, in Every Field of Study

## Principle Seven

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### ★ **Assess Students' Ability to Apply Learning to Complex Problems**

Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement

## **Proposed Programmatic General Education Learning Goals and Associated University Learning Outcomes Goals**

### **GE Goal Number 1**

*Associated with University Learning Outcome #1*

*Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.*

Variant 1 – Students will develop an understanding of the key concepts, methodologies, and theories of the disciplines in the sciences, arts, humanities, and social sciences.

Variant 2 – Through study in the natural sciences, arts, humanities, and social sciences, students will develop basic knowledge and interdisciplinary understanding.

Variant 3 – Students will understand, develop, and reflect on the diversity of human experience, clear principles in the natural sciences and evolving human knowledge and achievements over time.

### **GE Goal Number 2**

*Associated with University Learning Outcome #2*

*Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.*

Variant 1 – Students will develop skills in analyzing new situations and problems within the context of previously learned concepts.

Variant 2- Students will develop skill in critical analysis, mathematical reasoning, and information literacy to create and evaluate solutions to complex challenges and everyday problems.

### **GE Goal Number 3**

*Associated with University Learning Outcome #3*

*Communicate clearly, effectively, and persuasively, both orally and in writing.*

Variant 1 – Students will develop skills in clear, efficient, persuasive oral and written communication.

Variant 2 – Students will analyze and reflect on complex topics and develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of written and oral communication within different disciplinary contexts.

Variant 3 – Students will demonstrate abilities to clearly, effectively, and persuasively express themselves and the knowledge they have obtained, both orally and in writing.

Variant 4 – Students will communicate clearly, effectively, and persuasively, both orally and in writing.

#### **GE Goal Number 4**

*Associated with University Learning Outcome #4 & 5 –*

*Work effectively as a team member or leader to achieve a broad variety of goals, and evaluate the significance of how differing perspectives and trends affect their communities.*

Variant 1 – Students will develop cognitive, physical, and affective skills which will allow them to become more integrated and well-rounded individuals within various physical, social, cultural, and technological environments and communities.

Variant 2 – Students will develop cognitive, physical, and affective lifelong skills which will allow them to engage effectively and ethically in teamwork or leadership roles.

Variant 3 – Students will develop cognitive, physical, and affective lifelong skills which will allow them to engage effectively and ethically in teamwork and/or leadership roles.

#### **GE Goal Number 5**

*Associated with University Learning Outcome #6*

*Recognize their roles in an interdependent global community*

Variant 1 – Students will develop an understanding of the role of diverse cultural perspectives in local and global communities.

Variant 2 – Understand how the dynamic physical, social, cultural, and technological environments are intertwined with local and global communities.

Variant 3 – Students will demonstrate knowledge of diverse cultural and global environments and their implications for their own communities.

Variant 4 – Students will gain self-awareness and knowledge of their own culture and that of diverse global communities while considering social barriers and privileges.

**Table Discussion # 2 – 10:45 am – 12:00 pm**

***We provided you with a draft of possible program learning goals for GE. Your mission, if you choose to accept it, is to develop a single version of each learning goal. You can edit, revise, or create an entirely new learning goal.***

**Table Discussion # 3 – 2:00 pm – 3:00 pm**

***Please write 2 – 3 measurable learning outcomes for learning goal \_\_\_\_.***



Supporting Documents for Retreat:

EO – 1065

Introduction to LEAP

UPS 300.003 – University Learning Outcomes

UPS 300.022 – Assessment of Student Learning (Current Policy is under revision)

UPS 411-201 – GE Goals for Student Learning

THE CALIFORNIA STATE UNIVERSITY  
OFFICE OF THE CHANCELLOR



BAKERSFIELD

September 16, 2011

CHANNEL ISLANDS

**MEMORANDUM**

CHICO

DOMINGUEZ HILLS

**TO:** CSU Presidents

EAST BAY

**FROM:** Charles B. Reed  
Chancellor

FRESNO

FULLERTON

**SUBJECT:** General Education Breadth Requirements—Executive Order No. 1065

HUMBOLDT

Attached is a copy of Executive Order No. 1065 relating to California State University General Education Breadth (CSU GE Breadth) requirements. This executive order supersedes Executive Order 1033 and incorporates Title 5 changes adopted by the Board of Trustees at the July 12, 2011 meeting. The changes specify that students seeking a baccalaureate degree in postbaccalaureate standing shall not be required to complete additional general education courses as a requirement for graduation.

LONG BEACH

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

In accordance with policy of the California State University, the campus president has the responsibility for implementing executive orders where applicable and for maintaining the campus repository and index for all executive orders.

NORTHRIDGE

POMONA

If you have questions regarding this executive order, please contact the Office of Academic Programs and Policy at (562) 951-4722.

SACRAMENTO

CBR/clm

SAN BERNARDINO

**Attachments**

SAN DIEGO

**c:** Dr. James Postma, Chair, Academic Senate CSU  
Provosts/Vice Presidents for Academic Affairs  
Associate Provosts/Associate Vice Presidents for Academic Affairs  
Articulation Officers  
Deans of Undergraduate Studies  
Directors of Admission and Records  
Directors of General Education  
Executive Staff, Office of the Chancellor

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

**THE CALIFORNIA STATE UNIVERSITY**  
**Office of the Chancellor**  
**401 Golden Shore**  
**Long Beach, California 90802-4210**  
**(562) 951-4722**

**Executive Order:** 1065  
**Effective Date:** September 16, 2011  
**Supersedes:** Executive Order No. 1033  
**Title:** CSU General Education Breadth Requirements

This executive order is issued pursuant to Title 5, *California Code of Regulations*, Sections 40402.1, 40403, 40405, 40405.1, 40405.2, 40405.4, and 40508, and the Standing Orders of the Board of Trustees, Section II(a).

This executive order is intended to establish a common understanding of the minimum requirements for CSU General Education Breadth and to provide for the certification of coursework completed by transfer students at regionally accredited institutions. Reciprocity among the CSU campuses for full and subject-area completion of lower-division General Education Breadth Requirements is also addressed in this executive order.

This document also addresses:

- **Applicability of the policy (Article 1, page 1),**
- **Pathways to fulfillment of general education requirements (Article 2, page 2),**
- **Premises of CSU General Education Breadth (Article 3, page 5),**
- **Distribution of General Education Breadth units (Article 4, page 7),**
- **Transfer and articulation (Article 5, page 9),**
- **Implementation and governance (Article 6, page 17).**

## **Article 1. Applicability**

### **1.1 Prior to Completion of CSU Lower-Division General Education Requirements**

The requirements, policies, and procedures adopted pursuant to this executive order shall apply to students enrolling in fall 2008 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the

California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Title 5 Sections 40405.2 or 40405.3.

**1.2 Subsequent to Completion of Entire CSU General Education Requirements**

Subsequent to initial completion of all CSU general education requirements (at the lower and upper divisions), a student may not be required to satisfy further exclusively general education requirements associated with an additional major program or baccalaureate degree.

**Article 2. Fulfilling General Education Requirements in the CSU**

**2.1 Pathways**

Policies adopted by the Board of Trustees in July 1991 provide three pathways for undergraduate students to fulfill CSU general education requirements:

**1. CSU General Education Breadth**

Fulfillment of CSU General Education Breadth Requirements (Title 5, Section 40405.1), including the completion of an upper-division requirement consisting of a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree; or

**2. Intersegmental General Education Transfer Curriculum (IGETC)**

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) (Title 5, Section 40405.2), as certified by a California community college, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree; or

**3. University of California (UC) Campus Lower-Division**

Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree. Implementation of this alternative is contingent on development of a formal agreement between the California State University and the University of California.

## **2.2 Minimum Requirements**

### **2.2.1 General Education Requirements**

Every baccalaureate candidate who has not completed either the IGETC or UC-campus pathway specified in Article 2 shall complete the CSU General Education Breadth requirements described in Article 4, Subsections A through E, totaling a minimum of 48 semester units or 72 quarter units.

### **2.2.2 Minimum Grades**

Each CSU campus shall establish the minimum grades for satisfactory completion of CSU General Education Breadth courses.

### **2.2.3 Upper-Division Requirement**

At least nine of these semester units or twelve of these quarter units must be upper-division level, taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained.

### **2.2.4 Residency Requirement**

Campuses may require that at least nine of the 48 semester units or twelve of the 72 quarter units shall be earned at the campus granting the degree. In all cases, students shall meet the residency requirements specified in Title 5 Section 40403.

### **2.2.5 Exceptions**

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

- a.** In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior-level transfer student.
- b.** In the case of high-unit professional major degree programs, the chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be approved at the campus level prior to initiating a request to the Chancellor's Office. A full academic justification shall be submitted to the executive vice chancellor and chief academic officer, Academic Affairs, who shall submit his or her



recommendation and the campus recommendation (along with all relevant documents) to the chancellor.

- c. A student who has been admitted to a baccalaureate degree program is exempt from additional general education requirements if:
  - (i) The student has previously earned a baccalaureate or higher degree from an institution accredited by a regional accrediting association; or
  - (ii) The student has completed equivalent academic preparation, as determined by the appropriate campus authority.
- d. Each campus is authorized to make reasonable adjustments in the number of units assigned to any of the five required distribution areas (A through E) if campus requirements and CSU GE-Breadth distribution requirements unduly exceed any of the minimum GE Breadth credit requirements. However, in such cases, the total number of general education units required shall not be fewer than 48 semester units or 72 quarter units. (No campus is required to adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

## **2.2.6 Double Counting**

### **2.2.6.1 General Education, Major, and Other Requirements**

Through a process of campus-wide curriculum review and approval, campuses may permit the “double counting” of courses for General Education Breadth with major requirements and prerequisites only after giving careful consideration to the impact of such actions on general education programs.

### **2.2.6.2 General Education and US History, Constitution, and American Ideals Statutory Requirement**

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

### Article 3. Premises of CSU General Education Breadth

#### 3.1 Background

CSU General Education Breadth requirements have been designed to complement the major program and electives completed by each baccalaureate candidate, to assure that graduates have made noteworthy progress toward becoming truly educated persons.

These requirements are designed to provide the knowledge, skills, experiences, and perspectives that will enable CSU students to expand their capacities to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning. Faculty are encouraged to assist students in making connections among disciplines to achieve coherence in the undergraduate educational experience.

Courses approved for GE Breadth should be responsive to the need for students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health throughout a lifetime.

#### 3.2 CSU Student Learning Outcomes

Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the **Liberal Education and American Promise** (LEAP) campaign, an initiative of the Association of American Colleges and Universities.

##### **LEAP Essential Learning Outcomes Framework**

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

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

- think clearly and logically;
- demonstrate information competency—finding and examining information critically;

- carry out effective oral communication;
- write effectively;
- apply quantitative reasoning concepts and skills to solve problems;
- make informed, ethical decisions;
- understand and apply the scientific method;
- apply learning from study abroad experiences to general education areas;
- utilize technology in pursuit of intellectual growth and efficacious human interaction;
- demonstrate understanding of human beings as physiological and psychological organisms;
- demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
- demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- demonstrate understanding of how human societies have developed and now function;
- apply socially responsive knowledge and skills to issues confronting local or global communities;
- demonstrate life skills such as financial literacy;
- understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
- engage in lifelong learning and self-development; and
- integrate and apply the insights gained from general education courses.

### **3.3 Entry-Level Learning Skills**

#### **3.3.1 Minimum Competency**

Title 5 of the California Code of Regulations, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students.

#### **3.3.2 Remediation**

Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome those deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

**Article 4 Subject Area Distribution**

Instruction approved to fulfill the following subject-area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women as well as men.

**Area A English Language Communication and Critical Thinking**

**Minimum 9 semester units or 12 quarter units**

-one course in each subarea

- A1 Oral Communication** (3 semester units or 4 quarter units)
- A2 Written Communication** (3 semester units or 4 quarter units)
- A3 Critical Thinking** (3 semester units or 4 quarter units)

A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (Area A3), to include consideration of common fallacies in reasoning.

Students taking courses in fulfillment of subareas A1 and A2 will develop knowledge and understanding of the form, content, context, and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

In critical thinking (subarea A3) courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

**Area B Scientific Inquiry and Quantitative Reasoning**

**Minimum of 12 semester units or 18 quarter units**

-one course each in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses

- B1 Physical Science** (3 semester units or 4 quarter units)
- B2 Life Science** (3 semester units or 4 quarter units)
- B3 Laboratory Activity** associated with a course taken to satisfy either B1 or B2
- B4 Mathematics/Quantitative Reasoning** (3 semester units or 4 quarter units)

A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in a related laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

In subareas B1-B3, students develop knowledge of scientific theories, concepts, and data about both living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures.

Courses in subarea B4 shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

**Area C Arts and Humanities**

**Minimum of 12 semester units or 18 quarter units**

-at least one course completed in each of these two subareas:

**C1 Arts: Arts, Cinema, Dance, Music, Theater**

**C2 Humanities: Literature, Philosophy, Languages Other than English**

A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages. Across the disciplines in their Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. Activities may include participation in individual aesthetic, creative experiences; however Area C excludes courses that exclusively emphasize skills development.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures.

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.



Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

**Area D Social Sciences  
Minimum of 12 semester units or 18 quarter units**

A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

Students learn from courses in multiple Area D disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

**Area E Lifelong Learning and Self-Development  
Minimum of 3 semester units or 4 quarter units**

A minimum of three semester units or four quarter units in study designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.

**Article 5. Transfer and Articulation**

This article pertains to regionally accredited non-CSU institutions that certify transfer students' fulfillment of CSU General Education Breadth requirements.

**5.1 Premises of General Education Breadth Transfer and Certification**

- a. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.
- b. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.
- c. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions unless there are specific indications that such reciprocity is not appropriate.

**5.2 Conditions for Participation in CSU General Education Breadth Certification**

Any institution that is accredited by a recognized regional accrediting association and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education Breadth certification if it agrees to the following provisions:

- a. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
- b. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Article 3 of this executive order and such additional objectives as may be promulgated by the chancellor of the California State University.
  - 1. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
  - 2. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education Breadth requirements may be appropriate components of general education.
  - 3. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education, as appropriate.

- c. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.
  1. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A.)
  2. The list shall be updated annually. Each participating institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.
  3. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution. Participating institutions are free to share their course outlines and communications from the CSU about those course outlines with other participating institutions.
  4. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field. It is also responsible for re-approving entries that are found to have remained appropriate and for directing to the subcommittee of the Chancellor's General Education Advisory Committee any questions such updating of the courses may have raised as to their congruence with CSU General Education Breadth areas and objectives.
  5. The participating institution shall report certification for individual students in a format to be specified.

### **5.3 Certification Requirements**

#### **5.3.1 Definition**

General education "certification" shall indicate that a participating institution has verified that a transfer student has met CSU lower-division requirements. CSU campuses shall accept participating institutions' full certification or subject-area certification, as defined below.

### 5.3.2 Full Certification

#### 5.3.2.1 Fulfillment of Lower-Division Requirements

Students admitted to a CSU campus with full certification shall not be held to any additional lower-division general education requirements.

#### 5.3.2.2 Additional Lower-Division Graduation Requirements

Full certification does not exempt students from unmet lower-division graduation requirements that may exist outside of the general education program of the campus awarding the degree.

#### 5.3.2.3 Qualification for Full Certification

To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower-division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Articles 3 (Premises) and 4 (Distribution Areas). Community college certification does not guarantee that all CSU campus admission requirements have been met. The units must be distributed as follows below (except as specified in Subsection 5.3.4 below):

- a. In Area A, no fewer than 9 semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking.
- b. In Area B, no fewer than 9 semester units (12-15 quarter units), including instruction in physical science and life science, at least one part of which must include a laboratory component, and mathematics/quantitative reasoning.
- c. In Area C, no fewer than 9 semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).
- d. In Area D, no fewer than 9 semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

- e. In Area E, no fewer than 3 semester units (4-5 quarter units).

### **5.3.3 Subject-Area (Partial) Certification**

#### **5.3.3.1 Fulfillment of Lower-Division Requirements by Area**

Students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division general education coursework in the subject areas certified.

#### **5.3.3.2 Certification Limits on Credits that Exceed Minimum Subject-Area Requirements**

For subject-area certification, campuses are not required to certify credits that exceed the minimum number of units required for the five Subject Areas—A through E.

#### **5.3.3.3 Additional Lower-Division Graduation Requirements**

Subject-area certification does not exempt students from completing unmet lower-division graduation requirements that may exist outside of the general education requirements at the campus awarding the degree.

#### **5.3.3.4 Qualification for Subject-Area Certification**

To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Article 4 (Subject-Area Distribution). Except as specified in Subsection 5.3.4, the units must be distributed as follows:

- a. For Area A, no fewer than 9 semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one subarea for any given student.
- b. For Area B, no fewer than 9 semester units (12-15 quarter units), including instruction in mathematics/quantitative reasoning and physical science and life science, at least one part of which must include a laboratory component. A single course may not be certified as meeting more than one subarea for any given student, except for laboratory components incorporated into a physical or life science course.

- c. For Area C, no fewer than 9 semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).
- d. For Area D, no fewer than 9 semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).
- e. For Area E, no fewer than 3 semester units (4-5 quarter units).

#### **5.3.4 Exceptions to Certification Requirements**

At the discretion of the campus, exceptions to the requirements for full certification and subject-area certification (as specified above) may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

### **5.4 Certification of Courses and Examinations**

#### **5.4.1 Qualification for Certification**

A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them.

**5.4.2** If so identified, those courses and examinations shall contribute to qualification of a student for either full certification or subject-area certification, as appropriate.

**5.4.3** California Community Colleges may include non-CSU upper-division courses in certification of lower-division CSU General Education Breadth or Intersegmental General Education Transfer Curriculum.

### **5.5 Limitations of Certification**

#### **5.5.1 Restriction to General Education Requirements**

Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that may exist outside of the general education program of the campus awarding the degree.

**5.5.2 Maximum Number of Credits Allowed**

**5.5.2.1 Limit on Certification on Total General Education Units**

A participating institution shall not certify a student for more than 39 semester units or the quarter equivalent. If more than one participating institution certifies a student, the CSU campus granting the degree is not required to accept certification for more than 39 semester units or the quarter equivalent.

**5.5.2.2 Limit on Certification of Units in Areas B through D**

A participating institution shall not certify a student for more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree is not required to accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.

**5.5.2.3 Limit on Requirements After Transfer**

Upon transfer, no student shall be required to complete more units in General Education Breadth than the difference between the number certified in accordance with this executive order and the total units in General Education Breadth required by the campus granting the degree.

**5.5.2.4 Restrictions on Certification of Upper-Division Courses**

Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).

**5.6 General Education Reciprocity Among CSU Campuses**

**5.6.1 Full Lower-Division Reciprocity**

- a. Full lower-division reciprocity is the process through which all lower-division general education requirements that one CSU campus has

designated as having been satisfactorily and entirely completed shall be accepted as fulfilling all lower-division general education requirements of the CSU campus granting the baccalaureate degree—without regard to differences that may exist between the GE requirements of two campuses.

- b. A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.
- c. For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Article 5 above.

### **5.6.2 Reciprocity as Fulfillment of Full Lower-Division General Education Requirements**

Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus shall not be held to any additional lower-division general education requirements by the campus awarding the degree.

### **5.6.3 Reciprocity for Subject-Area General Education Requirements**

#### **5.6.3.1 Definition**

- a. Subject-area lower-division reciprocity is the process through which lower-division general education subject-area requirements designated by CSU campuses as having been satisfactorily completed shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree—without regard to differences that may exist in the configuration of the two programs or in the content of the subject area.
- b. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division general education program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division general education requirements in each



subject area, and shall provide official documentation of such completion.

- c. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined above.
- d. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.

#### **5.6.4 Reciprocity Limitations**

The provisions of Article 5.6 do not exempt students from unmet lower-division graduation requirements of the CSU campus awarding the degree or from lower-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

### **Article 6 Implementation and Governance**

#### **6.1 General Education Advisory Committee**

A systemwide Chancellor's General Education Advisory Committee is hereby established. While it is important that the membership of this committee be broadly based, it shall in largest part be drawn from the instructional faculty of the California State University.

At minimum, the membership shall also include Chancellor's Office staff, one California Community College instructional faculty member, one CSU campus academic affairs administrator, and one articulation officer from the CSU system and one from the California Community College system. Each member of the committee shall have an equal vote.

The chancellor or the executive vice chancellor and chief academic officer may from time to time request that the committee address and provide advice on other issues related to the development and well-being of California State University General Education Breadth policy and programs.

The responsibilities of this committee shall be as follows:

- a. To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education Breadth policy to ensure high-quality general education.

- b. To continue to study general education policies and practices inside and outside the system and, as appropriate, to stimulate intersegmental discussion of the development of general education curricula.
- c. To review the implications of CSU General Education Breadth policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices so that students may be better served in their educational pursuits and achievement of the baccalaureate degree.
- d. To report as appropriate to the Chancellor and the Board of Trustees.

## 6.2 Campus Responsibility

### 6.2.1 Development and Revision of Campus Requirements

Campus faculty have primary responsibility for developing and revising the institution's particular general education program. Within the CSU General Education Breadth distribution framework, each CSU campus is to establish its own requirements and exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

- a. Assuring that General Education Breadth requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
- b. Considering the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
- c. Periodically reviewing approved courses to ensure that they remain responsive to the essential learning outcomes framework identified in Section 3.2.
- d. Using evidence of student attainment of learning outcomes to inform the ongoing design of General Education curriculum and instruction.
- e. Considering the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional general education categories.

- f. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
- g. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.
- h. Considering possibilities for innovative teaching and learning, including activity as well as observation in all general education coursework.

**6.2.2 General Education Breadth Requirements and the Development of New Baccalaureate Degrees**

The development of new baccalaureate programs shall include consideration of how the degree requirements will incorporate at least the minimum required general education distribution credits, the major program requirements, and other graduation requirements.

Justifications must be provided to the Office of the Chancellor for any program extending the baccalaureate credit requirement beyond 120 units (Title 5, Section 40508).

**6.2.3 Campus Standing General Education Committee**

The effectiveness of a General Education Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.

**6.2.4 General Education Academic Advising**

Each campus shall provide for systematic, readily available academic advising specifically oriented to general education as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

**6.2.5 General Education Review and Assessment**

Each campus shall provide for regular periodic reviews of general education program policies and practices in a manner comparable to those of major programs, including evaluation by an external reviewer. The review should include an assessment of general education student learning outcomes (as designed by campuses in consonance with but not constrained by the objectives stated in Article 3.2 of this executive order).

  
\_\_\_\_\_  
Charles B. Reed, Chancellor

Dated: September 16, 2011

**Attachment A**  
**Transfer Student Requirements for Lower-Division Certification of**  
**CSU General Education Breadth**

<b>Area A</b>	<p><u>English Language Communication and Critical Thinking</u>  <i>References:</i> Article 4-A, Article 5.3.2.3-A, Article 5.3.3.4-A</p> <p>A minimum of 9 semester units or 12-15 quarter units  <i>-one course in each subarea</i></p> <p>Oral Communication.....A1                  Written Communication.....A2                  Critical Thinking.....A3</p>
<b>Area B</b>	<p><u>Scientific Inquiry and Quantitative Reasoning</u>  <i>References:</i> Article 4-B, Article 5.3.2.3-B, Article 5.3.3.4-B</p> <p>A minimum of 9 semester units or 12-15 quarter units  <i>-one course in subareas B1, B2, and B4, plus laboratory activity related to one of the completed science courses</i></p> <p>Physical Science..... B1                  Life Science..... B2                  Laboratory Activity..... B3  <i>associated with the course taken to satisfy either B1 or B2</i>                  Mathematics/Quantitative Reasoning..... B4</p>
<b>Area C</b>	<p><u>Arts and Humanities</u>  <i>References:</i> Sections Article 4-C, Article 5.3.2.3-C, Article 5.3.3.4-C</p> <p>A minimum of 9 semester units or 12-15 quarter units  <i>-at least one course in each subarea</i></p> <p>Arts (Art, Cinema, Dance, Music, Theater)..... C1                  Humanities (Literature, Philosophy, Languages Other than English)..... C2</p>
<b>Area D</b>	<p><u>Social Sciences</u>  <i>References:</i> Article 4-D Article 5.3.2.3-D Article 5.3.3.4-D</p> <p>A minimum of 9 semester units or 12-15 quarter units  <i>-courses to be taken in more than one subarea</i></p> <p>Anthropology and Archeology..... D1                  Economics..... D2                  Ethnic Studies*..... D3                  Gender Studies*..... D4                  Geography..... D5                  History*..... D6                  Interdisciplinary Social or Behavioral Science..... D7                  Political Science, Government, and Legal Institutions..... D8                  Psychology..... D9                  Sociology and Criminology..... D0                  * Ethnic Studies, Gender Studies, or history courses emphasizing artistic or humanistic perspectives may be categorized in Area C.</p>
<b>Area E</b>	<p><u>Lifelong Understanding and Self-Development</u>  <i>References:</i> Article 4-E Article 5.3.2.3-E Article 5.3.3.4-E</p> <p>3 semester units or 4-5 quarter units required <span style="float: right;">E</span></p>

***An Introduction to AAC&U  
and  
Liberal Education and  
America's Promise (LEAP)***



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# About AAC&U

AAC&U is the leading national association concerned with the quality of student learning in college

More than 1,300 institutional members—including accredited public and private colleges and universities of every type and size, including community colleges

A network of more than 30,000 faculty members, academic leaders, presidents, and others working for educational reform

A meeting ground for all parts of higher education – about our shared responsibilities to students and society



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# AAC&U's Strategic Plan, 2013-2017

AAC&U organizes its work around four broad goals:

- LEAP: Liberal Education as a Global Necessity
- Quality: 21<sup>st</sup>-Century Markers for the Value of US Degrees
- Equity: Innovation, Inclusive Excellence, and Student Success
- Social Responsibility: Integrative Liberal Learning for the Global Commons



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# About LEAP

Launched in 2005, Liberal Education and America's Promise (LEAP) is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.



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# Clarifying Terminology

*AAC&U traditionally –and particularly through LEAP—has advocated for all students to receive a powerful and horizon-expanding **liberal education***

**Liberal Education:** An approach to college learning that empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.

**Liberal Arts:** Specific disciplines (e.g., the humanities, sciences, and social sciences)

**General Education:** The part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities.



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# Why LEAP?

## The World is Demanding More:

- There is a demand for more numbers of college educated workers
- There is a demand for engaged and informed citizens
- There also is a demand that those educated workers and citizens have higher levels of learning and knowledge, as well as new and different skills and abilities.



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# Why LEAP?

## Employers are Raising the Bar and Endorse Liberal Education Outcomes

- 95% of employers put a priority on “hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace.”
- 93% of employers agree that “candidates’ demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.”
- 93% of employers say they are “asking employees to take on more responsibilities and to use a broader set of skills than in the past.”
- 91% of employers say that “the challenges their employees face are more complex today than they were in the past.”

Source: [“It Takes More Than a Major: Employer Priorities for College Learning and Student Success”](#) (AAC&U and Hart Research Associates, 2013)



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# The Goals of LEAP

Spark public debate about the LEAP educational vision and about what learning outcomes are essential for all students; create more informed public support for higher education and for changes to improve quality

Challenge the belief that students must choose either a liberal education or a practical education

Help all students understand, prepare for, and achieve essential learning outcomes in college

Document national, state, and institutional progress in student achievement of essential learning outcomes



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# LEAP Promotes

## **Essential Learning Outcomes**

A Guiding Vision and National Benchmarks for College Learning and Liberal Education in the 21<sup>st</sup> Century

## **High Impact Practices**

Helping Students Achieve the Essential Learning Outcomes

## **Authentic Assessments of Student Learning**

Probing Whether Students Can APPLY Their Learning – to Complex Problems and Real-World Challenges

## **Inclusive Excellence**

Diversity, Equity, Quality of Learning for All Groups of Students



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# The Essential Learning Outcomes

- ***Knowledge of Human Cultures and the Physical and Natural World***  
**Focused** on engagement with big questions, enduring and contemporary
- ***Intellectual and Practical Skills***  
**Practiced** extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
- ***Personal and Social Responsibility***  
**Anchored** through active involvement with diverse communities and real-world challenges
- ***Integrative and Applied Learning***  
**Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems



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# The Essential Learning Outcomes, cont.

- ***Knowledge of Human Cultures and the Physical and Natural World***  
Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- ***Intellectual and Practical Skills***  
Inquiry and analysis  
Critical and creative thinking  
Written and oral communication  
Quantitative Literacy  
Information Literacy  
Teamwork and problem solving
- ***Personal and Social Responsibility***  
Civic knowledge and engagement—local and global  
Intercultural knowledge and competence  
Ethical reasoning and action  
Foundations and skills for lifelong learning
- ***Integrative and Applied Learning***  
Synthesis and advanced accomplishment across general and specialized studies



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# High Impact Practices

*Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.*

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses and Projects



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# Authentic Assessments

*As part of its VALUE (Valid Assessment of Learning in Undergraduate Education) project, AAC&U worked with faculty and other academic and student affairs professionals in an exhaustive process of gathering, analyzing, synthesizing, and drafting institutional-level rubrics for 16 of the LEAP Essential Learning Outcomes.*

*Each VALUE rubric contains the most common and broadly shared criteria or core characteristics considered critical for judging the quality of student work in that outcome area.*

*The VALUE rubrics reflect faculty expectations for essential learning across the nation regardless of type of institution, mission, size or location.*

*For more on the VALUE project, please see [www.aacu.org/value](http://www.aacu.org/value)*



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# LEAP Principles of Excellence

*The Principles of Excellence offer both challenging standards and flexible guidance for an era of educational reform and renewal. The Principles of Excellence can be used to guide change in any college, community college, or university. They are intended to influence practice across the disciplines as well as in general education programs.*

## ★ Principle One

**Aim High—and Make Excellence Inclusive**

## ★ Principle Two

**Give Students a Compass**

## ★ Principle Three

**Teach the Arts of Inquiry and Innovation**

## ★ Principle Four

**Engage the Big Questions**

## ★ Principle Five

**Connect Knowledge with Choices and Action**

## ★ Principle Six

**Foster Civic, Intercultural, and Ethical Learning**

## ★ Principle Seven

**Assess Students' Ability to Apply Learning to Complex Problems**



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# LEAP Areas of Work

- **Public Advocacy**—leadership through National Leadership Council, Presidents’ Trust, and work in selected LEAP states to make the case for liberal education and importance of essential learning outcomes
- **Campus Action**—networking and technical assistance to support campus efforts to increase all students’ achievement of essential learning outcomes and to communicate more effectively about liberal education; leadership through the Campus Action Network of institutions committed to advancing liberal education for all students
- **Authentic Evidence**—reports on public opinion, high-impact practices that lead to essential learning outcomes, assessment approaches that deepen student learning ,and periodic reports of national data on student achievement



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# Selected LEAP Publications

*College Learning for the New Global Century (2007)*

*The LEAP Vision for Learning: Outcomes, Practices, Impact, and Employers' Views (2011)*

*Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics (2010)*

*High-Impact Educational Practices: What They Are, Who Has Access to them, and Why They Matter (2008)*



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**For more information, visit [www.aacu.org/LEAP](http://www.aacu.org/LEAP) or contact:**

**Bethany Zecher Sutton, Coordinating Director**  
**[sutton@aacu.org](mailto:sutton@aacu.org)**

**To join the LEAP Campus Action Network, visit**  
**[www.aacu.org/leap/can/join.cfm](http://www.aacu.org/leap/can/join.cfm)**



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University Policy Statement

**UPS 300.003**

**University-wide Student Learning Outcomes**

**Preamble:** As a result of engaging with the curriculum and co-curricular activities at California State University, Fullerton,

CSUF graduates will:

- I. Demonstrate intellectual literacy through the acquisition of knowledge and development of competence in disciplinary perspectives and interdisciplinary points of view.**
- II. Think critically, using analytical, qualitative and quantitative reasoning, to apply previously-learned concepts to new situations, complex challenges and everyday problems.**
- III. Communicate clearly, effectively, and persuasively, both orally and in writing.**
- IV. Work effectively as a team member or leader to achieve a broad variety of goals.**
- V. Evaluate the significance of how differing perspectives and trends affect their communities.**
- VI. Recognize their roles in an interdependent global community.**

**EFFECTIVE DATE: January 28, 2013**  
**New UPS**  
**ASD 12-146**

Source: Executive Committee  
With Campus-wide collaboration  
Academic Senate approved 12-20-12  
President García signed 1-28-13





## University Policy Statement California State University, Fullerton

### UPS 300.022

## Assessment of Student Learning at California State University, Fullerton

### Preamble

Assessment of student learning at CSUF is defined simply as the measurement of how well students learn what we expect them to learn. The multiple foci of assessing student learning can be as particular as the learning of a single concept or as all-encompassing as the learning of an entire body of knowledge and/or set of skills specified by department or program learning goals. Assessment of student learning at CSUF shall follow professionally recognized standards such as the *Principles of Good Practice for Assessing Student Learning* developed by the American Association of Higher Education.

### Guiding Principles for Assessment of Student Learning

1. The purpose of assessment of student learning is to document, explain and improve the university's programs. As such all those responsible for student learning are encouraged to undertake assessment of that learning.
2. Assessment of student learning will be guided by the university's mission and, in particular, by department/program statements of student learning goals. Therefore, departments and programs shall develop and implement plans for assessment of student learning that stem from their stated learning goals and include strategies for using assessment to improve student learning.
3. Assessment of student learning can significantly enhance the university's ability to implement its mission and goals. Consequently it requires a substantial commitment on the part of the University to
  - a) provide support for the assessment of student learning as a valued and important activity;
  - b) provide resources that cover the costs of doing assessment of student learning; and
  - c) provide rewards appropriate for engaging in assessment that are aligned with the importance of doing assessment.



4. Faculty in academic disciplines, library faculty, and student affairs professionals shall control the entire process of assessment of student learning in their own programs. Normally this process will include the selection of the methods for assessment of student learning, administration of the assessment, analyses of assessment data, and use of assessment results.
5. Students shall be active participants with faculty in academic disciplines, library faculty, and student affairs professionals in the assessment of their learning.
6. Assessment of student learning shall be done in a planned, on-going manner. Because assessment of student learning is a dynamic process, the process itself shall be reviewed and revised as required.
7. Assessment of student learning will include multiple measures. The set of measures used by departments/programs may vary across the university. Particular measures will depend upon both the nature of the learning goals and the type of assessment of student learning most appropriate for individual units.
8. Assessment of student learning results shall be used for planning at the department/ program level. Normally the use of these results will be central to the unit's curricular development and program performance review.
9. For assessment of student learning to be effective there needs to be a climate of trust and freedom of inquiry. Those who perform assessments of student learning control the results of their assessments. Evaluation of assessment results by others shall not be about the nature of the results themselves, but rather shall be limited to ways the results are used to improve student learning and/or the university's programs.

Source: Academic Senate Ad Hoc Committee on Assessment of Student Learning

**EFFECTIVE DATE: August 16, 2000**  
[New UPS]



## University Policy Statement California State University, Fullerton

### UPS 411.201

## GENERAL EDUCATION: GOALS FOR STUDENT LEARNING

### The Goals of General Education

General education is central to a university education, and should enhance students' awareness of themselves in a complex universe, drawing upon multiple points of view. As a result of general education experience, students should acquire **knowledge** of diverse disciplinary and cultural perspectives and **skill** in comparing, contrasting, applying, and communicating effectively these perspectives in tasks considered appropriate to particular courses.

The General Education Program at California State University, Fullerton, is divided into five major Areas: A. Core Competencies, B. Scientific Inquiry and Quantitative Reasoning, C. Arts and Humanities, D. Social Sciences, E. Lifelong Learning and Self-Development. These five areas consist of lower division (100- and 200-level) courses in areas fundamental to a university education and upper division (300- and 400-level) courses that draw upon, integrate, apply, and extend the knowledge and skills that are the goals of the lower division courses.

A sixth Area includes goals for learning in the area of Cultural Diversity. Student work in categories C.3 (Explorations in the Humanities), D.5 (Explorations in the Social Sciences), or E (Lifelong Learning and Self-Development) must include at least one three-unit course, identified with a star (\*), that meets the learning goals for Area Z, Cultural Diversity.

The goals of Area A, Core Competencies, are essential goals for the entire program of general education. General education courses shall include student writing assignments appropriate to the course, and, when compatible with the learning goals for a course, appropriate instruction in information competency. Writing assignments in General Education courses shall involve the organization and expression of complex data or ideas and careful and timely evaluations of writing so that deficiencies are identified and suggestions for improvement and/or for means of remediation are offered. Assessments of the student's writing competence shall be used in determining the final course grade. Courses incorporating information competency shall provide opportunities for students to find, evaluate, select, synthesize, organize, cite, and present information and arguments clearly and effectively for a variety of purposes and audiences.

The learning goals specified in this document identify ideal student learning objectives for each General Education Area and subarea. Except where otherwise specifically provided for, no single course should necessarily be expected to pursue every goal specified for that course's Area or subarea, although each course should meet the preponderance of the learning goals within that Area or subarea, thus satisfying the spirit and intention of the learning goals (i.e., the more goals that a particular course addresses the more appropriate that course will be as a general education offering.)

Course syllabi for courses that meet General Education requirements shall include the following:

- a. A statement of the specific General Education requirement(s) that the course meets.
- b. An inclusion of the learning goals for the General Education Area or subarea in which the course carries credit.
- c. Courses in Oral Communication (A.1) Written Communication (A.2), Critical Thinking (A.3) and Mathematics/Quantitative Reasoning (B.4) shall include a statement that “A grade of “C” (2.0) or better is required to meet this General Education requirement. A grade of “C-” (1.7) or below will not satisfy this General Education requirement.”
- d. An indication of the way in which the General Education writing requirement shall be met and assessed.

## **A. Core Competencies**

(9 units minimum)

The Core Competencies include Oral Communication (3 units minimum), Written Communication (3 units minimum), and Critical Thinking (3 units minimum).

### **Overall Goals**

Students taking courses in Area A shall

- Organize one’s thoughts and communicate them clearly and effectively, using language that demonstrates sensitivity to gender and cultural differences.
- Find, evaluate, select, synthesize, organize, cite and present information and arguments clearly and effectively for a variety of purposes and audiences.
- Recognize and evaluate the features, functions, and contexts of language that express and influence meaning.
- Compare and contrast with care and accuracy the relative merits of alternative or opposing arguments, interpretations, assumptions, and cultural values.
- Reflect in an open-minded manner on one’s own thinking in relation to the ideas of others.

### **A.1. Oral Communication** (3 units minimum)

Courses in subarea A1 must be taught in English. Students taking courses in subarea A1 shall

- a. Demonstrate the ability to present faculty-supervised, faculty-evaluated practice in communicating orally (e.g., not online or recorded).
- b. Understand the rhetorical principles that underlie form, content, context, and effectiveness of communication choices in formal speeches or social interactions.

- c. Present well-organized oral messages practicing sound reasoning and advocacy that depend on the effective discovery, critical evaluation, accurate presentation, and clear reporting of relevant information and supporting evidence.
- d. Understand how culture and social context influence oral communication and to appreciate the value of different communication styles.
- e. Select and use effectively appropriate techniques and materials to support ideas and to motivate and persuade others.

**A.2. Written Communication** (3 units minimum)

Courses in subarea A2 must be taught in English. Students taking courses in subarea A2 shall

- a. Develop and present clearly written messages in English.
- b. Express and advocate ideas clearly and effectively in writing.
- c. Present well-organized written messages exhibiting sound reasoning and advocacy that depend on the critical evaluation of relevant information.
- d. Understand the rhetorical principles that underlie form, content, context, and effectiveness of choices made in written messages including how matters of style affect successful communication.
- e. Improve one's own writing skills through the critique of the writing of others.
- f. Use writing to synthesize creative and innovative ideas, solutions, and knowledge.

**A.3. Critical Thinking** (3 units minimum)

Students taking courses in subarea A3 shall

- a. Understand the role of logic and its relation to language.
- b. Understand elementary inductive and deductive processes, including formal and informal fallacies.
- c. Develop the skills to distinguish propositions and statements of fact from issues of judgment or opinion.
- d. Develop skills to advocate for ideas.
- e. Develop skills to reach well-supported factual and judgmental conclusions and the skills to successfully advocate for these conclusions.
- f. Evaluate, critique, and analyze the quality and sufficiency of evidence and other forms of support for a position, include recognition of underlying lines of argument.

## **B Scientific Inquiry and Quantitative Reasoning**

(12 units minimum)

Scientific Inquiry and Quantitative Reasoning includes Physical Science (3 units minimum), Life Science (3 units minimum), Laboratory Experience (0–3 units), Mathematics/Quantitative Reasoning (3 units minimum), and Implications and Explorations in Mathematics and the Natural Sciences (0-3 units).

### **Shared Learning Goals**

#### **B.1 Physical Science**

#### **B.2 Life Science**

#### **B.3 Laboratory Experience**

Subareas B.1, B.2 and B.3 share a set of core learning goals. Students taking courses in subareas B.1, B.2 and B.3 shall

- a. Understand the nature of scientific inquiry and the unique way that the natural sciences and mathematics describe the universe.
- b. Evaluate the validity and limitations of theories and scientific claims in interpreting experimental results.
- c. Understand the dynamic and evolving nature of the sciences.
- d. Recognize the importance of scientific paradigms and methods in understanding scientific concepts.
- e. Use quantitative techniques and scientific reasoning to investigate problems and phenomena in the natural universe.
- f. Understand the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.
- g. Understand different types of uncertainty and its impact on scientific methodology and reasoning.
- h. Analyze and manipulate graphical representations of data.
- i. Formulate and evaluate hypotheses using quantitative techniques.
- j. Use statistical techniques to evaluate uncertainty in experimental data.

#### **B.1 Physical Science (3 units minimum)**

Students taking courses in subarea B.1 shall explore the core goals described above through in-depth exploration of the physical universe. Students taking courses in subarea B1 shall obtain a foundational understanding of either the nature of matter and energy, or Earth as a planet and its relation to the universe.

Students taking courses focusing on the nature of matter and energy shall

- a. Understand that energy exists in many forms, and that in any process, energy changes form and/or place, but the total amount of energy remains the same.
- b. Recognize that objects interact with one another by exerting forces, and that unbalanced forces acting on an object cause change in the motion of the object.
- c. Understand that all matter has observable properties that depend on the conditions and scale at which we look. Investigations of matter at the atomic and subatomic levels explain the properties, reactions, and interactions of matter.

Students taking courses focusing on the Earth as a planet and its relation to the universe shall

- d. Apply basic principles of the physical and life sciences to understand earth and astronomical systems.
- e. Understand that earth materials and structures are organized in interacting systems and that the Earth itself is part of a planetary system.
- f. Understand that the Earth changes continuously, and is part of a universe that itself is changing.
- g. Recognize that energy and matter flow and cycle through earth and astronomical systems, of which human society is an integral part.
- h. Understand that changes within an earth or astronomical system may affect other earth or astronomical systems. Humans are part of and may affect or be affected by these systems.
- i. Understand that earth and astronomical systems have interacted and evolved over billions of years encompassing the lifetime of planet Earth, the solar system, and the universe.

## **B.2 Life Science (3 units minimum)**

Students taking courses in subarea B.2 shall explore the foundations of the Life Sciences through in-depth exploration of living systems. Students taking courses in subarea B.2 shall

- a. Understand that living things are made of smaller structures whose functions enable organisms to survive.
- b. Understand that living things depend on each other and the physical environment as they interact to obtain, change, and exchange matter and energy.
- c. Understand that the great diversity of living things, ranging from single-celled organisms to complex, multi-celled organisms including microbes, plants, and animals, is the result of billions of years of evolution through the mechanisms of heredity, mutation, and natural selection.

### **B.3 Laboratory Experience**

(1 laboratory component associated with a course in B1 or B2, 0-3 units)

Students taking courses in subarea B3 shall

- a. Apply scientific methodology through active experimental methods and experiences (laboratory/activity).
- b. Evaluate the validity and limitations of theories and scientific claims in interpreting experimental results.

### **B.4 Mathematics/Quantitative Reasoning (3 units minimum)**

A grade of “C” (2.0) or better is required to complete courses in subarea B4. Courses meeting the requirement for subarea B4 have an explicit intermediate algebra prerequisite that is met by successfully completing the Entry-Level Mathematics (ELM) Exam or by passing either MATH 040 (Intermediate Algebra) or MATH 030AB (Intermediate Algebra-ILE). Students taking courses in subarea B4 shall

- a. Understand and appreciate the varied ways in which mathematics is used in problem-solving.
- b. Understand and appreciate the varied applications of mathematics to real-world problems.
- c. Perform appropriate numerical calculations, with knowledge of the underlying mathematics, and draw conclusions from the results.
- d. Demonstrate knowledge of fundamental mathematical concepts, symbols, and principles.
- e. Solve problems that require mathematical analysis and quantitative reasoning.
- f. Summarize and present mathematical information with graphs and other forms that enhance comprehension.
- g. Utilize inductive and deductive mathematical reasoning skills in finding solutions, and be able to explain how these skills were used.
- h. Explain the overall process and the particular steps by which a mathematical problem is solved.
- i. Demonstrate a sense of mastery and confidence in the ability to solve problems that require mathematical concepts and quantitative reasoning.

### **B.5 Implications and Explorations in Mathematics and the Natural Sciences**

(0-3 units)

Courses in this subarea draw upon, integrate, apply, and extend knowledge and skills previously acquired in subareas B1-4. These courses have a substantial scientific and/or

mathematical content and require completion of appropriate courses in subareas B1-4 as prerequisites to enrollment.

Students taking courses in subarea B5 shall

- a. Integrate themes in mathematics and/or science from cross-disciplinary perspectives.
- b. Solve complex problems that require mathematical and/or scientific reasoning.
- c. Relate mathematics and/or science to significant social problems or to other related disciplines.
- d. When deemed appropriate, apply disciplinary concepts from mathematics and the natural sciences in a variety of settings, such as community-based learning sites and activities.

## **C Arts and Humanities**

(12 units minimum)

Arts and Humanities include Introduction to the Arts (3 units minimum), Introduction to the Humanities (3 units minimum), Explorations in the Arts and Humanities (3 units minimum), and Origins of World Civilizations (3 units minimum).

### **Overall Learning Goals**

After completing course requirements in Area C, students shall

- Cultivate their intellect, imagination, sensibility, and sensitivity through the study of the arts and humanities.
- Understand and explicate major concepts, themes, and imagery found in the arts and humanities and recognize aesthetic qualities and processes that characterize works of the human intellect and imagination.
- Understand how significant works in the arts and humanities respond to and address enduring problems of human existence.
- Appreciate the interdisciplinary nature of the arts and humanities, including disciplines both within and outside the arts and humanities.

### **C.1 Introduction to the Arts (3 units minimum)**

Students taking courses in subarea C1 shall

- a. Understand and appreciate the visual and performing arts.
- b. Become cognizant of the various aesthetic and non-aesthetic values that have contributed to the development of civilization.
- c. Recognize and analyze the social, historical, and cultural significance of great works of human imagination, including those in the culturally diverse contemporary world.



- d. Cultivate, both emotionally and intellectually, an understanding of the interrelationship between the self and the creative arts through the study of the arts or through experiencing the arts, including for example, attending dance recitals, concerts, and plays, and visiting art sites such as museums.

Although courses in subarea C1 may include creative activities on part of the student, these courses may not exclusively emphasize skills development and must contain a substantial cultural component.

## **C.2 Introduction to the Humanities** (3 units minimum)

Students taking courses in subarea C2 shall

- a. Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human imagination and reason (which are to be primarily—although not exclusively—written texts and literature).
- b. Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures.
- c. Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence.

Classes may be conducted in languages other than English if they meet the above goals. Such courses must contain a substantial cultural component (e.g., literature, among other content) and shall not focus solely on the acquisition of language skills.

## **C.3 Explorations in the Arts or Humanities** (3 units minimum)

Courses in this subarea shall draw upon, integrate, apply, and extend knowledge and skills previously acquired in subareas C.1 and/or C.2. Although courses approved for C.3 will typically meet either the goals for Explorations in the Arts or Explorations in the Humanities, some interdisciplinary courses may draw upon the learning goals from both areas. Completion of appropriate courses in subarea C.1 and/or C.2 shall be required as a prerequisite for all courses in C.3. The learning goals for subarea C.3 include the learning goals for subareas C.1 and/or C.2.

All courses in subarea C.3 must contain a substantial cultural component. Courses in subarea C.3 may include creative activities on the part of the student provided they do not emphasize skills development exclusively. Classes may be conducted in languages other than English provided they do not focus solely on the acquisition of language skills.

In addition to the learning goals of C.1 and/or C.2, students taking courses that are **Explorations in the Arts** shall

- a. Gain visual and performance literacy through the scholarly observation of culturally and historically significant art with an emphasis on the endeavor of the artist/creator.
- b. Cultivate an understanding of a work of art that embodies an objective as well as subjective response to the aesthetic experience, defend an informed opinion, and communicate their view to others.
- c. Relate the arts to significant social problems.
- d. Understand the broad, unifying themes in the arts from a wide array of perspectives.
- e. Deepen previously acquired artistic appreciation and understanding through participation either in making or performing of art forms or through the experience of such a process by direct observation.

In addition to the Learning Goals of C.1 and/or C.2, students taking courses that are **Explorations in the Humanities** shall

- f. Understand broad, unifying themes from cross-disciplinary perspectives in the humanities.
- g. Understand the relevance of the humanities for the thoughtful consideration of complex contemporary problems.
- h. Appreciate the complex relationship and interaction between the humanities and other fields of learning, including the natural sciences, social sciences, and arts.

#### **C.4 Origins of World Civilizations** (3 units minimum)

Students taking courses in subarea C4 shall

- a. Acquire a holistic understanding of the origins and historical development of world civilizations to 1500, including the contributions of religion, language, philosophy, material and non-material culture and their interaction with the environment.
- b. Describe and critically analyze the reciprocal influence of institutions, values, and ideas upon each other within and between various cultures.
- c. Understand and describe critically major political, economic, intellectual and cultural themes that recur throughout history.
- d. Critically engage with source material, including these from the canon of world literature, art, and archaeology.

## **D Social Sciences**

(15 units minimum)

Social Sciences include Introduction to the Social Sciences (3 units minimum), World Civilizations and Cultures (3 units minimum), American History, Institutions, and Values (3 units minimum), American Government (3 units minimum), and Explorations in Social Sciences (3 units minimum).

### **Overall Learning Goals**

After completing course requirements in Area D students shall:

- Understand the ways that social, political, and economic institutions and human behavior are interconnected.
- Understand problems and issues from respective disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.
- Understand the principles, value systems, ethics, and methodologies employed in social science inquiry.
- Understand the ways cultures construct social differences, such as those based on ethnicity, gender, race, class, and sexual orientation, and their effects on the individual and society.

### **D.1 Introduction to the Social Sciences** (3 units minimum)

Students completing courses in subarea D.1 shall

- a. Understand the purpose of the social sciences and the distinguishing features of the social sciences.
- b. Understand and explain major social science concepts, methods, and theories and apply them to concrete problems of contemporary society.
- c. Reflect on what it means to be a social, historical, cultural, psychological, and political being.
- d. Reflect on their own social, cultural, and political experiences in light of social science concepts, methods, and theories.
- e. Understand the integrated nature of social, political, and economic behaviors and institutions in different geographical and historical contexts.
- f. Understand processes of social, political, and cultural change and differentiation in a variety of cultural contexts.

**D.2 World Civilizations and Cultures (3 units minimum)**

Students completing courses in subarea D.2 shall

- a. Understand the forces that shaped the modern world from 1500 and the emerging factors that contribute to a multipolar world order.
- b. Understand the recurring themes in the development of diverse cultures and societies since 1500, including the socio-economic, political, cultural, and environmental impacts of colonialism, industrialism, nationalism, and globalization.
- c. Recognize and understand the encounter, interaction, clash, and accommodation of various political, religious, ethnic, and gender groups and their contributions to past and present societies.
- d. Critically engage with source material, including original records, eyewitness accounts, memoirs, newspapers, surveys, statistics, film, and scientific treatises.

**D.3 American History, Institutions, and Values (3 units minimum)**

Students completing courses in subarea D.3 shall

- a. Recognize the significance of cultural, intellectual, ethical, economic, and political struggles that have shaped American society over time.
- b. Understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans.
- c. Recognize the significance of the interaction of ethnic and other social groups to the historical development of American society, institutions, and values within contexts of accommodation and resistance.
- d. Understand critically how government under the Constitution of the United States has shaped American society.
- e. Critically situate changes in American society within the context of global events.
- f. Analyze primary source materials, engage in critical and constructive discussions, and communicate effectively in writing.

**D.4 American Government (3 units minimum)**

Students completing courses in subarea D.4 shall

- a. Assess critically how the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society.
- b. Understand critically the political culture of citizen participation, including political parties, pressure groups, public opinion, and the electoral process.
- c. Assess critically the Constitutions of the United States and of California, and the operation of representative democratic government under those Constitutions.

- d. Explain the processes and interaction between and among local, state, and national governments, with particular reference to California.
- e. Understand critically the structures, functions, and processes of the three branches of government and resulting public policies.
- f. Assess critically behavioral and institutional practices in United States and California politics.

#### **D.5 Explorations in Social Sciences** (3 units minimum)

Because courses in subarea D.5 build upon the learning goals in D.1, completion of subarea D.1 shall be required as a prerequisite for all courses in D.5. In addition, students completing courses in subarea D.5 shall

- a. Examine problems, issues, and themes in the social sciences in greater depth; in a variety of cultural, historical, and geographical contexts; and from different disciplinary and interdisciplinary perspectives.
- b. Analyze and critically evaluate the application of social science concepts and theories to particular historical, contemporary, and future problems or themes, such as economic and environmental sustainability, globalization, poverty, and social justice.
- c. Analyze and critically evaluate constructs of cultural differentiation, including ethnicity, gender, race, class, and sexual orientation, and their effects on the individual and society.
- d. Apply theories and concepts from the social sciences to address historical, contemporary and future problems confronting communities at different geographical scales, from local to global.

#### **E. Lifelong Learning and Self-Development**

(3 units minimum)

Courses in Lifelong Learning and Self-Development provide the opportunity to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

To accomplish this goal, students would:

1. Further their own critical self-understanding and acquire the knowledge, skills, and attitudes necessary to engage and reflect in learning and self-development practices.
2. Develop strategies to be integrated physiological, socio-cultural, and psychological beings to promote a holistic awareness of lifelong learning throughout their lives.
3. Actively apply and participate in developing a lifelong commitment to health for both personal well being (such as physical, financial, emotional, intellectual, spiritual, social/interpersonal, and/or environmental aspects) and societal responsibility.

4. Develop themselves as responsible citizens, employees and employers, family members and members of the global society.

Examples of relevant topics in Area E include, but are not limited to:

- Human behavior
- Sexuality
- Nutrition
- Physical and mental health
- Stress management
- Financial literacy
- Social and political relationships
- Environmental sustainability
- Implications of death and dying
- Media literacy

## **Z. Cultural Diversity**

(3 units minimum)

Courses that satisfy the Cultural Diversity requirement must include all of the following learning goals and in addition be approved GE courses in subareas C.3 (Explorations in the Arts and Humanities), D.5 (Explorations in the Social Sciences), or Area E (Lifelong Learning and Self-Development). Students completing courses in Area Z shall

1. Demonstrate understanding that culture is socially constructed and fundamental to social interaction.
2. Demonstrate appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture.
3. Demonstrate understanding that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.
4. Recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

Courses in General Education that meet these learning goals will be identified by a star (\*) in appropriate publications.

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