



# **San José State University**

## **Guidelines for General Education (GE), American Institutions (AI), and Writing in the Disciplines (WID)**

**Fall 2025**  
(Updated May 2026)

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# **The Value of General Education at SJSU**

SJSU's general education program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem-solving.

When combined with major coursework, general education coursework is what sets a university education apart from simple vocational training. A well-crafted general education program helps build a foundation for life-long learning and career-enhancing skills. While major coursework will help students in their chosen careers, the General Education program will help all students get ahead in not only their currently envisioned career path, but in future career paths that may not be imagined yet. Thus, the General Education Program at SJSU is designed to educate in the holistic sense and is at the heart of the University's education.

The General Education Program at SJSU has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

## **General Education Program Learning Outcomes**

SJSU's General Education Program has the following three goals and nine program learning outcomes (PLOs):

**Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1-5).**

PLO 1. [Oral Communication] Create and deliver logically organized, well supported, and compelling messages both in presentation and in conversation for specific audiences and diverse settings.

PLO 2. [Written Communication] Develop and practice a writing process that accounts for the goals, dynamics, and genres of written communication, with special attention to the conventions of writing at the university.

PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant

evidence and information while stating assumptions; and draw evidence-based conclusions.

PLO 4. [Quantitative Reasoning] Analyze, interpret and represent quantitative information in various forms to examine a question; explain the processes behind data collection and generation; and communicate evidence in support of an argument or purpose while stating assumptions, limitations, and biases and drawing appropriate conclusions.

PLO 5. [Information Literacy] Identify information needs, locate and access relevant and credible information while accounting for bias, and use information legally and ethically.

**Goal 2: To enact the University's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well being of local and global communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7).**

PLO 6. [Diversity, Inclusion, and Justice] Examine diverse cultures, communities, and environments; explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live and work responsibly and cooperatively in multicultural societies.

PLO 7. [Civic and Global Engagement] Engage with global perspectives and knowledge; develop civic skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and environmental interests.

**Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses. Goal 3 has two learning outcomes (PLOs 8 and 9).**

PLO 8. [Integration and Application]: Integrate and apply knowledge and methods from more than one discipline or area of study to explore a complex question, address an issue, or produce a creative work.

PLO 9. [Reflection and Self-Assessment]: Evaluate and reflect on one's own learning while building on prior knowledge and life experience.

## **General Education Policies**

SJSU's General Education program is governed by policies set by the California State University (CSU) Board of Trustees, which apply to all CSU campuses; along with specific campus-based policies determined by the appropriate governing bodies at SJSU.

### **CSU System-wide Policies**

CSU GE is governed by the CSU General Education Requirements (<https://calstate.policystat.com/policy/13059034/>) formerly Executive Order (EO) 1100. In particular, articles 2 and 4 govern minimum requirements and subject area distribution. Under current policy, all CSU students must complete 43 units of GE requirements to earn the bachelor's degree. This includes 34 semester units of lower-division coursework and 9 semester units of upper-division coursework.

The CSU GE Requirement is a lower-division 34-semester unit program with specified courses in:

- Area 1** — English Communication (SJSU Area 1: English Communication and Critical Communication) (9 units)
- Area 2** — Mathematical Concepts and Quantitative Reasoning (3 units)
- Area 3** — Arts and Humanities (6 units)
- Area 4** — Social and Behavioral Sciences (6 units)
- Area 5** — Physical and Biological Sciences(7 units)
- Area 6** — Ethnic Studies (3 units)

The CSU also requires 9 upper-division GE semester units according to the following distribution:

- Area 2/5** — (SJSU UD Area 2/5: Earth, Environment and Sustainability) (3 units)
- Area 3** — (SJSU UD Area 3: Cultures and Global Understanding) (3 units)
- Area 4** — (SJSU UD Area 4: Self, Society, and Equality in the U.S.) (3 units)

The CSU also requires students to fulfill the requirements described below prior to graduation. Courses fulfilling these requirements are not part of the General Education program as such, but are described herein because the courses that satisfy these graduation requirements can often be used to satisfy specified GE requirements and contribute to fulfilling the Core Competencies required of all students who graduate from SJSU.

- **United States History, Constitution and American Ideals** (SJSU’s “American Institutions”. See California Code Title 5, Section 40404). CSU campuses may permit up to 6 semester units of GE to meet this requirement.
- **Graduation Writing Assessment Requirement:** (Writing in the Disciplines). Requires students to demonstrate writing competence through an approved course or other means. This is mandated by CSU policy [Graduation Writing Assessment Requirement Determination of Competence in English](#) (formerly EO 0665).

## **Approved Modifications to CSU GE Policy**

The [CSU General Education Requirements Policy](#) authorizes programmatic exceptions under specified circumstances. In the case of high-unit major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exceptions 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 for Academic and Student Affairs, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the Chancellor. A current list of approved General Education exceptions is published online in the University Catalog.

### **Category A - Substitution of a GE Course**

Proposals to satisfy GE Areas with the substitution of non-GE coursework in the major are possible. These proposals are reviewed by the General Education Advisory Committee (GEAC) and a recommendation is made. As with all major program revisions, the proposal is reviewed by the Undergraduate Studies Committee and a recommendation is made. Recommendations are reviewed by the Provost or Provost’s designee for final approval. The course or set of courses used in this category are neither designed nor assessed as GE courses, and do not need to have GE Certification, but must be reviewed during the program planning cycle by GEAC to confirm that the relevant GE Area Learning Outcomes and content outcomes are met. Two examples are Physics 2A for Areas 5A/5C, and Math 30 for Area 2. Students satisfying any GE Areas in this category and who later change majors retain the clearance of the GE Area(s).

### **Category B – Waiver of a GE Area**

Proposals for a waiver of a Core GE Area (lower division, except Area 6) must be approved by the Chancellor's office. These waivers are program specific and require an evaluation of whether or not a degree program can reduce units in the major rather than seek relief via a waiver of GE units. Proposals are submitted to the Curriculum and Research Committee. The Committee's recommendation is passed on to the Provost. If approved by the Provost and President, then the waiver proposal is submitted to the Chancellor's Office for review. All SJSU-level approvals are provisional until receiving final approval from the Chancellor's Office. If a student changes majors, the student must satisfy the GE Area that would have been waived had the student remained in the original major.

Transparency – A list of all Category A and Category B exceptions will be maintained and posted online by SJSU's Office of Undergraduate Education. All Category A and Category B exceptions will be reviewed by GEAC during the Program Planning Review, but may be reviewed more frequently if there are future changes to either the degree program or the GE Program.

## **San José State University Program Requirements**

### **Core General Education: 34 lower-division units**

#### **Fundamental Skills and Competencies (12 units)**

Fundamental Skills and Competencies courses develop students' communication and analytical skills. An educated person can communicate ideas effectively, verbally and in writing. An educated person must also have strong reasoning powers in order to analyze all types of information. Per CSU policy, each Area 1 and Area 2 course must be passed with a grade of C- or better to fulfill graduation requirements

| <b>Area</b>   | <b>Units</b> | <b>Prerequisite</b>                          |
|---|--------------|--|
| 1A: Written Communication I                         | 3            | Reflection on College Writing Self-placement |
| 1B: Critical Thinking and Writing                   | 3            | Area 1A course with C- or better             |
| 1C: Oral Communication                              | 3            | --   |
| 2: Mathematical Concepts and Quantitative Reasoning | 3            | --   |

#### **Fundamental Knowledge (22 units)**

Fundamental Knowledge courses develop students' understanding and appreciation of the fundamentals of science, arts and humanities, and the forces that shape the individual and modern society throughout the lifespan. This fundamental knowledge is crucial to understanding more advanced topics, including a major field of study.

| Area                              | Units |
|-----------------------------------|-------|
| 3A: Arts                          | 3     |
| 3B: Humanities                    | 3     |
| 4: Social and Behavioral Sciences | 6     |
| 5A: Physical Science              | 3     |
| 5B: Life Science                  | 3     |
| 5C: Science lab*                  | 1     |
| 6: Ethnic Studies                 | 3     |

\* May be embedded in 5A or 5B course, as long as lower-division Subject Area 5 is seven units.

## **SJSU Studies: 9 upper-division units of GE**

### **Integrated Knowledge**

SJSU Studies courses help students integrate knowledge between and among disciplines. An educated person is able to apply concepts and methods learned in one area to other areas as part of a lifelong learning process. SJSU Studies courses develop abilities that enable students to live and work intelligently, responsibly, and cooperatively in multicultural societies and to develop abilities to address complex issues and problems using disciplined analytical skills and creative techniques.

| Area   | Units | Prerequisites  |
|--|-------|--|
| UD Area 2/5: Earth, Environment & Sustainability (CSU GE Areas 2 or 5) | 3     | Upper-division standing and completion of Core GE. Completion of, or co-registration in, 100W is strongly recommended. |
| UD Area 4: Self, Society & Equality in the U.S (CSU Area 4)            | 3     |  |
| UD Area 3: Cultures and Global Understanding (GE Area 3)               | 3     |  |

## **Non-General Education Graduation Course Requirements (0-11 units)**

The requirements described below are graduation course requirements that are not part of SJSU's General Education program. They are included here because they are common to all students who earn an undergraduate degree from SJSU.



| <b>Area</b>     | <b><u>Area Name</u></b>  | <b>Units and Prerequisites</b>   |
|-----------------|--|--|
| <b>US 1-2-3</b> | <b>American Institutions</b><br><i>CSU graduation requirement</i>  | 0-6 semester units<br><i>Often fulfilled through Area 4 courses. Also may be fulfilled through select Area 3, UD Area 4 and/or UD Area 3 courses.</i>  |
| <b>WID</b>      | <b>Writing in the Disciplines</b><br><i>fulfills CSU GVAR (Graduation Writing Assessment Requirement, undergraduate level; 100W courses)</i><br><br><i>(also see <u>University Policy S19-3</u>)</i> | 0-3 semester units<br><i>Prerequisites: Completion of 1) Area 1A (Written Communication 1) and 1B (Critical Thinking and Writing) with a grade of C- or better; 2) appropriate placement mechanism (i.e., 100W Directed Self-Placement) and; 3) Upper-division standing (60 units completed)</i> |
| <b>PE</b>       | <b>Physical Education</b><br><i>SJSU graduation requirement</i>  | 0-2 semester units   |

## **Development and Approval of New GE Courses**

The development and approval of new GE courses is an iterative process that is best conducted in close consultation with the faculty director of General Education and/or the faculty chair of the SJSU General Education Advisory Committee (GEAC). Early consultation with the GE director or the GEAC chair will ensure that course proposals conform to current General Education program policies, thus expediting the course review process.

GE course proposals shall go through a department's established process for reviewing and approving new courses prior to submission to GEAC for review. Once approved at the department level, GE course proposals will be submitted via the university's curriculum management system (currently Curriculog). GE course proposals in Curriculog will be thoroughly reviewed by GEAC, which will communicate with departments about necessary modifications, if any, before the course can be recommended for approval. Ultimate approval of GE courses rests with the Provost or Provost's Designee.

### **GE Course Proposals**

When submitting a proposal for a GE course, the sponsoring department shall submit a packet of materials that includes the following items:

- a complete syllabus (see guidelines below);

- a description of methods of instruction as well as instructor qualifications (see below);
- a general description of how the offering department will manage GE course coordination and ensure consistent implementation among multiple sections and instructors, as well as from semester to semester;
- a general description of the process of assessing student learning for the GE course, including who reviews the data and how improvements are systematically introduced into the course; and
- for courses with proposed enrollment caps exceeding 10% of the established enrollment limit, an explanation of how practice, feedback, and revisions in writing will be addressed.

## **GE and Graduation Requirement Course Syllabi**

### *Accessibility*

All course syllabi must conform to university policy syllabus guidelines (current policy is [S16-9](#)), including the requirement that syllabi conform to accessibility guidelines.

### *GE Area Learning Outcomes*

The course syllabus must demonstrate how the course addresses GE Area Learning Outcomes (GE ALOs) directly and substantively by including:

- explicit linkages between the General Education Area Learning Outcomes and the course activities/experiences/assignments that are designed to meet these outcomes;
- description of course activities/experiences/assignments that are clearly linked to each of the GE ALOs;
- numerous opportunities for meaningful assessment of students' progress in achieving the GE ALOs;
- an explanation of how the course meets content requirements of the GE Area(s) across a significant portion of the course. The description must be applicable to all sections of the course, regardless of instructor or department for cross-listed courses.

### *Writing and Diversity Requirements*

All GE courses are expected to incorporate meaningful opportunities for students to develop their writing skills and to deepen their understanding of issues of diversity, inclusion, and justice. GE course syllabi must include an explanation of how the course meets these two objectives.

In addition, all GE and Graduation Requirements course syllabi must include:

1. a week-by-week course schedule, including assigned readings and graded assignments;
2. a statement about the use of anonymized student work in a regular cycle of General Education Program assessment, including an explanation of how students can request to exclude their work from the process;
3. for Basic Skills courses (Areas 1 (1A, 1B, 1C) and 2), the following statement on course syllabi: "This course must be passed with a C- or better as a CSU graduation requirement."
4. for SJSU Studies courses (UD Area 2/5, UD Area 4, UD Area 3), the following statement on course syllabi: "Students are strongly encouraged to satisfy GE UD Area 2/5, UD

Area 4, UD Area 3 with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended.”

5. for 100W (Writing in the Disciplines), the following statement on course syllabi: “This course must be passed with a C or better as a CSU graduation requirement.”

## **Methods of Instruction**

GE course proposals must include a description of the methods of instruction that will be used in the course (e.g., lectures, discussions, small groups, simulation) and explicitly address the ways in which online and/or hybrid instruction will be used if the course will not be taught exclusively in person. The proposal must also describe how the course will be coordinated to ensure consistent implementation and assessment across all sections of the course.

## **Instructor Qualifications**

The GE course proposal packet must include a description of the qualifications of all those who might teach the course, including information about earned degrees, areas of expertise, teaching experience, and relevant training. It is important to note that GE course instructors must meet the minimum qualifications for teaching GE courses listed below. Graduate teaching associates shall be eligible to teach a GE class only after training and under close supervision by an expert in the field.

### *Minimum Instructor Qualifications for GE Courses*

1. an understanding and appreciation of general education;
2. excellence in teaching (as evidenced by, for example, letters of recommendation, direct observations by peers, curriculum development, innovative classroom practices, student testimonials; student opinions of teaching<sup>1</sup>);
3. an appropriate terminal degree, or a master’s degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Sections designed for English language learners require substantial formal training and experience in teaching speakers of other languages.

## **GE Program Assessment and Continuing Certification of GE Courses**

### **GE Program Assessment Framework:**

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<sup>1</sup> [University Policy F12-6](#) (Evaluation in Effectiveness in Teaching for all Faculty)

The SJSU General Education program shall be assessed at the program level. GE Areas are mapped to one or more Program Learning Outcomes (PLOs) as listed in the Appendix. Departments teaching in the GE program are asked to consider how their courses fit within this mapping, and to collaborate with the GE Program Director to identify which PLOs they will assess in their courses. Departments are expected to gather assessment data annually, using either the GE PLO rubrics available in Canvas for this purpose, or by developing their own assessment methods. At the time of a department's program planning, the department will submit a summary statement of their GE assessment processes, including 1) explanations of the GE PLOs assessed, 2) how assessment data has been used to enhance instruction and student learning, and 3) plans for GE PLO assessment in the subsequent program planning cycle. Consult the [General Education program assessment website](#) for current rubrics and information on GE program assessment.

The GE Director, with support from the Office of Institutional Effectiveness and Strategic Analytics, will be responsible for compiling the PLO assessment data and distributing the summary to the SJSU community.

**Continuing Certification of GE Courses:**

A department's GE courses are reviewed as part of its regular program planning cycle. The department summarizes its involvement in GE over the past program planning cycle and any plans for the next program planning cycle. It also reflects on how well its courses contribute to their GE Area Goals/Learning Outcomes and to the larger General Education Program Learning Outcomes.

All GE courses undergo review for continuing certification by the appropriate committees beyond the department level. Departments are notified at least one semester in advance of the courses that are scheduled for continuing certification review.

As a section of the program planning report, the department submits the following:

1. Representative syllabi from the last two years that each GE course has been taught, along with sample showcase assignments that demonstrate how the course meets each of its GE ALOs.
2. A description of the coordination across sections of GE courses and across years that ensures consistent implementation.
3. An assessment report (two pages maximum) for the department that includes the following:
  - a. A summary of the process of assessment of student learning in GE courses housed in the department, including who reviews the data and how course modifications are developed and approved. Summarize what the assessments have revealed about student learning with respect to GE ALOs.
  - b. Changes that the department has made to try to improve student learning with respect to the GE ALOs.
  - c. Future plans for course modifications, if applicable.

GEAC can either (1) continue to certify the course through the next program planning cycle or (2)

seek clarifications or discuss its concerns with the department. When those concerns are resolved, then the course's GE certification is to be continued through the next program planning cycle. If its concerns cannot be resolved, then GEAC can recommend to the Curriculum and Research (C&R) Committee that the course be decertified. C&R makes the final decision, and the department has the right to appear before the C&R. If a member of GEAC has voted on the matter when it was before GEAC, then that member shall not vote on it again when it comes before C&R.

## Continuous Enrollment and Catalog Rights

Students who have been in continuous attendance may meet the General Education requirements in place

- at the time they began continuous enrollment at a CCC or other CSU campus; or
- at the time they entered SJSU (or reentered if they have broken continuous attendance); or
- at the time they graduate from SJSU.

Students must complete all of the requirements in whatever set of GE Guidelines apply to their individual situations.

| <u>Student began continuous enrollment</u> | <u>GE Guidelines to follow</u>                       |
|--|--|
| Fall 2025 -- onward                        | Fall 2025 Guidelines                                 |
| Fall 2022 - Spring 2025                    | Fall 2022 Guidelines                                 |
| Fall 2014 - Spring 2021                    | Fall 2014 Guidelines <i>or</i> later                 |
| Fall 2005 - Spring 2014                    | 2005 Guidelines (amended 2009) <i>or</i> later       |
| Fall 1997 -Spring 2005                     | Fall 1997 Guidelines <i>or</i> later                 |
| Fall 1991 -Spring 1997                     | Recommend following Fall 2005 Guidelines             |
| Prior to Fall 1991                         | Follow GE guidelines in effect at time of enrollment |

## Minimum GE Units and Grades

### Minimum Units

- All students must complete a **minimum of 43 credits** of approved GE courses.
- If a GE requirement is waived without unit credit (e.g., English 1A), or a GE Area is satisfied with fewer than the required number of units (as can happen when transfer courses are converted from quarter to semester units), additional approved GE courses may be required to complete a minimum of 43 GE units (Title 5, Section 40405.1. California State University General Education Requirements).

### Grades

- All GE courses must be taken for letter grades (A-F).
- **Fundamental Skills courses** must be completed with a **minimum grade of C-**.
  - 1A: Written Communication I
  - 1B: Critical Thinking and Writing
  - 1C: Oral Communication
  - 2: Mathematical Concepts and Quantitative Reasoning

- **Area 6: Ethnic Studies** courses must be completed with a **minimum grade of C-**.
- **Writing in the Disciplines (100W)** must be completed with a **minimum grade of C**.

## **Transfer Credit Rules**

- General education equivalent courses taken at a California Community College (CCC), a California State University (CSU), or University of California (UC) campus transfer to SJSU if they are listed as meeting a CSU GE requirement, an Intersegmental General Education Transfer Curriculum (IGETC), or California General Education Transfer Curriculum (Cal-GETC) requirement where and when the course was taken.
- Transfer students may meet all lower-division GE course requirements by completing an Associate Degree for Transfer at a California Community College.
- Students majoring in designated STEM disciplines may complete an Associate in Science for Transfer degree that meets all lower-division GE requirements while also allowing them to complete the science and math courses needed for success in their chosen major program. Students completing CSU GE requirements for STEM Majors are required to complete 33 semester units for lower-division GE certification for transfer. Current information is published on the CSU's CCC Associate Degree for Transfer [webpage](#). (This policy is under review at the CSU system level during AY24/25.)
- Second baccalaureate students satisfy Core General Education with their first baccalaureate.
- Writing in the Disciplines (100W) and all 9 units of upper division GE, if completed while a matriculated student at another CSU campus, or while studying abroad under an SJSU-sponsored program, will satisfy the R, S, V, and Writing in the Disciplines requirements, including GE Residence, at SJSU.

## **General Education Course Guidelines**

### **Guidelines Common to All Areas of Core GE and SJSU Studies**

Each GE Area has particular requirements that are specific to that area. In addition, all GE courses are expected to incorporate meaningful opportunities for students to develop their writing skills and to deepen their understanding of issues of diversity, inclusion, and justice. GE course syllabi must include an explanation of how the course meets these two objectives.

### **Writing Goals and Content**

GE courses incorporate writing clearly and effectively as part of the learning process. In all GE Areas, practicing writing helps students understand and organize material, compare and contrast facts and ideas, and draw conclusions. In GE Areas that include a research component, students apply their comprehension and thinking skills in working with research materials to help them reach a level of understanding that leads to clarity and coherence in writing.

- Each GE Area has a minimum writing requirement. These requirements, which are

included in GE Area descriptions below, stipulate that faculty provide students with opportunities to draft and revise written work based on feedback.

- Faculty and departments are encouraged to access one or more of the writing support services at SJSU to develop their professional expertise in teaching and/or assessing writing. These resources include the Writing Center, the Center for Faculty Excellence and Teaching Innovation, and the Writing Across the Curriculum program. An array of workshops and seminars are offered throughout the year. Opportunities to develop research and resource projects are also available, as are consultations with departments on writing-related issues ranging from assessment to program and course design.
- Support for teaching students about all parts of the writing process is available through the Writing Center. The Center provides group and one-on-one tutoring sessions, workshops on a wide array of writing topics, and online resources such as videos and handouts for self-study. The Center also works with graduate and undergraduate programs to develop systems of support for their students and faculty.
- The Writing Across the Curriculum program provides succinct guides to common multilingual language differences. Developed by SJSU faculty, these guides introduce instructors to the most common errors and variations made by multilingual writers, and help instructors work with students in meaningful, constructive ways. The guides are published on the [WAC website](#).
- In some GE areas, such as Area 1A and 1B, departments **may** offer in-house opportunities for their faculty to enhance their abilities to teach and assess writing. GE faculty are encouraged to contact their department chair or program director for more information.

## **Diversity Goals and Content**

San José State University is committed to supporting a diverse community guided by core values of ethical conduct and inclusion and respect for each individual. Such a community enriches the intellectual climate of the university and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment. By studying issues related to diversity, equity, and inclusion, students come to appreciate their rights and responsibilities in the free exchange of ideas that is the hallmark of a healthy and productive society.

Thus, GE courses shall incorporate issues of diversity, equity, and inclusion. They may do so in one or more of the following ways (a non-exhaustive list). Disciplines, departments, and fields of study should be able to engage in at least one of the following bullet areas:

- The experiences of diverse peoples may be topical issues of discussion and analysis
- Diversity may be considered through the contributions of diverse individuals and populations to the material under study. Identity is not static or siloed; as such, people have intersecting identities. No list can be dynamic and therefore inclusive; however, examples include (in no particular order): all backgrounds, identities, and experiences, as constituted by gender identity and expression, transgender identity, socioeconomic class/status, caste, people with disabilities, age, race, ethnicity, religion, generation, sexual orientation, regional origin, nationality, citizenship status, active duty/veteran status, language, political ideology (especially those that have not been historically and widely embedded), and intersectionalities among additional

important positionalities.

- The placement of a specific theory and/or course concept in relation to surrounding diverse contexts and communities.
- Science courses (Area 5) may also satisfy the diversity goal, in part, with discussions related to preserving as well as critiquing the cultural impact on biodiversity in terms of the interactions between humans, societies, peoples, cultures, and other organisms in the biosphere. Biodiversity includes not only species that are rare, threatened, or endangered but all those living on earth (past and present). Courses may include human “biocultural” diversity where “biocultural” is described as the “dynamic, continually evolving and interconnected nature of people and place, and the notion that social and biological dimensions are interrelated.”<sup>2</sup>

Focusing on diverse peoples and issues throughout the GE program helps students:

- identify the lenses through which dominant society operates;
- recognize that individuals are often subject to marginalization that creates positionalities of disadvantage;
- engage in ways that help to mitigate societal inequities or deconstruct systems of oppression and colonization;
- listen, act, and speak with open minds, and understand the impact of their viewpoints on others;
- appreciate differing viewpoints and ways of knowing;
- develop skills to work together in a cooperative manner on behalf of the common good.

The level of incorporation of issues of diversity, equity and inclusion will vary across the GE Areas.

## **GE Area Requirements: Core (Lower-Division)**

### **Area 1: English Communication and Critical Thinking**

**9 semester units** (*One course in each subarea*)

|           |                                      |                  |
|-----------|--------------------------------------|------------------|
| <b>1A</b> | <b>Written Communication I</b>       | 3 semester units |
| <b>1B</b> | <b>Critical Thinking and Writing</b> | 3 semester units |
| <b>1C</b> | <b>Oral Communication</b>            | 3 semester units |

Area 1 courses develop students’ knowledge and understanding of the form, content, context, and effectiveness of communication. Students develop proficiency in listening and communicating in English, examining communication from rhetorical perspectives, and

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<sup>2</sup> <https://www.amnh.org/research/center-for-biodiversity-conservation/what-is-biodiversity>



presenting accurate and well-reasoned arguments orally and in writing. Area 1 courses enhance students' abilities to identify, analyze, criticize, and advocate ideas; to distinguish matters of fact from issues of judgment or opinion; and to reach well-supported factual or judgmental conclusions. All Area 1 courses must be completed with a grade of C- or better ([CSU General Education Requirements](#)).

## **Area 1A: Written Communication I**

Written Communication I courses cultivate an understanding of the writing process and the goals, dynamics, and genres of written communication, with special attention to the nature of writing at the university. A grade of C- or better designates that a student has successfully oriented reading and writing practice in English to support college level research and learning and to share learning with others. Area 1A is a prerequisite for Area 1B: Critical Thinking. Completion of Area 1A with a grade of C- or better is a CSU graduation requirement.

### **A. Goals**

Students will develop college-level reading abilities, rhetorical sophistication, and writing styles that give form and coherence to complex ideas and feelings.

### **B. GE Area 1A Learning Outcomes**

Upon successful completion of an Area 1A course, students should be able to:

1. demonstrate knowledge and understanding of the content, context, effectiveness, and forms of written communication;
2. perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);
3. articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;
4. integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres; and
5. demonstrate college-level language use, clarity, and grammatical abilities in writing.

### **C. Content**

Reading for the course will be extensive and intensive, including useful models of writing for academic, general, and specialized audiences. A dictionary, a rhetoric or reader, a handbook, and assigned readings are appropriate materials to require.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Writing requirement**

Area 1A courses require a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Formats alternative to traditional papers are permitted (e.g. multimodal presentations, videos, podcasts). Assignments shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing. How the 6000-word minimum will be met and distributed must be clearly indicated on course syllabi.

**Prerequisite**

Completion of appropriate placement mechanisms or Reflection on College Writing (Directed Self Placement)

**Grade requirements**

Grading: A-F. Completing Area 1A with a grade of C- or better is a CSU graduation requirement.

**Class size**

Class sections shall be limited to 25 students.

**Supplementary assistance**

Some students may require special or more assistance than the regular class can provide. In such cases, faculty shall refer the student to the appropriate program for special or supplementary assistance.

**Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Graduate teaching associates shall be allowed to teach a GE class only after training and under the close supervision of an expert in the field.

**Area 1B: Critical Thinking and Writing**

Area 1B courses develop students' understanding of the relationship of language to logic. By engaging students in complex issues requiring critical thinking and effective argumentation, 1B courses develop students' abilities to research and analyze important topics and to construct their own arguments on issues that generate meaningful public debate and deliberation. Courses include explicit instruction and practice in inductive and deductive reasoning as well as identification of formal and informal fallacies of language and thought. Completion of Area 1A (Written Communication I) with a minimum grade of C- is a prerequisite for enrollment in Area 1B. Completion of Area 1B with a grade of C- or better is a CSU graduation requirement.

**A. Goals**

Students will develop their abilities to distinguish fact from judgment and belief from knowledge; to articulate elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought. Students will develop the ability to analyze, criticize, and advocate complex ideas; reason inductively and deductively; research and rebut information and arguments; and reach well-supported factual conclusions and judgments.

**B. GE Area 1B Learning Outcomes**

Upon successful completion of an Area 1B course, students should be able to:

1. locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;
2. use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;
3. identify and critically evaluate the assumptions in and the contexts of arguments; and
4. use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions.
5. adapt critical thinking and writing practices in response to emerging technologies  
(*approved by Academic Senate 2/23/26, effective Fall 2026*).

### C. Content

1. **Reading:** Assigned readings represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. The majority of the reading is devoted to analytical, critical, and argumentative texts. Readings will introduce students to methods of argument analysis that allow them to parse complex arguments and articulate their logical structure, including:
  - a. identifying logical structures and common logical fallacies;
  - b. recognizing and evaluating assumptions underlying an argument;
  - c. drawing and assessing inferences, and recognizing distinctions among assumptions, facts, inferences, and opinions;
  - d. distinguishing audience, context, and purpose in shaping argumentation strategies; and
  - e. evaluating rhetorical appeals to understand the role of logic, emotion, and ethos in effective argumentation.
2. **Research:** Area 1B courses include an orientation to the library and basic research strategies needed to complete upper-division coursework, including locating materials, using them effectively (e.g., quoting, paraphrasing, summarizing), and citing them properly.
3. **Writing:** Students write a series of essays informed by research and articulating fully developed arguments about complex issues. Assignments emphasize the skills and activities that produce persuasive arguments and critical essays, including analysis, interpretation, and evaluation. A significant assignment that has research as a central component and which deploys library and other high-quality research materials is required.
4. **Oral Communication:** Students will complete oral assignments such as individual presentations; group presentations; group, team, or dyadic discussions; debates; and similar speaking events. Evaluative comments for these assignments, addressing issues of both content and presentation, must substantively remark on the logic of the argument as well as the presentation's delivery.

### Diversity requirement

Students will engage in reading, writing, and oral assignments to construct their own arguments on complex issues (such as diversity and ethnicity, class, and social equity) that generate meaningful public debate.

**Writing requirement**

This class requires a minimum of 6000 words, at least 4000 of which must be in revised final draft form. Writing assignments shall give students repeated practice in prewriting, organizing, writing, revising, and editing. Students shall receive frequent evaluations of their writing from the instructor. In keeping with the core goal of 1B—understanding the relationship between language and logic—evaluative comments must be substantive, addressing both the logic of the argument and the quality and form of the writing. Comments should encourage and acknowledge student success as well as note problems and suggest ways to improve. How the 6000-word minimum will be met and distributed must be clearly indicated on the course syllabus.

**Prerequisite**

Completion of Area 1A: Written Communication I with a grade of C- or better.

**Grade requirements**

Grading: A-F. Completing Area 1B with a grade of C- or better is a CSU graduation requirement.

**Class size**

Class sections shall be limited to 25 students.

**Supplementary assistance**

Some students may require special or more assistance than the regular class can provide. In such cases, faculty shall refer the student to the appropriate program for special or supplementary assistance.

**Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Graduate teaching associates shall be allowed to teach a GE class only after training and under close supervision of an expert in the field.

**Area 1C: Oral Communication**

Oral Communication courses cultivate an understanding of the social, psychological, political, and practical significance of communication, with special emphasis on the roles of public communication in a free society. Area 1C courses emphasize the content as well as the form of communication and focus on the communicative process from a rhetorical perspective. Completing Area 1C with a grade of C- or better is a CSU graduation requirement.

**A. Goals**

By researching, developing, and delivering, at minimum, three distinct extemporaneous oral presentations, students will develop their own sense of voice, speaking with confidence in ways that reflect their unique perspectives and identities while respecting the freedom of expression of all members of the community.

## **B. GE Area 1C Learning Outcomes**

Upon successful completion of an Area 1C course, students should be able to:

1. identify and critically evaluate socially significant topics, then compose and deliver oral extemporaneous presentations on these topics;
2. engage in critical and analytical listening;
3. analyze audiences and adapt oral presentations to accomplish the purpose of a speech;
4. create a clear central message that demonstrates an understanding of socially significant issues; and
5. demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation.

## **C. Content:**

1. Each course shall include at least three faculty-supervised, faculty-evaluated extemporaneous oral presentations by students in the presence of others. In this context, extemporaneous refers to oral presentations that are prepared and practiced, but delivered with few or no notes.
2. Each 1C course shall focus on the communicative process from a rhetorical perspective. Readings, lectures, and discussions introduce students to rhetorical principles (i.e., reasoning, advocacy, organization, and accuracy) and processes of human symbolic interaction.
3. Each 1C course shall include oral assignments and exercises that develop the skills required for major assignments and/or to develop skills in public speaking. Each student will have at least one opportunity to revise and improve a speech following formative feedback from the instructor and peers.
4. Each student shall have some collaborative experience in the social construction of oral messages. This may take the form of working with a peer support group, preparing a group presentation, engaging in debate, or participating in a structured individual conference with the instructor.
5. Major speech assignments shall have research as a central component. Therefore, each course shall include instruction and training on library research and other high-quality research materials that help students learn how to, for example, discern between and choose sources, evaluate and select evidence, and synthesize evidence to develop a sound argument for oral presentation.
6. Major speech assignments shall require written, full-sentence outlines or argumentative briefs containing sufficient detail to show the relationships among the points and sub-points of the presentation and the evidence used to support these points.
7. Written assignments shall include appropriate papers, bibliographies, exercises, speech analyses, and/or peer critiques.
8. Each student shall receive extensive feedback on these assignments addressing a full range of rhetorical criteria such as content, organization, language, and delivery.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Writing requirement**

The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

**Grade requirements**

Grading: A-F. Completing Area 1C with a grade of C- or better is a CSU graduation requirement.

**Class size**

Class sections shall be limited to 25 students. Sections designed for English language learners may be limited to 20 students.

**Supplementary assistance**

Some students may require special or more assistance than the class can provide. In such cases, faculty shall refer the student to the appropriate program for special or supplementary assistance.

**Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Sections designed for English language learners and other multilingual speakers require substantial formal training and experience in teaching speakers of other languages.

Graduate teaching associates shall be allowed to teach a GE class only after training and under close supervision of an expert in the field.

**Area 2: Mathematical Concepts and Quantitative Reasoning**

**Mathematical Concepts and Quantitative Reasoning** courses enable students to use numerical and graphical data in personal and professional judgments and in understanding and evaluating public issues. Completion of Area 2 with a grade of C- or better is a CSU graduation requirement.

Area 2 courses help students understand information requiring quantitative analysis and how to use and analyze quantitative arguments. In addition to traditional mathematics, courses in Area 2 may include computer science, personal finance, statistics or discipline-based mathematics and/or quantitative reasoning. Completion of Area 2 with a minimum grade of C- is a CSU graduation requirement.

**A. Goals**

Area 2 courses develop students' abilities to reason quantitatively, practice computational skills, and explain and apply mathematical and/or quantitative reasoning concepts to solve problems at the college level.

**B. GE Area 2 Learning Outcomes**

Upon successful completion of an Area 2 course, students should be able to:

1. use mathematical methods to solve quantitative problems, including those presented in verbal form;
2. interpret and communicate quantitative information using language appropriate to the context and intended audience;
3. reason, model, draw conclusions, and make decisions based on numerical and graphical data; and
4. apply mathematical or quantitative reasoning concepts to solve real life problems.

### **C. Content**

As per [AS-3457-20](#) courses must use quantitative methods and build mathematical models using quantitative information or data that goes significantly beyond the [California Common Core State Standards for Mathematics](#) (CCSSM) for courses required for admission to the California State University. Appendix A of [AS-3457-20](#) provides guidance on appropriate course content.

Area 2 Mathematics/Quantitative Reasoning courses focus on:

1. basic mathematical techniques for solving quantitative problems appropriate to the course content;
2. elementary numerical computation;
3. the organization, classification, and representation of quantitative data in various forms, such as tables, graphs, rates, percentages, measures of central tendency and spread; and
4. applications of mathematics to everyday life.

### **Diversity requirement**

Issues of diversity may be incorporated in an appropriate manner for quantitative analysis (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Writing requirement**

The minimum writing requirement for Area 2 courses is 500 words in a language and style appropriate to the discipline.

### **Grade requirement**

Grading: A-F. Completing Area 2 with a grade of C- or better is a CSU graduation requirement.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Teaching associates shall be allowed to teach a GE class only after training and under close supervision of an expert in the field.

## **Area 3: Arts and Humanities**

### **6 semester units**

*At least one course completed in each of the 2 subareas*

|           |   |                  |
|-----------|---|------------------|
| <b>3A</b> | <b>Arts:</b> Visual Arts, Architecture, Music, Dance, Theater, and Film | 3 semester units |
| <b>3B</b> | <b>Humanities:</b> Literature, Philosophy, Languages Other Than English | 3 semester units |

Across the disciplines in Area 3 coursework, students cultivate and refine their affective, cognitive, and expressive faculties by studying works of the human intellect and imagination. Area 3 courses help students to respond subjectively as well as objectively to aesthetic experiences and to develop an understanding of the integrity of both emotional and intellectual responses. In their intellectual and subjective considerations, students develop a better understanding of the interrelationship between the self and the creative arts and the humanities in a variety of cultures.

**3A (Arts) courses** emphasize the integration of history, theory, aesthetics, and criticism. Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Audition-based courses will not be approved for GE.

**3B (Humanities) courses** encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Students may take courses in languages other than English in fulfillment of 3B if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Theater and film courses may be approved if they emphasize historical, literary, or cultural considerations. Logic courses may be accepted if the focus is not solely on technique but includes the role of logic in humanities disciplines.

#### **A. Goals**

Students develop their understanding of the historical and cultural contexts in which works of art and humanistic inquiry are created and interpreted. Courses enable students to participate in social and cultural communities associated with artistic and humanistic endeavors, thus enriching their lives and promoting lifelong appreciation of the humanistic and creative arts.

#### **B. GE Area 3 Learning Outcomes**

##### **3A: Arts**

Upon successful completion of a 3A course, students should be able to:

1. identify aesthetic qualities and processes that characterize works of the human intellect and imagination;
2. explore and articulate their own subjective aesthetic and intellectual



- responses to such works;
3. analyze the role and impact of the creative arts in culture and on the interrelationship of self and community; and
  4. research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art.

### 3B: Humanities

Upon successful completion of a 3B course, students should be able to:

1. analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;
2. explore and articulate their own subjective aesthetic and intellectual responses to such texts;
3. analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines; and
4. research and write effective analyses of works of the human intellect and imagination.

## **C. Content**

Area 3A (Arts) courses shall give students the opportunity to:

- a. experience various works of art in the classroom and in performances or exhibitions;
- b. understand the historical or cultural contexts in which specific works of art were created; and
- c. recognize the accomplishments of and issues related to diverse genders and cultures reflected in such works of art.

Area 3B (Humanities) courses shall give students the opportunity to:

- a. examine various works of the human intellect and imagination in the form of texts and theories;
- b. understand the historical and cultural contexts in which specific works were created; and
- c. recognize the accomplishments of and issues related to diverse genders and cultures reflected in such texts.

## **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

## **Writing requirement**

3A and 3B classes require a minimum of 1500 words in a language and style appropriate to the discipline.

## **Class size**

3B course sections shall normally be limited to 40 students. Departments that teach 3B sections with enrollments of more than 40 students must provide a summary, in the GE section of the Program Planning Self Study, indicating how practice, feedback, and revisions in writing are addressed in larger sections.

## **American Institutions Requirement**

Area 3 courses may satisfy American Institutions requirements if they:

1. focus on cultural pluralism; and
2. meet the criteria for American Institutions and Core Area 3A and/or 3B.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Graduate teaching associates shall be allowed to teach a GE class only after training and under close supervision of an expert in the field.

## **Area 4: Social and Behavioral Sciences**

### **6 semester units**

*NOTE: The CSU requires students to complete General Education courses in the Social and Behavioral Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area 4 courses in different disciplines, or 2) taking two lower-division Area 4 courses in the same discipline and an UD Area 4 upper-division GE course in a different discipline.*

Area 4 courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Through fulfillment of the Area 4 requirement, students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Courses that emphasize skills development and professional preparation are excluded from Area 4.

### **A. Goals**

Students learn from Area 4 courses that human behavior is inextricably interwoven with social, political, and economic institutions. By exploring the principles, methodologies, value systems, and ethics employed in historical and social scientific inquiry, students come to appreciate processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.

### **B. GE Area 4 Learning Outcomes**

Upon successful completion of an Area 4 course, students should be able to:

1. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
2. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts; and
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

### **C. Content**

1. Courses shall include fundamental skills necessary to the practice of social science.
2. Courses shall teach students how to practice social science, not just understand what social scientists have concluded.
3. Course content shall develop students' analytical skills and understanding of social science in ways that develop the capacity for informed civic engagement.

### **Diversity Requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Writing Requirement**

The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. Departments teaching sections with enrollments of more than 40 students shall provide a summary, in the GE section of the Program Planning Self Study, indicating how practice, feedback, and revisions in writing are addressed in larger sections.

### **American Institutions Requirement**

Area 4 courses may meet American Institutions requirements if they:

1. focus on cultural pluralism; and
2. meet the criteria for American Institutions and Area 4.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Graduate teaching associates shall be allowed to teach a GE class only after training and under close supervision of an expert in the field.

## **Area 5: Physical and Biological Sciences**

### **7 semester units**

One course each in subareas 5A, 5B, and 5C. 5C may be embedded in 5A or 5B, as long as there are 7 units across lower-division Subject Area 5.

|           |                         |                  |
|-----------|-------------------------|------------------|
| <b>5A</b> | <b>Physical Science</b> | 3 semester units |
| <b>5B</b> | <b>Life Science</b>     | 3 semester units |
| <b>5C</b> | <b>Laboratory</b>       | 1 semester unit  |

Area 5 courses focus on scientific inquiry into the physical universe and its life forms. In Area 5 courses, students develop knowledge of scientific theories, concepts, data about both living and non-living systems, as well as potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. Area 5A and 5B courses that have built-in laboratory activities may qualify for Area 5B credit, if the syllabus clearly distinguishes the laboratory activity from the lecture component. A stand-alone one-unit laboratory activity course should be associated with a 5A or 5B lecture course as either a pre- or co-requisite.

In Area 5, students develop an understanding of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with scientific inquiry.

### **A. Goals**

Physical and life sciences courses develop students' understanding of the scientific method as a continuous and adaptive process of discovery and communication about the physical universe and its life forms. These courses equip students with the quantitative and qualitative methods and skills necessary for understanding and applying scientific theories, concepts, and data about both living and non-living systems.

### **B. GE Area 5 Learning Outcomes**

Upon successful completion of an Area 5 course, students should be able to:

1. demonstrate knowledge of scientific theories, concepts, and data used in the physical and life sciences;
2. apply scientific principles and communicate in ways appropriate to the discipline about the process and results of scientific discovery;
3. access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions; and
4. use methods derived from current scientific inquiry to form evidence-based opinions about science-related matters of personal, public, and ethical concern.

### **C. Content**

Physical Science (5A) courses focus on:

- a. laws of thermodynamics;
- b. structure of matter;
- c. interaction of matter and energy;
- d. behavior of physical systems through time;
- e. systems of classification; and
- f. physical processes of the natural environment.

Life Science (5B) courses focus on:

- a. structures and functions of living organisms;
- b. levels of organization of living systems, from atom to planet;
- c. strategies for survival and reproduction;
- d. patterns of evolution;
- e. principles of genetics, including the basis for variation; and
- f. interaction of organisms and their natural environment.

5A and 5B courses qualifying for 5C credit require lab manuals that are explicitly identified in the course syllabus.

Laboratory (5C) courses focus on:

- a. experimental methodology and hypothesis testing.

A lab manual is required for Area 5C courses.

**Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

**Writing requirement**

The minimum writing requirement for Area 5 courses is 1500 words in a language and style appropriate to the discipline.

**Grade requirements:** Grading: A-F

**Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Graduate Teaching Associates shall be allowed to teach a GE class only after training and under close supervision of an expert in the field.

**Area 6: Ethnic Studies**

**3 semester units**

The Area 6 requirement is based on the premise that all students graduating from the CSU have an understanding of race, racism, and social justice history in the United States. As stated in AB1460/California Education Code 89032 Section 2 Subsection (d): "Commencing with students graduating in the 2024-25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies."

Consistent with CSU policy, Area 6 courses shall have the following prefixes: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicanx/Latinx Studies (CCS). Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. To ensure that the AB1460 guidelines are met, any additional undergraduate programs and courses that are created with ethnic studies prefixes must undergo a thorough evaluation process and be approved by the General Education Review Panel (GRP) for ethnic studies, a group whose membership is determined by GEAC.

**A. Goals**

1. Students will acquire the knowledge and skills necessary for comprehending continued sovereignty movements, the racial and ethnic dynamics, and colonial settler and social

justice histories of the United States, and the socio-historical origins, processes, and consequences of racial construction, racialization, and racial oppression in the society in which they live.

2. Students will learn core interdisciplinary and comparative concepts and frameworks in ethnic studies with a focus on understanding race and ethnicity as they apply to the historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicana/Latina Americans.
3. Students will gain the skills to better operate as responsible, informed, and constructive citizens in an evolving multiracial and multicultural democracy.

## **B. GE Area 6 Learning Outcomes**

Upon successful completion of an Area 6 course, students should be able to discover and critically evaluate significant topics, then compose and deliver oral and/or media-driven presentations on these topics as related to the group(s) studied in the particular course. Area 6 emphasizes comparative concepts and frameworks in ethnic studies with a focus on historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicana/Latina Americans.

Approved courses shall meet at *least three of the five* following student learning outcomes:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.
2. Apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.

## **C. Content:**

1. Area 6 courses shall establish foundational knowledge appropriate to the area of study and focus on critically analyzing the socio-historical origins, processes, and consequences of dominance and subordination in regard to race, ethnicity, patriarchy, power, and social stratification.
2. Courses shall be inclusive of interdisciplinary and intersectional theories and methods by incorporating social science and humanistic scholarly approaches in course materials.
3. Courses shall include readings, lectures, relevant media, and creative works; and facilitate discussions that introduce students to core and new interdisciplinary and comparative concepts and frameworks in ethnic studies.
4. Each course shall include written and oral assignments and in-class exercises that develop the skills necessary for critiquing a range of literature including: a critique of

dominant narratives, interpreting historical documents, and drawing logical conclusions related to ethnic studies content.

5. Courses shall incorporate materials and assignments that include cultural and creative expression that will allow students to develop research, analytical, and critical thinking skills.
6. Courses shall incorporate applied knowledge and practical application through creative and/or media-driven assignments that illustrate value to the community at large.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Writing requirement**

The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

### **Grade requirements**

Grading: A-F. A C- or better is required to fulfill this GE Requirement.<sup>3</sup>

### **Class size**

Class sections shall be limited to 35 students.<sup>4</sup>

### **Supplementary assistance**

Some students may require special or more assistance than the regular class can provide. In such cases, faculty shall refer the student to the appropriate program for special or supplementary assistance.

### **Instructor qualifications**

1. A thorough understanding of Area 6 general education requirements and its implementation;
2. excellence in teaching;
3. an appropriate terminal degree, or master's degree with demonstrated knowledge and expertise in ethnic studies or related fields such as: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicanx/Latinx Studies (CCS);
4. college-level teaching experience or graduate training that demonstrates qualifications to teach in one of the ethnic studies areas (NAS/AIS, AFAM, AAS, CCS);
5. a professional commitment to the learning needs of a diverse student body.

Graduate teaching associates shall be allowed to teach a GE class only after training and under the close supervision of an expert in the field.

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<sup>3</sup> This recommendation was supported by the Dean's Office in the College of Social Sciences as to ensure "*that students have engaged the course concepts in a meaningful way and are able to apply ethnic studies theory and knowledge to actively engage with anti-racist and anti-colonial issues and contribute to the building of a more just and equitable society.*"

<sup>4</sup> This recommendation was supported by the Dean's Office in the College of Social Sciences due to the strong pedagogical rationale for smaller class sizes.

# **SJSU Studies (Upper-Division GE)**

## **Integrated Knowledge**

SJSU Studies courses help students integrate knowledge between and among disciplines. An educated person is able to apply concepts and methods learned in one area to other areas as part of a lifelong learning process. SJSU Studies courses develop abilities that enable students to live and work intelligently, responsibly, and cooperatively in multicultural societies and to develop abilities to address complex issues and problems using analytical skills and creative techniques.

The three SJSU Studies categories—UD Area 2/5, UD Area 4, UD Area 3—meet CSU requirements for 9 units of upper-division courses in GE Areas 2 or 5, 3 and 4. Per CSU GE Policy, upper-division GE courses are designed to be taken after upper-division status is attained. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in Area 1 (English Communication and Critical Communication), and Area 2 (Mathematical Concepts and Quantitative Reasoning) and any prerequisites required by the specific courses prior to enrolling in SJSU Studies courses. Upper-division standing is required, and completion of, or co-registration in, a 100W is strongly recommended.

## **UD Area 2/5: Earth, Environment, and Sustainability (Upper Division Area 2 or 5)**

UD Area 2/5 courses apply the scientific method and quantitative reasoning to engage in ethical, civic-minded inquiry around sustaining the earth, its environments and its inhabitants.

### **A. Goals**

In UD Area 2/5 courses, students apply knowledge of scientific theories and concepts as well as quantitative reasoning to explore the relationship between humans and the natural environment. Students achieve an understanding of the role that science plays in addressing complex issues, as well as the potential limits of scientific endeavors and the value systems and ethics associated with scientific inquiry.

### **B. GE UD Area 2/5 Learning Outcomes**

Upon successful completion of an UD Area 2/5 course, students should be able to:

1. apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;
2. apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;
3. communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science; and
4. explain ethical, social, and civic dimensions of scientific inquiry.

### **C. Content**

1. Courses shall focus on issues or present perspectives from different academic



- disciplines and include an integrative assignment appropriate to the course content.
2. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
  3. Assignments must utilize library research and oral and written communication skills.
  4. Courses shall promote reflective processes and critical analysis of the civic relevance and ethical dimensions of course topics.
  5. Materials must include primary sources appropriate to the disciplinary approaches used in the course (Examples include, but are not limited to, original creative works, scholarly journal articles, interviews, oral histories, historical documents).

### **Writing requirement**

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline. Written assignments should provide students with practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the writing requirement.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Class size**

UD Area 2/5 course sections shall normally be limited to 40 students. Departments that teach UD Area 2/5 sections with enrollments of more than 40 students must provide a summary, in the GE section of the Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed in larger sections.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Teaching associates shall be allowed to teach a GE class only after training and under close supervision of an expert in the field.

## **UD Area 4: Self, Society, and Equality in the U.S.** **(Upper Division Area 4)**

In UD Area 4 courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and

justice in the United States. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

### **A. Goals**

In UD Area 4 courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of equality, structured inequality and justice in the United States. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

### **B. GE UD Area 4 Learning Outcomes**

Upon successful completion of an UD Area 4 course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

### **C. Content**

1. Courses shall focus on issues or present perspectives from more than one academic discipline and include an integrative assignment appropriate to the course content.
2. Courses shall require students to build on basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) and knowledge gained in Core General Education courses.
3. Courses shall promote reflective processes and critical analysis of the civic relevance and ethical dimensions of course topics.
4. Course materials (e.g., readings, research) must include primary sources appropriate to the disciplinary perspectives employed in the course (Examples include, but are not limited to, original creative works, scholarly journal articles, interviews, oral histories, and historical documents)

### **Writing requirement**

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline. Written assignments should give students practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the writing requirement.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Class size**

UD Area 4 course sections shall normally be limited to 40 students. Departments teaching sections with enrollments of more than 40 students must provide a summary, in the GE section of the Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed in larger sections.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Teaching associates shall be allowed to teach a GE class only after training and under close supervision of an expert in the field.

## **UD Area 3: Cultures and Global Understanding (Upper Division Area 3)**

Courses in Cultures and Global Understanding examine multiple aspects of human expression in cultures and societies outside the United States. By reflecting on how traditions of cultures outside the United States have influenced the United States' cultures and societies, students deepen their understanding of various cultures.

### **A. Goals**

Courses in Cultures and Global Understanding examine multiple aspects of human expression in cultures and societies outside the United States, including how such cultures develop and influence one another as well as U.S. cultures and societies. Upper-division courses that teach advanced foreign language and culture are eligible for this category.

### **B. GE UD Area 3 Learning Outcomes**

Upon successful completion of an UD Area 3 course, students should be able to:

1. analyze the historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, and designs), from at least one cultural tradition outside the United States;
2. examine how creative works of human expression [as defined in #1] outside the United States have influenced United States' cultures;
3. explain how a culture outside the U.S. has changed in response to internal and external influences; and
4. appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.

### **C. Content**

1. Courses shall address significant achievements of the human intellect and imagination in a comparative context.
2. Courses shall focus on issues or present perspectives from more than one academic discipline, and include an integrative assignment appropriate to the course content.
3. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
4. Courses shall promote reflective processes and critical analysis of course materials and topics.
5. Course materials (e.g., readings, research) shall include primary sources appropriate to the disciplinary approaches used in the course. Examples include, but are not limited to, original creative works, scholarly journal articles, interviews, oral histories, and historical documents.

### **Writing requirement**

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline. Written assignments should provide students with practice and feedback throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the writing requirement.

### **Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

### **Class size**

UD Area 3 course sections shall normally be limited to 40 students. Departments teaching UD Area 3 sections with enrollments exceeding 40 students must provide a summary, in the GE section of the Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed.

### **Instructor qualifications**

1. an understanding and appreciation of general education;
2. excellence in teaching;
3. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
4. college-level teaching experience or graduate training in the subject matter of the course; and
5. a professional commitment to the learning needs of a diverse student body.

Graduate teaching associates shall be allowed to teach a GE class only after training and under close supervision of an expert in the field.

## **Graduation Course Requirements (Not General Education)**

In addition to the General Education Program course requirements described herein, students

must fulfill additional requirements for the baccalaureate degree at San José State University. These include completion of an approved major program of study, an SJSU-specific physical education requirement, and two CSU-mandated graduation requirements: American Institutions Requirements and Writing in the Disciplines.

## **American Institutions Requirement**

The American Institutions (AI) requirement is based on the premise that any student graduating from the CSU should have an understanding of the history and governmental institutions of the United States and the State of California. This requirement, which was put in place by the State of California, is laid out in California State University [Executive Order 1061](#). The original mandate appears in State Education Code Title 5, Section 40404.

### **A. Goals**

Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should develop civic skills, interests, and values through exposure to diverse perspectives on the historical events and political processes that have shaped the social, economic, and political systems in which they live.

Students should be able to apply their values, skills, and knowledge of the historical development of the United States, American institutions and ideals, and the processes of state and local government to multicultural, community, and environmental interests.

Courses that meet American Institutions requirements fall into three areas, as specified in Title 5:

1. The historical development of American institutions and ideals (**Area US1**);
2. The Constitution of the United States and the operation of representative democratic government under that Constitution (**Area US2**); and
3. The process of California state and local government (**Area US3**).

### **B. Area Learning Outcomes:**

#### **ALO 1 (US1)**

To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).

As students explore the historical development of the United States, they should be able to evaluate and synthesize different positions, support analysis with relevant evidence, and create evidence-based interpretations of:

- A. major subtopics in United States history, such as Native Americans and their interactions with the U.S. government; slavery and its legacies; the foundational ideals of the American Republic; colonization and territorial expansion; economic development; political reform and reaction; immigration to the United States and the experiences of immigrants; foreign relations; wars and conflicts; movements including religious, labor, civil rights, feminist, and environmental.
- B. multiple perspectives related to, for example, diverse cultures, communities, and

environments; age, gender, and sexuality; the history and experience of racial, ethnic, and religious minorities; the experiences of people with disabilities; and patterns of race and class relations.

## **ALO 2 (US2)**

To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.

As students explore the meaning and content of the democratic process as it has evolved in the United States, at a minimum they should be able to evaluate:

- A. the foundations of the political system, including the evolution of the U.S. Constitution, political culture, separation of powers, federalism, and relations among various levels of government. Students will also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary as well as the bureaucracy;
- B. the links between the people and the political system of the United States, including voting and other forms of participation, as well as other content areas such as tribal governments, political parties, interest/lobbying groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, which may include the tension between various freedoms of expression, including issues related to censorship and freedom of speech, due process, and the maintenance of order; and
- C. connections to issues of justice/injustice, including the efforts to end racial, gender, and other forms of discriminatory practices in both the public and private sectors.

## **ALO3 (US3)**

To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local levels, taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation.

As students explore the operations of government at the state level, they should be able to evaluate:

- A. the foundations of the California political system, the similarities and differences between the California and U.S. Constitutions, and the relationship between state and local government in California; and
- B. the evolving relationships of state and local government with the federal government, such as the relationship with tribal governments; the generation and resolution of conflicts; the establishment of cooperative processes under the constitutions of both the state and nation; and the political processes involved.

## **C. Content**

### **American Institutions courses that meet General Education Requirements**

San José State permits designated courses that fulfill the AI requirement to satisfy General Education requirements in Area 3: Arts and/or Humanities, Area 4: Social and Behavioral

Sciences, UD Area 4: Self, Society and Equality in the U.S., and in UD Area 3: Cultures and Global Understanding. In addition to meeting the above content requirements, proposals for such courses must include:

1. clear evidence that student learning outcomes specific to the block or GE Requirement are being taught and assessed and
2. course content in outline that demonstrates adequate time devoted to teaching and assessing American Institutions outcomes.

## **Writing in the Disciplines**

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions.

### **A. Goals**

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both specialized and general audiences. Writing in the Disciplines courses should reinforce and advance the abilities developed in Written Communication I (1A) and Critical Thinking and Writing (1B) courses, and broaden and deepen these to include mastery of the discourse particular to the discipline(s) in which the course is taught. A minimum grade of C (not including C-) meets this CSU graduation requirement.

### **B. Writing in the Disciplines Learning Outcomes**

Upon successful completion of a Writing in the Disciplines course, students should be able to:

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards;
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing; and
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

### **C. Content**

1. Writing in the Disciplines courses are discipline-specific. All courses will use language and forms of writing appropriate to the discipline.
2. Writing assignments shall total a minimum of 8000 words assigned throughout the semester, at least 4000 of which must be in revised final draft form. How the 8000-word minimum will be met and distributed must be clearly indicated on course syllabi.
3. Courses shall give students repeated practice in all phases of the writing process: prewriting, organizing, writing, revising, and editing.
4. Courses shall provide opportunities for students to revise drafts based on feedback from the course instructor. A single final term paper does not satisfy the requirement.

**Course prerequisites**

1. Completion of Area 1A: Written Communication and 1B: Critical Thinking and Writing with minimum grade of C-.
2. Declaration of major in the appropriate discipline
3. At least 60 earned semester units
4. Completion of appropriate placement mechanisms.

**Diversity requirement**

Issues of diversity shall be incorporated in an appropriate manner (as described in the Diversity Goals and Content section of these GE Guidelines).

**Grade Requirements**

**A-F.** Completing Writing in the Disciplines with a C or better is a SJSU graduation requirement.

**Class size and course duration**

Writing in the Disciplines course sections should be limited to 25 students. Departments teaching Writing in the Disciplines sections with enrollments exceeding 25 students must provide a summary, in the GE section of the Program Planning Study, indicating how practice, feedback, and revisions in writing are addressed.

Ordinarily, the minimum duration of 100W courses shall be no less than 8 weeks, in order to allow ample time for reflection and iteration that are critical to the development of writing skills. In some cases, departments may choose to teach 100W in sessions as short as 5 weeks, wherein they determine this would benefit student success while retaining instructional quality.

**Instructor qualifications**

1. excellence in teaching;
2. an appropriate terminal degree, or a master's degree with demonstrated knowledge and expertise in the subject matter;
3. college-level teaching experience or graduate training in the subject matter of the course; and
4. a professional commitment to the learning needs of a diverse student body.

**Supplementary assistance**

Some students may require special or more assistance than the regular class can provide. In such cases, faculty shall refer the student to the appropriate program for special or supplementary assistance.

**Physical Education Requirement**

SJSU's physical education graduation requirement reflects the conviction that educating the whole student, both mind and body, is critical. This two-unit requirement is designed to enhance learning and student success while laying a foundation for lifelong health and well-being. Students may satisfy this requirement by taking two distinct 1-unit activity courses or by taking a single activity course of two or more units.



## A. Goals

The PE requirement promotes development of a repertoire of skills for constructive leisure activity and a physically active lifestyle important to maintaining health. By expanding students' knowledge and skills in physical activities, the PE requirement aims to develop habits of mind and body that will support students' health and well-being across the life-span.

## B. Student learning

Upon successful completion of the PE requirement, students should be able to:

1. Demonstrate understanding of the influence physical activity has on physical and mental well-being; and
2. develop a repertoire of skills for constructive leisure activity and a physically active lifestyle important to maintaining health and well-being.

## Approved Exceptions and Substitutions

1. **Students in majors that have been granted exceptions to this requirement.** A current list of such exceptions is published on the Major Exceptions and Modifications for GE and SJSU Studies page in the SJSU Catalog.
2. **Transfer students in specified majors.** A current list of such exceptions is published on the Major Exceptions and Modifications for GE and SJSU Studies page in the SJSU Catalog.
3. Two units of **Intercollegiate Athletics** may be used to satisfy the PE requirement.
4. Students who complete the **ROTC program** at SJSU are exempt from the PE requirement.
5. **Veterans who have completed at least one year of active duty in the armed services** (Army, Navy, Air Force, Marines, Coast Guard or Space Force) have satisfied the physical education requirement (Credit for Military Training in Non-Collegiate Settings section).

## Appendix - Mapping of WID, AI, GE ALOs to GE PLOs

The mapping below shows how each GE area contributes to GE Program Learning Outcomes. Refer to Section "GE Program Assessment and Continuing Certification of GE Courses".

|            | PLO1<br>Oral<br>Comm<br>uni<br>cation | PLO2<br>Writte<br>n<br>Comm<br>uni<br>cation | PLO3<br>Critical<br>Thinki<br>ng | PLO4<br>Quant<br>itative<br>Reas<br>oning | PLO5<br>Infor<br>matio<br>n<br>Litera<br>cy | PLO6<br>Diver<br>sity,<br>Inclus<br>ion &<br>Justic<br>e | PLO7<br>Civic &<br>Global<br>Engag<br>ement | PLO8<br>Integr<br>ation<br>&<br>Applic<br>ation | PLO9<br>Refl<br>ectio<br>n &<br>Self<br>Asses<br>sment |
|------------|---------------------------------------|--|----------------------------------|---|---|--|---|---|--|
| Area<br>1A |                                       | X  | X                                |   |   |  |   | X   |  |

|                       |   |   |   |   |   |   |   |   |   |
|-----------------------|---|---|---|---|---|---|---|---|---|
| Area 1B               |   | X | X |   | X |   |   |   |   |
| Area 1C               | X |   | X |   | X | X |   | X |   |
| Area 2                | X | X | X | X |   |   |   | X |   |
| Area 3A               |   | X | X |   | X | X |   | X | X |
| Area 3B               |   | X | X |   | X | X |   | X | X |
| Area 4                |   |   | X |   |   | X | X |   |   |
| Area 5A               |   | X | X |   | X |   |   | X |   |
| Area 5B               |   | X | X |   | X |   |   | X |   |
| Area 5C               |   | X | X |   | X |   |   | X |   |
| Area 6                |   |   | X |   |   | X | X | X |   |
| UD Area 2/5           |   | X | X | X | X |   | X | X |   |
| UD Area 4             | X |   | X |   |   | X |   | X | X |
| UD Area 3             |   |   | X |   | X |   | X | X | X |
| WID                   |   | X | X |   | X |   |   |   |   |
| American Institutions |   |   | X |   |   | X | X |   | X |

|  |  |
|--|--|
| <b>Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits. Goal 1 has five learning outcomes (PLOs 1-5):</b>   |  |
| <b>PLO 1. [Oral Communication] Create and deliver logically-organized, well-supported, and compelling messages both in presentation and in conversation for specific audiences and diverse settings.</b>                         |  |
| 1C GEALO 1   | identify and critically evaluate socially significant topics, then compose and deliver oral extemporaneous presentations on these topics;  |
| 1C GEALO 2   | engage in critical and analytical listening;   |
| 1C GEALO 3   | analyze audiences and adapt oral presentations to accomplish the purpose of a speech;  |
| 1C GEALO 4   | create a clear central message that demonstrates an understanding of socially significant issues;  |
| 1C GEALO 5   | demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation |
| 2 GEALO 1  | use mathematical methods to solve quantitative problems, including those presented in verbal form;   |
| UD AREA 4<br>GEALO 4   | engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.   |
| <b>PLO 2. [Written Communication] Develop and practice a writing process that accounts for the goals, dynamics, and genres of written communication, with special attention to the conventions of writing at the university.</b> |  |
| 1A GEALO 1   | demonstrate knowledge and understanding of the content, context, effectiveness, and form of written communication;   |
| 1A GEALO 2   | perform essential steps in the writing process (prewriting, organizing, composing, revising, and editing);   |
| 1A GEALO 3   | articulate an awareness of and write according to the rhetorical features of texts, such as purpose, audience, context, and rhetorical appeals;  |
| 1A GEALO 4   | integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres;   |
| 1A GEALO 5   | demonstrate college-level language use, clarity, and grammatical abilities in writing  |
| 1B GEALO 2   | use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;  |
| 2 GEALO 2  | interpret and communicate quantitative information using language appropriate to the context and intended audience;  |

|                        |  |
|------------------------|--|
| 3A GEALO 2             | explore and articulate their own subjective aesthetic and intellectual responses to such works;  |
| 3A GEALO 4             | research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art                |
| 3B GEALO 2             | explore and articulate their own subjective aesthetic and intellectual responses to such texts;  |
| 3B GEALO 4             | research and write effective analyses of works of the human intellect and imagination  |
| 5A,B,C GEALO 2         | apply scientific principles and communicate in ways appropriate to the discipline about the process and results of scientific discovery; |
| UD AREA 2/5<br>GEALO 3 | communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science;     |

|   |  |
|---|--|
| WID 1   | explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;   |
| WID 2   | organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards;   |
| WID 3   | locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;   |
| WID 4   | produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression  |
|   |  |
| <b>PLO 3. [Critical Thinking] Identify and analyze a subject/topic/issue/problem of significance by evaluating the merits of different positions or perspectives; support the analysis with relevant evidence and information while stating assumptions; and draw evidence-based conclusions.</b> |  |
| 1A GEALO 4  | integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres;   |
| 1B GEALO 1  | locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation; |
| 1B GEALO 2  | use a range of rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view;  |
| 1B GEALO 3  | identify and critically evaluate the assumptions in and the contexts of arguments;   |
| 1B GEALO 4  | use inductive and deductive logic to construct valid, evidence-supported arguments and draw valid conclusions  |
| 1C GEALO 1  | identify and critically evaluate socially significant topics, then compose and deliver oral  |

|  |            |  |
|--|------------|--|
|  |            | extemporaneous presentations on these topics;  |
|  | 1C GEALO 2 | engage in critical and analytical listening;   |
|  | 1C GEALO 3 | analyze audiences and adapt oral presentations to accomplish the purpose of a speech;  |
|  | 2 GEALO 3  | reason, model, draw conclusions, and make decisions based on numerical and graphical data;   |
|  | 3A GEALO 1 | identify aesthetic qualities and processes that characterize works of the human intellect and imagination;                           |
|  | 3A GEALO 3 | analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;                      |
|  | 3A GEALO 4 | research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art            |
|  | 3B GEALO 1 | analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;           |
|  | 3B GEALO 3 | analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines;                            |
|  | 3B GEALO 4 | research and write effective analyses of works of the human intellect and imagination  |
|  | 4 GEALO 2  | compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts |

|  |                |   |
|--|----------------|---|
|  | 4 GEALO 4      | draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues   |
|  | 5A,B,C GEALO 1 | demonstrate knowledge of scientific theories, concepts, and data used in the physical and life sciences;  |
|  | 5A,B,C GEALO 2 | apply scientific principles and communicate in ways appropriate to the discipline about the process and results of scientific discovery;  |
|  | 5A,B,C GEALO 3 | access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;  |
|  | 5A,B,C GEALO 4 | use methods derived from current scientific inquiry to form evidence-based opinions about science-related matters of personal, public, and ethical concern  |
|  | 6 GEALO 1      | analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism. |

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| 6 GEALO 2              | apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.   |
| 6 GEALO 3              | critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.   |
| 6 GEALO 4              | critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies. |
| UD AREA 2/5<br>GEALO 1 | apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;  |
| UD AREA 2/5<br>GEALO 3 | communicate a scientific finding, assertion, or theory to a general audience with the integrity and rigor of the underlying science;  |
| UD AREA 2/5<br>GEALO 4 | explain ethical, social, and civic dimensions of scientific inquiry   |
| UD AREA 4<br>GEALO 1   | describe how identities are shaped by cultural and societal influences within contexts of equality and inequality;  |
| UD AREA 4<br>GEALO 2   | analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;   |
| UD AREA 4<br>GEALO 3   | evaluate social actions which have or have not led to greater equality and social justice in the U.S.;  |
| UD AREA 3<br>GEALO 1   | analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;   |
| UD AREA 3<br>GEALO 2   | examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures   |
| UD AREA 3<br>GEALO 3   | explain how a culture outside the U.S. has changed in response to internal and external influences;   |
| WID 1                  | explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;  |
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| <b>PLO 4. [Quantitative Reasoning] Analyze, interpret and represent quantitative information in various forms to examine a question; explain the processes behind data collection and generation; and communicate evidence in support of an argument or purpose while stating assumptions, limitations, and biases, and drawing appropriate conclusions.</b> |   |
| 2 GEALO 1  | use mathematical methods to solve quantitative problems, including those presented in verbal form;  |
| 2 GEALO 2  | interpret and communicate quantitative information using language appropriate to the context and intended audience;   |
| 2 GEALO 3  | reason, model, draw conclusions, and make decisions based on numerical and graphical data;  |
| 2 GEALO 4  | apply mathematical or quantitative reasoning concepts to solve real life problems   |
| UD AREA 2/5<br>GEALO 2   | apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;  |
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| <b>PLO 5. [Information Literacy] Identify information needs, locate and access relevant and credible information while accounting for bias, and use information legally and ethically.</b>   |   |
| 1B GEALO 1   | locate, interpret, evaluate, and synthesize evidence in a comprehensive way, including through library research; and integrate research findings into oral and written arguments through appropriate citation and quotation;  |
| 1B GEALO 3   | access, critically evaluate, and represent scientific information in various forms and draw appropriate conclusions;  |
| 1C GEALO 5   | demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation.   |
| 3A GEALO 4   | research and apply relevant aesthetic criteria and/or artistic conventions in effective written responses to works of art.  |
| 3B GEALO 4   | research and write effective analyses of works of the human intellect and imagination.  |
| 5A,B,C GEALO 3   | reason, model, draw conclusions, and make decisions based on numerical and graphical data;  |
| UD AREA 2/5<br>GEALO 1   | apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;  |
| UD AREA 3<br>GEALO 1   | analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States; |

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| WID 2 | organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; |
| WID 3 | locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;                                       |
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**Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment. Goal 2 has two learning outcomes (PLOs 6 and 7):**

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| <b>PLO 6. [Diversity, inclusion, and justice] Examine diverse cultures, communities, and environments; explore different perspectives; analyze connections to issues of justice/injustice; and prepare to live and work responsibly and cooperatively in multicultural societies.</b> |   |
| 1C GEALO 4  | create a clear central message that demonstrates an understanding of socially significant issues;   |
| 3A GEALO 3  | analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;   |
| 3B GEALO 1  | analyze and understand works of philosophical and humanistic importance, including their temporal and cultural dimensions;  |
| 4 GEALO 1   | demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;  |
| 4 GEALO 2   | compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;   |
| 4 GEALO 3   | place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;  |
| 4 GEALO 4   | draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.  |
| 6 GEALO 1   | analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism; |
| 6 GEALO 2   | apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society;               |
| 6 GEALO 3   | critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age;                           |



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| 6 GEALO 4            | critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies;                          |
| 6 GEALO 5            | describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.   |
| UD AREA 4<br>GEALO 1 | describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities; |
| UD AREA 4<br>GEALO 2 | analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;  |

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| UD AREA 4<br>GEALO 3   | evaluate social actions which have or have not led to greater equality and social justice in the U.S.;  |
| UD AREA 4<br>GEALO 4   | engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.  |
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| <b>PLO 7. [Civic and global engagement] Engage with global perspectives and knowledge; develop civic skills, interests, and values; and apply knowledge, skills and values to multicultural, community, and environmental interests.</b> |   |
| 4 GEALO 1  | demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;          |
| 4 GEALO 2  | compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;   |
| 4 GEALO 3  | place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;  |
| 4 GEALO 4  | draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.                    |
| 6 GEALO 5  | describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society |
| UD AREA 2/5<br>GEALO 4   | explain ethical, social, and civic dimensions of scientific inquiry.  |

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| UD AREA 3<br>GEALO 1 | analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;   |
| UD AREA 3<br>GEALO 2 | examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;  |
| UD AREA 3<br>GEALO 3 | explain how a culture outside the U.S. has changed in response to internal and external influences;   |
| UD AREA 3<br>GEALO 4 | appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.   |
| AI ALO 1             | To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).                                 |
| AI ALO 2             | To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.   |
| AI ALO 3             | To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local level taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation. |

**Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses. Goal 3 has two learning outcomes (PLOs 8 and 9):**

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| <b>PLO 8. [Integration and Application]: Integrate and apply knowledge and methods from more than one discipline or area of study to explore a complex question, address an issue, or produce a creative work.</b> |  |
| 1A GEALO 4   | integrate their ideas and those of others by synthesizing, explaining, analyzing, developing, and criticizing ideas effectively in several genres;   |
| 1C GEALO 4   | create a clear central message that demonstrates an understanding of socially significant issues;  |
| 1C GEALO 5   | demonstrate the ethical responsibilities of a public speaker by addressing the economic, legal, and social aspects of topics; and by locating and evaluating sources and integrating research through appropriate citation |
| 2 GEALO 4  | apply mathematical or quantitative reasoning concepts to solve real life problems  |
| 3A GEALO 3   | analyze the role and impact of the creative arts in culture and on the interrelationship of self and community;  |

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| 3B GEALO 3          | analyze and assess ideas of value, meaning, and knowledge, as produced within the humanistic disciplines   |
| 4 GEALO 4           | draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.   |
| 5A,B,C GEALO 4      | use methods derived from current scientific inquiry to form evidence-based opinions about science-related matters of personal, public, and ethical concern   |
| 6 GEALO 2           | apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society;  |
| 6 GEALO 4           | critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler colonialism, multiculturalism, language policies                           |
| UD AREA 2/5 GEALO 1 | apply scientific principles and the scientific method to answer questions about living and non-living systems"apply scientific principles and the scientific method to answer questions about earth, the environment, and sustainability while recognizing the limits of both the method and principles;   |
| UD AREA 2/5 GEALO 2 | apply mathematical or quantitative reasoning concepts to the analysis and generation of solutions to issues of earth, the environment, and sustainability;   |
| UD AREA 4 GEALO 1   | describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, intersectionalities; |
| UD AREA 4 GEALO 4   | engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.   |
| UD AREA 3 GEALO 3   | explain how a culture outside the U.S. has changed in response to internal and external influences;  |

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| <b>PLO 9. [Reflection and Self-Assessment]: Evaluate and reflect on one's own learning while building on prior knowledge and life experience.</b> |   |
| 3A GEALO 2  | explore and articulate their own subjective aesthetic and intellectual responses to such works;   |
| 3B GEALO 2  | explore and articulate their own subjective aesthetic and intellectual responses to such texts;   |
| UD AREA 4 GEALO 2   | analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures; |

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|  | UD AREA 3<br>GEALO 4 | appraise how the study of creative works of human expression from outside the United States shapes one's own understanding of cultural experiences and practices.   |
|  | AI ALO 2             | To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.   |
|  | AI ALO 3             | To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local level taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation. |