

GE FRAMEWORK DOCUMENT (REVISED FOR 2024-2025, FOR COURSES STARTING FALL 2025)

MISSION

General Education/Breadth empowers students to become independent thinkers, able to transform their learning into meaningful action. Cal State East Bay's GE/Breadth Program is designed to educate its students holistically and is central to the university experience. The GE/Breadth Program provides students with opportunities to explore disciplines and ideas that are new and may change their world perspectives that help define them as educated citizens of the global community .

DEFINITIONS

At CSUEB, GE/Breadth includes the following:

- I. General Education (GE) requirements which are mandated by the CSU (EO 1100),
- II. American Institutions Requirement (U.S. Code), which is mandated by the California Code of Regulations (Title 5, Section 40404) and the CSU (EO 1061);
- III. University breadth requirements of the Overlays (which are aligned to the campus' Institutional Learning Outcomes) and Second Composition.

For the purpose of this document, GE/Breadth includes GE, Overlay, and Code areas (GEOC). Second Composition is referenced in other documents and overseen by the CIC Writing Skills Subcommittee.

GUIDING POLICIES

1. CSUEB's GE policies and learning outcomes for GE Areas A-F are aligned to the requirements of the [CSU General Education Breadth Requirements](#) (EO 1100) and [WASC Core Competencies](#);
2. CSUEB's U.S. Code learning outcomes are aligned to the requirements of the California Code of Regulations ([Title 5, Section 40404](#)) and CSU [EO 1061](#);
3. CSUEB's Overlay learning outcomes are aligned to the university's [Institutional Learning Outcomes](#);

The Mission of GEOC:



The GEOC Subcommittee ensures that courses approved for GE, Overlay, and/or Code credit reflect the spirit of general education. In reviewing courses, the committee looks for evidence that a course has, at its heart, the GEOC learning outcomes and that these outcomes are the primary focus of and fully integrated into the course. In particular, GEOC learning outcomes should not seem incidental or inserted into an existing non-GEOC course. Course-specific learning outcomes, content, activities, and assignments/assessments must mutually reinforce the GEOC learning outcomes; and the elements of GE should be present even in the course description.

4. Courses certified for GEOC credit must focus on and fully integrate the required learning outcomes for the given GEOC area(s), which means that all aspects of the course (title, description, course learning outcome content, activities, assignments, and assessments) must mutually reinforce the GEOC learning outcomes.

GEOC COURSE REVIEW

1. Courses will not be approved for more than one GE Area, A – F.
2. The GEOC course review process (including proposal creation and submission, review at all levels, comments, decisions) will be recorded and archived in Curriculog.
3. The GEOC will review the information provided in the actual course syllabi as well as the Curriculog proposal form (which must align) to determine whether all GEOC learning outcomes and specified course characteristics are met in all instructional formats (on-ground, online, and/or hybrid). GEOC will accept a representative syllabus for a new course proposal.
4. The corresponding GEOC learning outcomes for the approved areas will be published on the syllabi for all sections of the GEOC class.
5. For GEOC recertifications:
 - a. GEOC courses will be reviewed for recertification on five-year cycles by GEOC area and according to the schedule regardless of when the course was originally certified. Note that GEOC revised the five-year calendar (Spring 2023) and split UD-C into two sections (course levels 300-375 and 376-499).
 - b. The calendar for GEOC area recertifications will be published on the GEOC Subcommittee and/or [GEOC for Faculty](#) website.
 - c. Courses that carry a GE along with an Overlay and/or Code certifications will be reviewed according to the GE designation. Non-GE courses that carry both Code and Overlay certifications will be reviewed according to the Code designation.
 - d. The Director of GE and/or Chair of the GEOC will be responsible for informing departments when their courses are subject to GEOC recertification.
 - e. A GEOC course that has been banked will lose its GEOC certification(s).
 - f. A GEOC recertification proposal can only be submitted for an existing GEOC course. A revision proposal to add GEOC certification(s) must be submitted for courses that have previously lost their certification(s).
 - g. Course recertification requests must reach the APS step in Curriculog by October 15th in the year preceding the next Catalog year.

GE ASSESSMENT

1. GE Assessment is guided by the [GE Assessment Long term calendar](#) and mandated by [EO 1100 Revised \(6.2.2\)](#). GE assessment has now moved beyond the pilot stage.
2. The GE Assessment Calendar will be published at the [GE Assessment website](#).

3. Departments offering GEOC courses must participate in GEOC program assessment (including all LD and UD GE areas, overlays, US Code, Second Composition) by providing student work aligned to GEOC learning outcomes.
4. The GE Director will randomly choose courses for assessment and will notify instructors/chairs/associate deans the semester before the assignments will be collected through Canvas.
5. All GE area courses up for assessment (regardless if they took part in the general assessment) will be asked to give their students a general education survey.
6. Failure to offer up assignments for assessment will result in the loss of the GE area (or overlays, US Code, Second Composition) for that course for the following academic year. The decision will be recorded and archived in Curriculog.

GEOC PROGRAM EVALUATION

1. The GE Program, as is the case for all other academic programs, will be part of the five-year review process through CAPR and will adhere to the same standards.
2. The Dean of Academic Programs and Services will continue to undertake an ongoing programmatic review of current and potential GEOC offerings in order to ensure sufficient access to students.

GEOC LEARNING OUTCOMES AND COURSE CHARACTERISTICS FOR COURSES STARTING IN FALL 2025

GENERAL EDUCATION LOWER-DIVISION GE (39 UNITS)

A. GE Area A: English Language, Communication, and Critical Thinking and Composition (9 units)

Students taking courses in fulfillment of GE Areas A1 and A2 will develop knowledge and understanding of the form, content, context, and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will enhance their skills in the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively.

A1 Oral Communication (3 units). The A1 course must be passed with a C- (CR) or better to satisfy GE Area A1. Any approved A1 course with an In Progress Grade (i.e., I, RP, or RD) will not be counted in Area A1 until a passing final course grade is posted. As appropriate, American Sign Language may be substituted for oral communication.

<p>A1 Learning Outcomes</p>	<p>GE Area A1 courses emphasize communication theory and provide several speaking and listening experiences in multiple modes, e.g., small-group discussion, interpersonal communication, and persuasive discourse presented extemporaneously.</p> <p>Upon completion of the GE Area A1 requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Speak effectively when making oral presentations in English; 2. Explain the principles of effective oral communication, including form, content, context, and style; 3. Advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner; and 4. Critically evaluate oral presentations.
<p>A1 Course Characteristics</p>	<p>The A1 course is primarily based upon communication theory presented through lecture, discussion, and reading. It must provide several face-to-face opportunities for a planned sequence of speaking and listening experiences in two or more of the following modes:</p> <ol style="list-style-type: none"> a) small-group (problem-solving) discussion, b) interpersonal communication, c) expository discourse presented extemporaneously, d) argumentative and persuasive discourse presented extemporaneously. <p>Students must complete three or more assignments to demonstrate increasing skill in oral communication. Instructors must provide students with frequent feedback and constructive criticism on students' oral presentations. For online or hybrid classes, a minimum of 50% of the speaking and listening activities must be synchronous, interactive experiences. Recorded formats are allowed to accommodate the online environment.</p>

A2 Written Communication (3 units). The A2 course must be passed with a C- (CR) or better to satisfy GE Area A2. Any approved A2 course with an In Progress Grade (i.e., I, RP, or RD) will not be counted in Area A2 until a passing final course grade is posted.

<p>A2 Learning Outcomes</p>	<p>GE Area A2 courses emphasize the rhetorical principles that govern reading and writing. These principles are fundamental to logical thinking and clear expression. For reading, they presume open-mindedness combined with critical thinking and analytical skills. For writing, they presume an awareness of audience, context, and purpose.</p> <p>Upon completion of the GE Area A2 requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. explain and demonstrate the principles and rhetorical perspectives of effective writing in English, including its form, content, and style; 2. advocate for a cause or idea, presenting facts and arguments in an organized and accurate manner; and 3. practice the discovery, critical evaluation, and reporting of information.
<p>A2 Course Characteristics</p>	<p>A2 courses will have a corresponding support class for students classified as needing support.</p>

A3 Critical Thinking and Composition

Critical Thinking and Composition (3 units). Prerequisite: A2. The Critical Thinking and Composition course must be passed with a C- (CR) or better to satisfy GE Area A3. Any approved A3 course with an In Progress Grade (i.e., I, RP, or RD) will not be counted in Area A3 until a passing final course grade is posted. In Fall 2024, any current A3 course that does not meet the Second Composition requirement will need to be approved by the Writing Skills subcommittee. There will be a course cap of 30 for any A3 Critical Thinking and Composition course.

GE Area Critical Thinking courses emphasize the development of clarity and rigor in reasoning and its presentation, and the ability to understand, represent, and evaluate the presentations of reasoning made by others, mainly through written composition.

<p>Critical Thinking and Composition learning outcomes</p>	<ol style="list-style-type: none"> 1. Identify, analyze, and evaluate arguments; 2. Logically construct arguments to support and refute claims using evidence; 3. Reason inductively and deductively;
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	<p>4. Distinguish matters of fact from judgments, opinions, and/or fallacies</p> <p>5. write for at least two different audiences (e.g. academic, general, and/or professional);</p> <p>6. engage in writing for specific purposes (e.g. critical thinking, analytical writing, informal writing, and/or research);</p> <p>7. apply critical thinking and logical reasoning in the development and organization of ideas in written texts;</p> <p>8. consider multiple perspectives using primary and/or secondary sources, and when appropriate, incorporate key disciplinary concepts when presenting ideas in writing;</p> <p>9. revise writing with critical feedback provided by the instructor at important junctures throughout the semester in order to improve development, clarity, coherence, and correctness.</p>
<p>Critical Thinking and Composition Course Characteristics</p>	<p>Critical Thinking and Composition courses will include assignments or other assessable activities in which students apply the following skills:</p> <p>1. Written assignments (e.g., argumentative essays, analyses of arguments, reflective writing, drafts of papers) with critical feedback provided by the instructor to the students at important junctures throughout the semester, must total 5,000 words minimum</p> <p>2. Collaboration (e.g. structured peer review; dialogue analyzing different sides of an argument based on evidence; group or class projects)</p> <p>3. Information literacy: use of search strategies to explore information sources (e.g. search terms, truncation, filters, choice of database and/or library resources) and evaluation of gathered sources for relevance and credibility (e.g. peer-reviewed, author expertise, context, timeliness)</p> <p>4. substantive instruction addresses various aspects of writing (critical thinking, analytical writing, informal writing, and/or research), including strategies for generating and organizing information, as well as editing;</p> <p>5. students have opportunities to revise multi-draft essays in response to peer/tutor/instructor feedback;</p> <p>6. students produce a minimum of 5,000 words in a variety of assignments, occurring throughout the course (i.e. not just one final assignment at the end);</p>

7.courses enroll no more than 30 students.

A3 Annotations	Annotations to the A3 learning outcomes (please consider these descriptions when designing/teaching your A3 course): The role of language in argumentation (e.g., factual and value claims, vagueness and ambiguity; cognitive and emotive meaning; definitions; implicit and explicit communication). The role of logic in argumentation (e.g., structure, purpose, relationships between the parts [explicit and implicit], and evaluation of the argument). Evaluating inductive reasoning in terms of strength and cogency (e.g., causal analyses, arguments from analogy, generalizations, appeals to authority, predictions, and/or abductive reasoning). Evaluating deductive reasoning for validity and soundness, using formal systems (e.g., propositional logic, predicate logic, syllogistic logic) and/or informal systems (e.g., mathematical reasoning, argument by definition). Fallacies: identify common errors in reasoning both informal (e.g., cultural attribution, ad hominem, slippery slope, bias, strawman, equivocation, false cause), and formal (e.g., affirming a disjunction, denying the antecedent).
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B. GE Area B. Scientific Inquiry and Quantitative Reasoning (9 units). Lower-division Area B courses emphasize the key principles and concepts in the natural sciences and mathematics or statistics and the important roles that scientific practice and inquiry play in advancing scientific knowledge and discovery. Students must choose one course from each lower-division GE Area B: B1, B2, and B4. At least one of these courses must have a laboratory component, prerequisite, or co-requisite to satisfy GE Area B3.

B1 Physical Science (3 units)

<p>B1 Learning Outcomes</p>	<p>Upon completion of the GE Area B1 requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of scientific theories, concepts, and data about the physical sciences; 2. Demonstrate an understanding of scientific practices, including the scientific method; and 3. Describe the potential limits of scientific endeavors, including the accepted standards and ethics associated with scientific inquiry.
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B2 Life Science (3 units)

<p>B2 Learning Outcomes</p>	<p>Upon completion of the GE Are B2 requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of scientific theories, concepts, and data about the life sciences; 2. Demonstrate an understanding of scientific practices, including the scientific method; and 3. Describe the potential limits of scientific endeavors, including the accepted standards and ethics associated with scientific inquiry.
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B3 Laboratory Activity. Laboratory or field activities that are not a component of a B1 or B2 course must be a prerequisite or co-requisite of a B1 or B2 course in the same discipline.

<p>B3 Learning Outcomes</p>	<p>GE Area B3 courses emphasize active engagement, collaboration, hands-on experiences that facilitate understanding of science concepts and the development of sound science practices and habits of mind.</p> <p>Upon completion of the GE Area B3 requirement, student will be able to:</p> <ol style="list-style-type: none"> 1. Apply their knowledge of scientific theories, concepts, and data about the physical and life sciences through laboratory activities; 2. Apply their understanding of scientific practices, including the scientific method in a laboratory setting; and 3. Apply accepted standards related to safety and ethics associated with conducting and communicating scientific inquiry, while completing laboratory activities.
<p>B3 Course Characteristics</p>	<p>B3 courses will emphasize safety and collaboration in laboratory or field activities, especially focusing on data collection, analysis, and presentation.</p>

B4 Mathematics/Quantitative Reasoning (3 units)

<p>B4 Learning Outcomes</p>	<p>GE Area B4 courses provide practice in computational skills as well as engagement in more complex mathematical work.</p> <p>Upon completion of the GE Area B4 requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a proficient and fluent ability to reason quantitatively; 2. Demonstrate a general understanding of how practitioners and scholars collect and analyze data, build mathematical models, and/or solve quantitative problems; and 3. Apply quantitative reasoning skills in a variety of real-world contexts, defined by personal, civic, and/or professional responsibilities.
<p>B4 Course Characteristics</p>	<p>In B4 courses, students will not just practice computational skills, but will engage in more complex mathematical work, in accordance with the CSU GE B4 Guidelines and Principles. B4 courses will have a corresponding support class for students classified as needing support. Exceptions may be made for B4 courses that have another B4 as a prerequisite, such as Calculus.</p>

C. GE Area C. Arts and Humanities (9 units). Across the disciplines in Area C coursework, students will investigate the key principles and concepts in the arts and

humanities and the critical roles they play in society. Area C courses may include participation in individual aesthetic, creative experiences; however, Area C excludes courses that solely emphasize skills development. See the [GE Advisor website](#) which explains the GE requirements.

C1 Arts

C1 Arts	<p>GE Area C1 courses integrate the evaluative and descriptive aspects of the history, theory, aesthetics, and criticism of different works, forms, styles, and schools of art . Upon completion of the GE Area C1 requirement, students will be able to (same as above):</p> <ol style="list-style-type: none"> 1. Evaluate the impact of the arts on their life. 2. Examine the cultural and/or historical context(s) of the arts. 3. Describe the ways that diverse identities influence the creation and experience of art. 4. Identify the role of art in diverse settings.
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C2 Humanities

C2 Humanities	<p>GE Area C2 courses emphasize the ideas and theories behind the intellectual and cultural traditions of humans using historical, linguistic, literary, philosophical, and rhetorical approaches and methods. Upon completion of the GE Area C2 requirement, students will be able to (same as above):</p> <ol style="list-style-type: none"> 1. Evaluate the impact of the humanities on your life. 2. Examine the cultural and/or historical context(s) of the humanities. 3. Describe the ways that diverse identities influence experiences in the humanities.
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D. GE Area D. Social Sciences (6 units). Students learn from courses in Area D disciplines that social, political, and economic institutions and/or principles are interwoven. Through fulfillment of the Area D requirement, students will be prepared for active civic engagement and informed participation in public debate regarding social, political, and economic issues. Students will examine contemporary and historical topics in a variety of cultural contexts. Courses that emphasize skills development and professional preparation are excluded from Area D. See the [GE Advisor website](#) which explains the GE requirements.

D1-2 Social Science Electives (6 units)

D1-2 Learning Outcomes	<ol style="list-style-type: none"> 1. Explain how social, political, and economic institutions and/or principles intersect with each other; 2. Describe how people produce, resist, and/or transform social, political, and economic institutions/principles;
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	3. Investigate contemporary and/or historical events/issues from a social science perspective;
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F. GE Area F Ethnic Studies (3 units). To be approved for this requirement, courses will have the Ethnic Studies (ES) course prefix. Courses without the ES prefix may meet this requirement if cross-listed with a course with an ES prefix.

Area F Learning Outcomes	<p>Courses must meet 3 of the following 5 outcomes, and the 3 outcomes that are met in the course will be published in the course syllabus.</p> <p>Upon completion of the Area F requirement, students will achieve at least 3 of the following outcomes:</p> <ol style="list-style-type: none"> 1. Using a comparative or focused approach, explain and analyze core concepts such as racialization, racism, white supremacy, racial capitalism, critical race theory, intersectionality, women of color feminisms, queer of color theory, (counter)hegemony, eurocentrism, self-determination, food justice in communities of color, environmental justice, liberation, decolonization, genocide, sovereignty, indigeneity, imperialism, settler colonialism, anti-Blackness, or anti-racism as analyzed in Native American/American Indian/Indigenous Studies, Chicana/o/x or Latina/o/x Studies, African American/Black/Africana/African Descended/Descendent of Enslaved African Studies, Asian/Pacific Islander/Middle Eastern/South Asian (APIMESA) American Studies. 2. Apply theory and knowledge such as Critical Race Studies and Women of Color feminisms produced by American Indians/Native Americans/Indigenous people, African Americans/Black people/African diasporic/African Descended/Descendant of Enslaved Africans, Asian/Pacific Islanders/Middle Eastern/South Asian (APIMESA) Americans and/or Latinas/os/xs or Chicanos/as/xs to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with a particular emphasis on group affirmation, agency, and praxis. 3. Critically analyze the Black feminist concept of intersectionality and the intersection of race, class, and gender with other axes of oppression including sexuality, sexual violence, religion/spirituality, national origin, immigration and citizenship status, ability, Indigenous sovereignty, language, and/or age as they apply to African American/Black/African diasporic/African Descended/Descendant of Enslaved African, Chicana/o/x or Latina/o/x, Asian/Pacific Islander/Middle Eastern/South Asian (APIMESA) American, and/or Native American/American Indian/Indigenous communities. 4. Critically review how struggle, resistance, rematriation, social justice activism, solidarity, abolition, and liberation, as experienced, enacted, and studied by American Indians/Native Americans/Indigenous people,
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	<p>African Americans/Black people/African diasporic/African Descended/Descendant of Enslaved Africans, Asian/Pacific Islanders/Middle Eastern/South Asian (APIMESA) Americans and/or Latinas/os/xs or Chicanos/as/xs are relevant to current and structural issues such as communal, national, international, and transnational politics as for example, in health disparities, educational inequities, immigration policies, reparations, settler-colonialism, language policies, media depictions of ethnic/racial groups, racial and sexual violence, prison industrial complex, community development, gentrification, and/or other ethnic politics.</p> <p>5. Describe and actively engage with American Indian/Native American/Indigenous, African American/Black/African diasporic/African Descended/Descendant of Enslaved African, Asian/Pacific Islander/Middle Eastern/South Asian (APIMESA) American and/or Latina/o/x or Chicano/a/x communities to apply anti-racist, anti-colonial, humanizing, and women of color feminist frameworks to radically reimagine their communities as sites of justice and love.</p>
<p>Area F Course Characteristics:</p>	<p>All courses approved for Area F must demonstrate use of Ethnic Studies pedagogies as evidenced by:</p> <ol style="list-style-type: none"> 1. Centering decolonization, self-determination, and anti-racism as central components within Ethnic Studies teaching; 2. Developing students' critical consciousness (or their critical understanding of the world and their place in it); 3. including culturally responsive approaches that build upon students' experiences and perspectives; 4. Creating caring and empathetic academic environments; 5. Building upon students' cultural knowledge so that students find the agency to create culture and communities amongst themselves; 6. Developing students' agency so that they can use their education to respond to the needs in their communities beyond the classroom. <p>All courses must include study of resistance, social justice work, and agency of groups.</p>

UPPER-DIVISION GE (9 UNITS)

Lower-division GE courses in Areas A1, A2, A3, and B4 must be passed with grades of C- (CR) or better before enrolling in any upper-division GE course. Upper-division GE (UD GE) should not be taken until earning a minimum of 60 semester units in all baccalaureate-level coursework.

UD-B Upper-Division Science Inquiry and Quantitative Reasoning (3 units). GE UD-B courses will have an explicit prerequisite of completion of GE A1, A2, A3, and B4, and a strong recommendation for completion of lower-division B.

<p>UD-B Learning Outcomes</p>	<p>GE UD-B courses may focus on any area of the natural sciences or mathematics.</p> <p>Upon completion of the GE UD-B requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate advanced and/or focused science or quantitative content knowledge in a specific scientific field, using appropriate vocabulary and referencing appropriate concepts (such as models, uncertainties, hypotheses, theories, and technologies); 2. Apply advanced quantitative skills (such as statistics, algebraic solutions, interpretation of graphical data) to scientific problems and evaluate scientific claims; 3. Demonstrate understanding of the nature of science and scientific inquiry and the experimental and empirical methodologies used in science to investigate a scientific question or issue; and 4. Apply science content knowledge to contemporary scientific issues (e.g., global warming) and technologies (e.g., cloning), where appropriate.
<p>UD-B Course Characteristics</p>	<p>UD-B courses should include assignments that, where possible, allow for the assessment of the following:</p> <ol style="list-style-type: none"> a) Information literacy. Students should be able to describe how they determined what information they needed to complete their analysis or research, how they evaluated the validity of their sources, and show proper integration/citation of their sources in their work, as well as apply their abilities to differentiate between science and pseudo-science. b) Critical thinking in the context of a scientific or quantitative discipline. For example, students should be able to explain the methodologies by which conclusions are reached, and limitations of models used that may affect the reliability of those conclusions. c) Collaboration and teamwork with peers.

UD-C Upper-Division Arts or Humanities (3 units). GE UD-C courses will have an explicit prerequisite of completion of GE A1, A2, A3, and B4, and a strong recommendation for completion of lower-division C. UD-C courses will have a maximum capacity of 30 students.

<p>UD-C Learning Outcomes</p>	<p>Upon completion of the GE UD-C requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of and ability to apply principles, methodologies, value systems, and thought processes employed in the arts and humanities; 2. Analyze cultural production as an expression of, or reflection upon, what it means to be human; and 3. Demonstrate how the perspectives of the arts and humanities are used by informed, engaged, and reflective citizens to benefit local and global communities.
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<p>UD-C Course Characteristics</p>	<p>UD-C courses will include at least one assignment or other assessable activity in which students apply the following skills:</p> <ul style="list-style-type: none"> a) Advanced writing (minimum of 4,000 assigned words in, e.g., reflective writing, drafts of papers) with critical feedback provided by the instructor to the students. Students demonstrate mastery of all A2 requirements with evidence of sophistication in composition and critical thinking. b) Advanced oral communication (e.g., formal presentations, debates) with critical feedback provided by the instructor to the students. Students demonstrate mastery of all A1 requirements, including the ability to give a presentation with a confident presence, critical thinking, and professionalism that is appropriate for the audience, is clear and logical, and demonstrates mastery of the subject at hand; c) Information literacy, in which students describe how they determined what information they needed to complete their analysis or research, how they evaluated the validity of their sources, and show proper integration/citation of their sources in their work; and d) Collaboration or teamwork with peers.
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UD-D Upper-Division Social Sciences (3 units). GE UD-D courses will have an explicit prerequisite of completion of GE A1, A2, A3, and B4, and a strong recommendation for completion of lower-division D. UD-D courses will have a maximum capacity of 30 students.

<p>UD-D Learning Outcomes</p>	<p>Upon completion of the GE UD-D requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Analyze how power and social identity affect social outcomes for different cultural and economic groups using methods of social science inquiry and vocabulary appropriate to those methods; 2. Demonstrate an understanding of and ability to apply accurately disciplinary concepts of the social or behavioral sciences; and 3. Demonstrate an understanding of and the ability to effectively plan or conduct research using an appropriate method of the social or behavioral sciences.
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UD-D Course Characteristics	<p>UD-D courses will include at least one assignment or other assessable activity in which students apply the following skills:</p> <ol style="list-style-type: none"> a) Advanced writing (minimum of 4,000 assigned words in, e.g., analytical writing, research proposals/papers, drafts of papers) with critical feedback provided by the instructor to the students. Students demonstrate mastery of all A2 requirements with evidence of sophistication in composition, argumentation, and critical thinking. b) Information literacy, in which students describe how they determined what information they needed to complete their analysis or research, how they evaluated the validity of their sources, and show proper integration/citation of their sources in their work; and c) Collaboration or teamwork with peers.
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UD-C AND UD-D COURSE CAP COMPLIANCE

Because of the advanced skills requirements, particularly for writing, and the requirement for critical feedback from the instructor to students, UD-C and UD-D courses will be limited to no more than 30 students per section. The Director of GE is charged with monitoring course caps each term for each course offered carrying a UD-C or UD-D designation. Any enrollment cap discrepancy will result in:

- if before the beginning of the term, a notification to the department chair and the request for the adjustment of the enrollment cap down to 30 students; or
- if after the term has begun, a notification to the department chair and the request for a written explanation of how the course will meet the GEOC learning outcomes and course characteristics that term and a statement that the course cap will be returned to 30 students at the next offering.

If a department provides evidence to support that, despite the larger enrollment, students are meeting the GEOC learning outcomes and course characteristics and that students are receiving timely and effective/meaningful feedback on their assignments/presentations in the course, the GE Director and GEOC may approve a waiver of the 30-student cap for no more than one academic year for that course. The enrollment cap will return to 30 students after the end of the waiver period.

Failure to meet the Academic Senate GEOC outcomes, course characteristics, and/or enrollment caps will result in the removal of all GEOC certifications for that course.

American Institutions Requirement (US Code). The American Institutions Requirement (also known as the US Code Requirement) is a graduation requirement that is mandated by the California Code of Regulations (Title 5, Section 40404) and CSU Executive Order 1061. CSU graduates are expected to have knowledge of significant events in U.S. history; the role of major ethnic and social groups in these events; the political, economic, social, and geographic context of these events; the U.S. Constitution, U.S. political institutions and processes; the rights and obligations of U.S. citizens; the California Constitution; federal-state relations; and California state and local government, and

political processes. Students must demonstrate competence in three Code areas.

<p>US Code Learning Outcomes</p>	<p>US-1 U.S. History. Upon completion of a US-1 course, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the significance or interpretation of major historical events in a period of at least a hundred years of American history; 2. Describe the contributions of major ethnic and social groups in a period of at least a hundred years of American history; and 3. Explain the role of at least three of the following in the development of American culture: politics, economics, social movements, and/ or geography. <p>US-2 U.S. Constitution. Upon completion of a US-2 course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the development of the Constitution from the political philosophies of its framers to its later interpretation and amendments; 2. Explain how the Constitution influenced the development of American political institutions and government; and 3. Explain citizen rights and responsibilities under the Constitution.
	<p>US-3 California Government. Upon completion of a US-3 course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the role of California’s Constitution in state and local government; 2. Explain the place of California’s Constitution in the evolution of federal-state relations; and 3. Describe the political processes that enable cooperation and conflict resolution between state and/or local governments and the federal government.

Overlays. An “Overlay” is a graduation requirement that is fulfilled by completing an approved course. This requirement “lays over” GE and major programs. An Overlay course may be satisfied with a lower- or upper-division GE or major requirement. Thus, the student should not need to take additional courses to meet the Overlay requirements. A minimum of 9 units (3 units per Overlay) is required in courses that are linked to the University’s Institutional Learning Outcomes: Diversity, Social Justice, and Sustainability.

Diversity Overlay

<p>Diversity Learning Outcomes</p>	<p>Upon completion of the Diversity Overlay requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the histories and/or experiences of one or more U. S. cultural groups and the resilience and agency of group members;
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	<ol style="list-style-type: none"> 2. Identify structures of oppression and the diverse efforts and strategies used by groups to combat the effects of oppressive structures; 3. Analyze the intersection of the categories of race and gender as they affect cultural group members' lived realities and/or as they are embodied in personal and collective identities. 4. Recognize the way that multiple differences (including, for example, gender, class, sexuality, religion, disability, immigration status, gender expression, color/phenotype, racial mixture, linguistic expression, and/or age) within cultural groups complicate individual and group identities. For the purposes of this document "cultural group(s)" refers to historically oppressed groups in the United States such as: African Americans, Asian Americans, Pacific Islanders, Latinos/as, American Indians, Arab Americans, women, and GLBTQ (gays, lesbians, bisexuals, transgender, and queer identified people).
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Social Justice Overlay

Social Justice Learning Outcomes	<p>Upon completion of the Social Justice Overlay requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Use a disciplinary perspective to analyze issues of social justice and equity; 2. Describe the challenges to achieving social justice; and 3. Identify ways in which individuals and/or groups can contribute to social justice within local communities, nations, or the world.
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Sustainability Overlay

Sustainability Learning Outcomes	<p>Upon completion of the Sustainability Overlay requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss multiple dimensions of sustainability, including the scientific, social, cultural, and/or economic. 2. Analyze interactions between human activities and natural systems 3. Describe strategies taken by individuals, communities, organizations, or governments for mitigating and/or adapting to key threats to environmental sustainability.
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