POLICY ON GENERAL EDUCATION
(GE Policy)

(This policy supersedes Policy Statements 21-09, 19-08, 12-00, 08-00, 00-00, 98-00, 96-00, 91-00 (Rev.) (1994), 91-00, 87-01, 83-04 supplements #2 (1987) and #1 (1985), 83-04, 81-11 amended (1988), 81-11 amended (1985), 81-11 supplement #1 (1982), 81-11, 80-06 supplements #3 (1987), #2 (1987), and #1 (1983), 80-06, 79-28, 79-20, 79-16, 78-23, 77-29, 76-04, 75-02, 73-09, 73-05, 72-15, 72-03, 71-23, 71-21.)

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1.0 INTRODUCTION

1.1 Preamble

Students at CSULB earn highly valued degrees by completing at least two programs: their degree program (major) and CSULB's General Education (GE) Program. While the major focuses on discipline-specific education and sometimes prepares students for specific

professions, the GE Program teaches a broad base of knowledge from a variety of disciplines so that students can lead engaged and meaningful lives exemplifying our CSULB values of intellectual rigor, inclusive excellence, and the public good. In the liberal arts tradition, the GE Program introduces students to new areas and gives them knowledge and skills that may or may not be related to their disciplines, rather than primarily complementing the major directly or catering to students' preexisting interests.

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

1.2 Governing Documents

CSU Policy on General Education Requirements (EO 1100, revised May 2024) states that the total number of GE units required shall not be fewer or greater than 43 semester units, as described in Section 3.0. The Policy is issued pursuant to several sections of Title 5, California Code of Regulations.

1.3 GE Learning Outcomes

In order to be certified in a particular GE Subject Area, courses must have Student Learning Outcomes (SLOs) that are aligned with that specific GE Subject Area. A separate implementation document defining GE SLOs ("General Education Area-Specific Learning Outcomes" - PDF) was approved by the Academic Senate in its initial iteration, and is maintained by the General Education Governing Committee (GEGC).

1.4 Commitment to GE Program

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

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

2.0 STRUCTURE OF THE GENERAL EDUCATION PROGRAM

The GE Program is organized as three sequential stages.

- The first is the **Foundation**: four courses designed to provide fundamental learning skills.
- The second is **Explorations**: eight courses (including a 1-unit laboratory) distributed across the curriculum that are intended to provide an opportunity to explore the various ways of acquiring and examining knowledge while continuing to develop learning skills.
- The third is **Upper-Division GE Courses**: three courses designed to integrate knowledge and skills developed earlier in the curriculum.

In completing the Foundation, Explorations, and Upper-Division stages of the GE Program, all students must complete the distribution pattern described in Section 3.0 below. At the upper-division level, students must take one three-unit course each in Subject Areas 2 or 5, 3, and 4. These courses should be taken either at California State University, Long Beach or another California State University campus. In order to bring coherence to the Upper-Division GE Courses and the entire GE Program, students may pursue a Concentration of courses (see Section 5.0 below).

2.1 Academic Preparation

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

2.2 Foundation

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

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

- One three-unit course in English Composition (Area 1A)
- One three-unit course in Critical Thinking (Area 1B)
- One three-unit course in Oral Communication (Area 1C)
- One three-unit course in Mathematical Concepts and Quantitative Reasoning (Subject Area 2)

2.2.1 Notes

- Detailed descriptions of these Subject Areas are found in Section 3.0 below.
- The Foundation curriculum should be completed by the time the student has completed thirty units of baccalaureate-level work at CSULB. Each course must be completed with a grade of C- or better.
- Courses in the Foundation curriculum will be numbered from 100 to 199.
- Any Foundation course that fulfills GE requirements in Area1A or Subject Area 2 must meet the requirements of EO 1110.

2.3 Explorations

After an early focus on fundamental learning and academic skills, students will have an opportunity to explore human knowledge in many disciplines. The Explorations stage encompasses all areas at the lower-division level outside the Foundation curriculum, as described in the Distribution sections in Section 3.0. It does not include the final nine units of upper-division GE that are distributed in Subject Areas 2, 3, 4 and 5 described below.
GE Courses that are not in the Foundation but are numbered from 100 through 199 may be appropriately taken at the same time as courses in the Foundation curriculum; however, the GEGC will establish expectations for such courses that will acknowledge the nature of the student audience.

Courses that demonstrably integrate skills and content or content-focused courses that are linked to skills courses are especially suitable for this level.

Although the primary purpose of Explorations is the development of breadth of knowledge, it is expected that all courses will offer opportunities for continued development of foundational skills. Reading, writing, oral discussion and presentation, problem solving, quantitative reasoning, and critically and analytically based research are central to the learning of content. For this reason, all courses in Explorations must have at least one pre- or co-requisite from the Foundation, and all Upper-Division GE Courses must have the entire Foundation curriculum as prerequisite.

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

2.4 Upper-Division GE Courses

The final stage of the GE Program encompasses nine upper-division GE units. All students, including transfer students who have completed a certified lower-division GE Program, must complete nine units of Upper-Division GE Courses in Subject Areas 2 or 5, 3, and 4 (one three-unit course in each Subject Area). Upper-division GE Courses should be restricted to students who have completed 60 semester units or more. This protects the integrity of the increasing

complexity of degree requirements, and it conserves upper-division courses for the graduating seniors whose degree completion could be slowed without access to required upper-division GE Courses. At the same time, the CSU is committed to providing the courses students need, when they need them. In exceptional cases only, a student may enroll in upper-division GE courses after they have attained sophomore standing, completed the entire Foundation (aka the Golden Four: oral communication, English composition, critical thinking, and mathematics/quantitative reasoning), and completed at least one GE Course from the Explorations stage.

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

Students must complete forty-three units of approved GE Courses, distributed as detailed below. After a Section on general criteria (3.1), each part of this Section of the policy details distribution as well as course content and instruction criteria specific to each Subject Area.

Courses certified as GE must meet two sets of criteria: the general criteria for what constitutes a GE Course, and the specific criteria for the Subject Area in which they are being certified.

3.1 General Criteria

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

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

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

Courses beyond the Foundation stage must continue to enhance the Foundation skills, as well as build additional skills as indicated in the descriptions of the specific levels. Wherever appropriate, instruction approved to fulfill the GE requirements should recognize the

contributions to knowledge and civilization that have been made by members of various cultural groups and genders. Wherever appropriate, the content of courses should include examples of the relationship of human and cultural diversity to the subject matter.

In order to be approved for a specific GE Subject Area, a course must include:

- for all GE courses: textbooks/readings and bibliography items that clearly address the Subject Area being requested;
- for all GE courses: Student Learning Outcomes (SLOs) dedicated to the Subject Area being requested and taken or adapted from the implementation document defining GE SLOs approved by the Academic Senate and maintained by the GEGC;
- for all GE courses: scheduled class topics that directly address the GELOs dedicated to the Subject Area being requested;
- for Foundation courses: at least two thirds of the SLOs, assignments, assessments, evaluative criteria, and final course grade dedicated to the Subject Area being requested; and
- for Exploration courses: at least one third of the SLOs, assignments, assessments, evaluative criteria, and final course grade dedicated to the Subject Area being requested.

Courses proposed for GE certification must use the forms provided and formal requirements set by GEGC.

3.2 Lower-Division General Education Courses

3.2.1 Subject Area 1, English Communication

3.2.1.1 Distribution

Students must complete nine units in Area 1, English Communication (all courses at the lower division level), as follows:

- Area 1A: Three units chosen from approved courses in English Composition.
- Area 1B: Three units chosen from approved courses in Critical Thinking.
- Area 1C: Three units chosen from approved courses in Oral Communication.

3.2.1.2 Criteria

3.2.1.2.1 Criteria for Areas 1A, English Composition, and 1C, Oral Communication

Courses in fulfillment of Areas 1A and 1C will develop students' knowledge and understanding of the form, content, context, and effectiveness of communication. Students will examine communication from the rhetorical perspective by practicing accuracy, reasoning, organization, and persuasion. Students will enhance their information literacy skills by developing their abilities to discover, critically evaluate, and ethically apply information, and by reading, writing, and listening effectively. Instruction will provide an understanding of the psychological basis and social significance of

communication, including how communication operates in various situations.

3.2.1.2.2 Criteria for Area 1A, English Composition

Courses in fulfillment of Area 1A will develop students' proficiency in English Composition. Coursework must include active participation and practice in written communication in English.

3.2.1.2.3 Criteria for Area 1B, Critical Thinking

Courses in fulfillment of Area 1B will develop students' knowledge and understanding of logic and its relation to language; of elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and of the ability to distinguish matters of fact from issues of judgment or opinion. Courses in fulfillment of Area 1B will develop students' abilities to analyze, critique, and advocate ideas; to reason inductively and deductively; and to reach well-supported conclusions.

3.2.1.2.4 Criteria for Area 1C, Oral Communication

Courses in fulfillment of Area 1C will provide students with the foundational knowledge and practice of public speaking in a democratic society, to enable them to successfully communicate ideas of an informative and persuasive nature in the public speaking mode, and to critically evaluate the speeches of others. Coursework must include active participation and practice in oral communication in front of a live audience in English.

3.2.2 Subject Area 2, Mathematical Concepts and Quantitative Reasoning

3.2.2.1 Distribution

Students must complete three units at the lower-division level in Subject Area 2, Mathematical Concepts and three units at the upper-division level in either Subject Area 2, Mathematical Concepts and Quantitative Reasoning or Subject Area 5, Physical and Biological Sciences. The distribution within Subject Area 2 is as follows:

- Subject Area 2: Three units chosen from approved courses in Mathematical Concepts and Quantitative Reasoning.
- Area 2-UD or 5-UD: Three units chosen from any upper-division course in Area 2 (Mathematical Concepts and Quantitative Reasoning) or Area 5 (Physical and Biological Sciences).

3.2.2.2 Criteria for Subject Area 2, Mathematical Concepts and Quantitative Reasoning

Courses in fulfillment of Subject Area 2 will develop students' mathematic/quantitative reasoning skills that can be applied in the various contexts defined by personal, civic, and professional responsibilities. Courses will focus on demonstrating a general understanding of how practitioners and scholars collect, analyze, and present data, build mathematical models,

and/or solve problems using quantitative methods that go beyond CSU first-year student admission requirements.

Courses in Subject Area 2 shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subject Area 2 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses that demonstrably address the criteria above.

3.2.3 Subject Area 3, Arts and Humanities

3.2.3.1 Distribution

Students must complete six units at the lower-division level and three units at the upper-division level in Subject Area 3, Arts and Humanities. Students must complete one lower-division course (three units) in Area 3A and one lower-division course (three units) in Area 3B. Students must also complete three additional units at the upper-division level in Subject Area 3, Arts and Humanities. The distribution within Subject Area 3, therefore, is as follows:

- Area 3A: Three units chosen from approved courses in the Arts (e.g. Arts, Cinema, Dance, Design, Film, Music, Theatre).
- Area 3B: Three units chosen from approved courses in the Humanities (e.g. Literature, Philosophy, Languages other than English).
- Area 3-UD: Three units chosen from any upper-division course in Subject Area 3.

3.2.3.2 Criteria

3.2.3.2.1 Criteria for Areas 3A, Arts (e.g. Arts, Cinema, Dance, Design, Film, Music, Theatre) and 3B, Humanities (Literature, Philosophy, Languages other than English)

Across the disciplines in Subject Area 3, students will cultivate intellect, imagination, sensibility and sensitivity. Activities may include participation in creative experiences; Subject Area 3, however, excludes courses that exclusively emphasize skills development.

3.2.3.2.2 Criteria for Area 3A, Arts (e.g. Arts, Cinema, Dance, Design, Film, Music, Theatre)

Courses in fulfillment of Area 3A will develop students' subjective as well as objective response to aesthetic experiences, as well as their understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through aesthetic, creative experiences and the corresponding study of works of human imagination. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and the role of the arts in human culture. Area 3A includes courses in art disciplines, for instance visual art, dance, theatre, creative writing, music, cinematography, film, and design.

Wherever appropriate, courses may address diverse artistic traditions.

3.2.3.2.3 Criteria for Area 3B, Humanities (e.g. Literature, Philosophy, Languages other than English)

Courses in fulfillment of Area 3B will develop students' understanding of the integrity of both emotional and intellectual responses, as well as cultivate and refine their cognitive and affective faculties through the corresponding study of works of the human imagination and also the history of thought. Courses in fulfillment of Area 3B will employ and teach the theoretical and methodological lenses provided by the humanities. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the humanities. Courses in languages other than English may be included in this requirement because of their implications for world cultures both in their linguistic structures and in their use in literature, but courses in languages other than English which are approved to fulfill this requirement must contain a cultural component and may not be solely skill acquisition courses. Wherever appropriate, courses may address the humanities in a variety of cultures.

3.2.4 Subject Area 4, Social and Behavioral Sciences

3.2.4.1 Distribution

Students must complete six units at the lower-division level and three units at the upper-division level in Subject Area 4, Social and Behavioral Sciences. As a part of Subject Area 4, students must complete:

- one approved course at either lower-division or upper-division in US History that fulfills the requirements articulated in Title 5, Section 40404 by meeting the Area 4A criteria listed in 3.2.4.2.1.1.
- one approved course at either lower-division or upper-division in Constitution and American ideals that fulfills the requirements articulated in Title 5, Section 40404 by meeting the Area 4B criteria listed in 3.2.4.2.1.2.

Area 4 has the following subareas:

- Area 4A: Approved lower-division courses in US History.
- Area 4B: Approved lower-division courses in Constitution and American Ideals.
- Area 4C: Approved lower-division courses in Social Sciences and Citizenship
- Area 4-UD: Approved upper-division courses in Subject Area 4.

3.2.4.2 Criteria

3.2.4.2.1 Criteria for Areas 4A, US History and 4B, Constitution and American Ideals

Across the disciplines in Area 4, students will learn how human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Subject Area 4 requirement, students will develop

an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems, and ethics employed in social scientific inquiry. Subject Area 4 excludes courses that emphasize skills development and professional preparation.

3.2.4.2.2 Criteria for Area 4A, US History

Courses in fulfillment of Area 4A will foster in students an awareness of United States history, as provided for in Title 5, Section 40404 of the California Code of Regulations. This requirement is intended to enable students to function as responsible and constructive citizens through exposure to the respective and collective experiences of the United States' diverse population, the development and functioning of its institutions, and the events and circumstances that have shaped United States history. These larger themes will be explored by interrogating multiple perspectives, assessing causes and consequences, understanding patterns of change and continuity, and evaluating historical and contemporary significance. Courses in fulfillment of Area 4A will, at a minimum, include the following:

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

3.2.4.2.3 Criteria for Area 4B, Constitution and American Ideals

Courses in fulfillment of Area 4B will give students a comprehensive understanding of and appreciation for American political institutions and processes established by the US Constitution and the California state constitutions, as provided for in Title 5, Article 40404 of the California Code of Regulations. Students will acquire the knowledge and skills necessary for

effective political participation and citizenship. Courses in fulfillment of Area 4B will, at a minimum, include the following course content:

- a comparison of different forms of government, including democracy, oligarchy and autocracy, with attention to how these are represented in the "mixed" American constitutional system;
- the political philosophy of the framers of the Constitution and the nature and operation of US political institutions and processes that operate under the Constitution as amended and interpreted;
- the rights and obligations of citizens in the political system established under that Constitution;
- the principles and practices of political organization, including political parties, interest groups, social movements and the news media;
- an examination of the interactions between and the evolution, development and contemporary dynamics of the American presidency, the United States Congress and the federal judiciary;
- an introduction to constitutionally and legislatively established administrative and regulatory institutions;
- an analysis of bureaucracies and their impact on citizens at the national, state, and local levels;
- an analysis of the US citizenry, including demography, political culture, public opinion and political behavior;
- the constitution of the state of California within a framework of the historical evolution of the state and the nature of the processes of state and local government under that constitution;
- the nature of federalism, including the relationship of federal to state and local practices, the resolution of jurisdictional conflicts, and the political processes involved.

3.2.4.2.4 Criteria for Area 4C, Social and Behavioral Sciences and History

Courses in fulfillment of Area 4C will foster in students an awareness that human social, political, and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas may be examined in their contemporary as well as historical settings.

3.2.5 Subject Area 5, Physical and Biological Sciences

3.2.5.1 Distribution

Students must complete seven units at the lower-division level in Subject Area 5, Physical and Biological Sciences. The distribution within Subject Area 5 is as follows:

- Area 5A: Three units chosen from approved courses in Physical Science.
- Area 5B: Three units chosen from approved courses in Biological Science.
- Area 5C: One additional unit must be taken in Area 5C for a laboratory course of not more than one semester unit value, taken in conjunction with a Physical Science (5A)

or Biological Science (5B) course. Three semester unit laboratory courses may be used to meet the laboratory requirement as long as the minimum unit value (7 units) is met for Subject Area 5. Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 semester unit.

3.2.5.2 Criteria

3.2.5.2.1 Criteria for Areas 5A, Physical Science and 5B, Biological Science
In Areas 5A and 5B, courses will focus on scientific theories, concepts, and data about the physical and biological aspects of the world. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

3.2.5.2.2 Criteria for Area 5C, Laboratory Course
The Area 5C laboratory must support learning by exposing students to scientific inquiry, the empirical nature of science, and hands-on experiences.

3.2.6 Subject Area 6, Ethnic Studies

3.2.6.1 Distribution
Students must complete three units in Area 6, Ethnic Studies. This lower-division, 3-unit requirement fulfills Education Code Section 89032. The requirement to take a 3-unit course in Area 6 shall not be waived or substituted.

3.2.6.2 Criteria for Subject Area 6, Ethnic Studies
To be approved for this requirement, courses shall have prefixes from the following departments/programs: African American, Asian American, Latinx American or Native American Studies. Similar course prefixes (e.g., from departments/programs such as Pan-African Studies, American Indian Studies, Ethnic Studies) shall also meet this requirement.

3.2.6.2.1 Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course from one of the departments/programs listed in 3.2.6.2.1.

3.2.6.3 GEGC may certify upper-division ethnic studies courses to satisfy the lower-division Area 6 requirement so long as adequate numbers of lower-division course options are available to students.

3.2.6.4 Ethnic studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for GE Subject Area 6 credit shall also fulfill this requirement (i.e., double count).

3.3 Upper-Division General Education Courses

All Upper-Division GE Courses must require students to demonstrate advanced college skills and knowledge such as synthesis and application of knowledge, analysis, critique, and research.

While Upper-Division GE Courses will only be classified as category 2, 3, 4, or 5, it is understood that at the upper-division level, such courses might involve the integration of these skills in a student's major. Project-based, interdisciplinary, and service learning courses are some examples where the emphasis on these skills will contribute to student success.

Upper-Division GE Courses are intended to help students integrate knowledge and skills developed earlier in the GE Program, working at a more advanced level than Foundation and Explorations courses. For a list of prerequisites for upper division GE classes, please see section 2.4.

3.3.1 Courses requesting certification at the upper-division level must meet the general criteria for GE Courses articulated in Section 3.1, the content criteria of at least one of the Subareas, *and* the general upper-division criteria for GE Courses articulated in this Section (3.3). However, these courses will only be categorized as 2-UD, 3-UD 4-UD, and 5-UD.

3.3.2 Each UD GE category must offer courses intended for students without prior experience in the discipline beyond an introductory course. Upper-division courses may have prerequisites that are not on the General Education Master Course List (i.e., discipline-specific prerequisites).

3.3.3 All courses approved for Subject Area 3 at the upper-division level will require at least 2,500 words of writing. No upper-division Subject Area 3 course shall have more than seventy enrolled students.

3.3.4 All nine units of upper-division GE courses (one each in Subject Areas 2 or 5, 3, and 4) should be taken at California State University, Long Beach or at another California State University campus.

4.0 GENERAL EDUCATION CONCENTRATIONS

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

Students need not choose a Concentration to complete GE requirements. Students can

declare a Concentration in consultation with an academic advisor and may switch Concentrations at any time. However, students can receive recognition on their transcript for no more than one Concentration. Failure to complete the declared Concentration will not prevent students from graduation as long as they complete the GE and other graduation requirements.

4.1 Framework

Concentrations may be developed by individual departments, by colleges, by other academic programs, or by collaborations among departments or academic programs. Broadly based Concentrations are encouraged. Concentrations should be housed in a department or an academic program and may be housed at the college level.

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

To create a Concentration, the following conditions must be met:

4.1.1 A Concentration must include at least 20 GE courses, at least six of which must be at the upper-division level.

4.1.2 A Concentration must include courses from at least three of the six GE Subject Areas: 1, 2, 3, 4, 5, and 6.

4.1.3 A Concentration must include courses from at least two colleges and from at least four different departments.

To complete a Concentration, students must:

4.1.4 declare the Concentration,

4.1.5 take at least four courses from the Concentration, one of which must be at the upper-division level,

4.1.6 take Concentration courses from at least three of the six GE Subject Areas, which must be from at least two colleges and at least four different departments.

4.2 Listing and Review

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

5.0 GENERAL REGULATIONS

5.1 Only courses on the General Education Master Course List at the time the student takes the course shall count for General Education (GE).

5.2 All courses may double-count for the major as well as the GE Program.

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

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

5.5 Within the GE requirements, no course may be designated to meet more than two Areas or Subareas in the GE Program.

5.6 A course with more than one GE designation may be counted (at the student's choice) in any one of the approved Subject Areas 1-6, but not in more than one.

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

5.8 GE Courses may be offered in various formats and instructional modalities (e.g., face-to-face, hybrid, or completely online) and in various time frames. Departments have the burden of demonstrating that the GE objectives and the expectations of student performance are maintained in all formats in which the course is taught.

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

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

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

6.0 UNIT REDUCTIONS IN HIGH-UNIT MAJORS

To achieve a reduction of required GE units for their students, the chairs of departments (or directors of programs) with high-unit degree majors may request—and the Curriculum and Educational Policies Council may recommend, with review by the Academic Senate—a

reduction of the required units. A full academic justification shall be submitted by the Vice Provost for Academic Programs to the Executive Vice Chancellor for Academic and Student Affairs of the CSU system, who shall submit his or her recommendation and the campus recommendation (along with all relevant documents) to the Chancellor of the CSU system. The Chancellor may grant exceptions to one or more requirements for students completing the particular program.

7.0 GENERAL EDUCATION REQUIREMENTS FOR RETURNING AND TRANSFER STUDENTS

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

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

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

8.0 GOVERNANCE OF THE GENERAL EDUCATION PROGRAM AND REVIEW OF COURSES

The authority to review and approve courses for inclusion in the General Education Master Course List belongs to the General Education Governing Committee (GEGC), with subsequent review by the Curriculum and Educational Policies Council (CEPC). The GE Program as a whole will be assessed by the General Education Evaluation Committee (GEEC). The GEEC will notify the GEGC of all decisions and reports to the IPAC. Membership and duties of the GEGC and GEEC shall be specified in a charge by the Academic Senate.

8.1 Review of GE Courses

Departments with courses undergoing review have the burden of proof that the requirements of the Subject Area, of the other expectations of the program level (Foundation, Explorations, Upper-Division), and of the course's contribution to the overall GE Program have been met. If GEGC at large denies a request for certification, the

proponent must wait no less than two semesters to resubmit a request for the same subarea for the same course. For example, if a lower-division course is denied certification for Area 4C during Fall, the proponent may not resubmit the same course for certification for Area 4C again before the next Fall semester.

8.2 Once a course has been approved for GE credit by the GEGC, it will be reviewed periodically by the GEEC. The standard period between reviews is five years. Courses approved for GE that have not been offered within a five-year period shall have GE status removed. Any course that undergoes substantial change requires appropriate reevaluation to remain on the list of approved courses. A request for inclusion in an additional GE Subject Area for a course already on the list of approved courses approved for GE requirements requires a review and evaluation of the course for all prior as well as requested GE Subject Areas by the GEGC.

Except in the case of courses that have not yet been offered, departments may be asked to provide anonymous examples of student work as evidence that course expectations are appropriate.

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

9.0 COURSE LIST APPEAL PROCEDURES

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

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

9.3 If a department discovers that one of its courses is approved for GE under a specific GE Subject Area and the course is not appropriate, that department must request that the course be deleted from the General Education Master Course List.

9.4 If after the appeal referred to above a college still disagrees with the judgment of the GEGC, it may appeal to the Curriculum and Educational Policies Council. If this is done, the GEGC will prepare for the council a statement of the reasons for its decision. The college will furnish the members of the council copies of the course justification and the additional materials provided for the committee. All materials shall be distributed to council members

prior to the meeting at which the matter is to be considered. Oral presentations may also be made at the Curriculum and Educational Policies Council meeting, if the college wishes.

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

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

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

10.0 CAMPUS-SPECIFIC GRADUATION REQUIREMENTS

In accordance with CSU Policy AA 2013-02. revised 08/10/2024, CSULB may add campus-specific graduation requirements as long as they do not violate established degree unit limits. Such campus-specific graduation requirements, if any, shall be articulated in separate CSULB Academic Senate policy statements.

EFFECTIVE: Fall 2025