

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

#### 3.1 Background

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

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

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

#### 3.2 CSU Student Learning Outcomes

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

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

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

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

- think clearly and logically;
- demonstrate information competency—finding and examining information critically;
- carry out effective oral communication;
- write effectively;

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

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

#### **3.3.1 Minimum Competency**

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

#### **3.3.2 Remediation**

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

### **Article 4 Subject Area Distribution**

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

**Area A      English Language Communication and Critical Thinking**  
**Minimum 9 semester units or 12 quarter units**

- one course in each subarea

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|-----------|------------------------------|---------------------------------------|
| <b>A1</b> | <b>Oral Communication</b>    | (3 semester units or 4 quarter units) |
| <b>A2</b> | <b>Written Communication</b> | (3 semester units or 4 quarter units) |
| <b>A3</b> | <b>Critical Thinking</b>     | (3 semester units or 4 quarter units) |

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

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

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

**Area B      Scientific Inquiry and Quantitative Reasoning**  
**Minimum of 12 semester units or 18 quarter units**

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

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

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

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

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

**Area C**

**Arts and Humanities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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