

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-001-245

General Education Update

General Education Committee

Date: 8/29/2024

Executive Committee
Received and Forwarded

Date: 10/30/2024

Academic Senate

Date: 11/6/2024
First Reading
12/4/2024
Second Reading

TITLE OF REFERRAL: General Education Update

BACKGROUND: The Chancellor's Office published an updated set of General Education Requirements in May 2024 that we are required to have in place for first-time students who begin at the CSU in Fall 2025. The updated CSU GE policy includes four primary changes:

1. New labels and organization of the requirements (e.g., A2 Written Communication becomes 1A English Composition);
2. The science lab experience is now a distinct 1-unit requirement;
3. One fewer lower-division course is included in the Arts and Humanities area; and
4. Lifelong Learning and Self-Development has been removed from the requirements.

The updates to CSU GE Requirements represent a reduction of 5-units from current lower-division GE requirements; however, not all majors will gain 5-units as a result of this change. There are programs that currently double-count major requirements with one or both of the courses removed from GE, and programs that currently rely on the lower number of science units to meet the 120-unit degree cap. It is also not yet clear whether the Chancellor's Office granted exceptions to the Critical Thinking course requirement will be continued, so majors with this exception may need to add 3-units to their degree requirements.

RESOURCES CONSULTED:

Academic Programs
Department Chairs
University Council of Chairs
CPP Faculty through consultation by GE Committee Members
University Town Halls

DISCUSSION:

Through consultation, several concerns have emerged regarding the update to the campus General Education pattern. These concerns can be summarized as follows:

Language and Policy Clarification: The GE Committee has proposed minor edits to the policy to address confusion surrounding specific terminology. This ambiguity could lead to misunderstandings among students regarding the new pattern.

Course Equivalencies: The original referral does not clarify how the new pattern corresponds to the previous course structure, nor does it indicate whether existing GE courses will be recertified under the new policy.

GE Student Learning Outcomes (SLOs): Following the introduction of new GE learning outcomes in spring 2023, there are concerns about which outcomes should be associated with

specific GE Areas. Additionally, questions have arisen about the minimum requirements for including SLOs, as well as the possibility of introducing GE courses with additional SLOs.

Upper-Division Prerequisites: Current campus practices allow for the inconsistent enforcement of the prerequisites for upper-division synthesis courses. This referral aims to establish Area 1, Area 2, and junior standing as prerequisites, which may create challenges for students in making timely progress toward graduation.

Reduction of GE Area C, GE Area D3, and GE Area E: A significant portion of the consultation process focused on the elimination of 9 units of GE since 2021-2022. The removal of these units has had a disproportional impact on the College of Letters, Arts, and Social Sciences. This referral effectively restricts students to double-counting the American Institutions Graduation Requirement with GE Area 4. In practice, students will not be exposed to the social and behavioral sciences outside of History and Political Science.

RECOMMENDATION:

The GE Committee has made the following recommendations:

Language and Policy Clarification: The GE Committee has provided edits to clarify portions of the policy.

Course Equivalencies: For each area in the new GE pattern, the GE Committee has specified the course equivalency to our current GE pattern. In addition, Section V.G. has been added to describe the recertification process.

GE Student Learning Outcomes (SLOs): The GE Committee has made several recommended changes. In Area 3 courses, we have recommended swapping 'Civic Literacy' with 'Intercultural Engagement'. In Area 6 courses, we have recommended adding 'Civic Literacy'. The GE Committee recommends continuing consultation on appropriate learning outcomes between the first and second reading. In addition, Section V.B.6 and V.B.7 have been added to describe how the GE Committee will assess new course proposals with these learning outcomes in mind.

Upper-Division Prerequisites: The policy has been updated in Area 3C, 4C, and 5D to include language encouraging students to complete Area 1 and Area 2 and to ideally reach junior standing. This will ensure that students make timely progress to graduation without creating bottlenecks in key areas of GE.

Reduction of GE Area C, GE Area D3, and GE Area E: To deal with these concerns, the GE Committee is advancing two reports for the Senate to vote on: Option A and Option B. Option A maintains the pattern originally submitted in the referral, with minor amendments made based on the concerns described above.

Option B came as a result of extensive consultation of campus stakeholders. The GE Committee

considered three separate proposals and came to the conclusion that we should formally present Option B as an alternative to the original referral.

Option B separates the American Institutions (History) requirement from GE Area 4A. Instead of allowing students to count GE Area 4A towards this requirement, students will now need to complete the American Institutions (History) requirement outside of GE. We have also updated the description of GE Area 4 to better reflect its focus on Social and Behavioral Sciences. Additionally, we recommend aligning the course equivalency for GE Area 4A with GE Area D3 from the 2020-2021 curriculum year, allowing some programs to once again count GE Area D3 towards major requirements.

The GE Committee, by a 7-6 vote, recommends adopting **Option B** as the **majority report** and our GE pattern, with **Option A** designated as the **minority report**.

In adopting Option B, **Policy 1342: Bachelor Degree Requirements** would need friendly amendments to reflect which areas of GE are double-counted.

GE Committee update between the First and Second Reading: The GE Committee has discussed implementing guidelines and a clearer process for the GE Committee to consider new course proposals. These guidelines are specified in the policy under V.B.7 and V.B.8. GE Committee is to consider new course proposals as they align with the relevant subject area requirements and SLOs. GE Committee also provided for potential consultation to occur with stakeholders on new GE courses, but refrains from mandating that consultation. These changes are updated in green.

Attached to this report:

Outline.pdf	Slides with tables outlining GE and graduation requirements
Option B.docx	Majority report (Option B) -American Institutions – History requirement separated from GE, minor modifications to policy
Option B markup.docx	Majority report (Option B) – changes are highlighted in blue, changes since first reading are highlighted in green
Option A.docx	Minority report (Option A) – original pattern submitted with referral, minor modifications to policy
Option A markup.docx	Minority report (Option A) – changes are highlighted in blue, changes since first reading are highlighted in green

Current CPP GE Pattern		Units	Proposed Pattern in GE-001-245		Units
A1	Oral Communication	3	1C	Oral Communication	3
A2	Written Communication	3	1A	English Composition	3
A3	Critical Thinking	3	1B	Critical Thinking	3
B1	Physical Sciences	3	5A	Physical Science	3
B2	Life Sciences	3	5B	Biological Science	3
B3	Laboratory	0	5C	Laboratory	1
B4	Mathematics/Quantitative Reasoning	3	2	Mathematical Concepts	3
B5	Science and Technology Synthesis (UD)	3	5D	UD Scientific Inquiry or Quantitative Reasoning	3
C1	Visual and Performing Arts	3	3A	Arts	3
C2	Lit, Languages, Philosophy, and Civilization	3	3B	Humanities	3
	Additional C1 or C2 course	3	<i>Reduction of Area C</i>		
C3	Arts and Humanities Synthesis (UD)	3	3C	Upper Division Arts & Humanities	3
D1	US History American Ideals	3	4A	Social and Behavioral Science	3
D2	US Constitution and CA Gov't	3	4B	Social and Behavioral Science	3
D4	Social Science Synthesis (UD)	3	4C	Upper Division Social and Behavioral Sciences	3
E	Lifelong Learning and Self-Development	3	<i>Reduction of Area E</i>		
F	Ethnic Studies	3	6	Ethnic Studies	3
Total		48	Total		43

Policy 1432: Bachelor Degree Requirements

As a separate policy from GE, undergraduates are required to complete the American Institutions requirement.

American Institutions Graduation Requirement		Units
American History		Double-counted GE D1
Political Science		Double-counted GE D2

Historically, these have been double-counted in GE D1 and GE D2.

New CSU GE Pattern		Units
1C	Oral Communication	3
1A	English Composition	3
1B	Critical Thinking	3
5A	Physical Science	3
5B	Biological Science	3
5C	Laboratory	1
2	Mathematical Concepts	3
5D	UD Scientific Inquiry or Quantitative Reasoning	3
3A	Arts	3
3B	Humanities	3
3C	Upper Division Arts & Humanities	3
4A	Social and Behavioral Science (GE D3 courses)	3
4B	Social and Behavioral Science (Political Science)	3
4C	Upper Division Social and Behavioral Sciences	3
6	Ethnic Studies	3
Total		43

Majority Report (Option B):

History is decoupled from the GE pattern, only found in American Institutions Graduation requirement.

Further preserves 3 units of our longstanding requirements.

GE D3 courses (2020-2021) are grandfathered in 4A.

American Institutions Graduation Requirement		Units
American History		3 (not double-counted)
Political Science		Double-counted with GE

New CSU GE Pattern		Units
1C	Oral Communication	3
1A	English Composition	3
1B	Critical Thinking	3
5A	Physical Science	3
5B	Biological Science	3
5C	Laboratory	1
2	Mathematical Concepts	3
5D	UD Scientific Inquiry or Quantitative Reasoning	3
3A	Arts	3
3B	Humanities	3
3C	Upper Division Arts & Humanities	3
4A	Social and Behavioral Science (History)	3
4B	Social and Behavioral Science (Political Science)	3
4C	Upper Division Social and Behavioral Sciences	3
6	Ethnic Studies	3
Total		43

Minority Report (Option A):

Senate could motion to approve minority report, if Option B fails. First reading would have to be waived.

American Institutions is satisfied in GE 4A and GE 4B.

Minority report includes minor modifications suggested by GE Committee.

American Institutions Graduation Requirement		Units
American History	Double-counted with GE	
Political Science	Double-counted with GE	

GE Committee Majority Report w/ markup
Option B

General Education Requirements Policy

I. *The Meaning and Purpose of General Education (GEMPS)*

The GE experience asks that students and faculty in our inclusive polytechnic community engage a breadth of subjects to encourage intellectual flexibility, empathy, creativity, curiosity, and rigor. The learning that takes place in GE supplements and complements the academic major. GE brings together diverse ways of knowing and doing to strengthen foundational skills, drive innovation, and adapt to new opportunities. Furthermore, it enables us to develop a deep understanding of one's self and respect for the complex identities of others, and to face the critical and ethical decisions we encounter throughout our lives.

II. *General Education Student Learning Outcomes (GE-SLOs)*

- II.A.** Oral Communication (OC): Students will express their ideas through acts of speech with an awareness of audience, purpose, and context.
- II.B.** Written Communication (WC): Students will express their ideas through the written word with an awareness of audience, purpose, and form.
- II.C.** Critical Thinking (CT): Students will engage in the logical process of inquiry to analyze information from multiple perspectives to develop reasoned arguments.
- II.D.** Quantitative Literacy (QL): Students will use quantitative information to draw inferences and communicate informed arguments.
- II.E.** Information Literacy (IL): Students will responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry.
- II.F.** Civic Literacy (CL): Students will apply civic knowledge, associated with historical structures of power, to self-discovery and responsibility to the community.
- II.G.** Intercultural Engagement (IE): Students will integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.

III. *General Education Unit Distribution*

AREA 1 - ENGLISH COMMUNICATION (9 semester units)

1A: ENGLISH COMPOSITION (3 semester units)

1B: CRITICAL THINKING (3 semester units)

1C: ORAL COMMUNICATION (3 semester units)

AREA 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (3 semester units)

AREA 3 - ARTS AND HUMANITIES (9 semester units)

3A: ARTS (3 semester units)

3B: HUMANITIES (3 semester units)

3C. UPPER DIVISION ARTS OR HUMANITIES (3 Upper division semester units)¹

AREA 4 - SOCIAL AND BEHAVIORAL SCIENCES (Two academic disciplines. 9 semester units)

4A. SOCIAL AND BEHAVIORAL SCIENCES (3 semester units)

4B. SOCIAL AND BEHAVIORAL SCIENCES – AMERICAN AND CALIFORNIA GOVERNMENT (3 semester units)²

4C. UPPER DIVISION SOCIAL AND BEHAVIORAL SCIENCES (3 Upper division semester units)²

AREA 5 - PHYSICAL AND BIOLOGICAL SCIENCES (One of the two lower-division courses must be associated with a 1 semester unit laboratory. 10 semester units)

5A: PHYSICAL SCIENCE (3 semester units)

5B: BIOLOGICAL SCIENCE (3 semester units)

5C: LABORATORY (1 semester unit)³

5D. UPPER DIVISION SCIENTIFIC INQUIRY OR QUANTITATIVE REASONING (3 Upper division semester units)

AREA 6 – ETHNIC STUDIES (3 semester units)⁴

IV. **General Education Subject Area Requirements**

AREA 1 - ENGLISH COMMUNICATION (9 semester units); one course in each area:

- Area 1A: English Composition (3 semester units)
 - Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization and accuracy. Students will enhance their skills in discovery, critical evaluation, and reporting of information, as well as reading, writing and listening effectively. Coursework must include active participation and practices in written communication in English.
 - GE-SLOs: Written Communication and at least one other GE-SLO
 - Course Equivalency Rule: GE Area A2 (2024-2025 Curriculum Year)
- Area 1B: Critical Thinking (3 semester units)
 - 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. 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.
 - GE-SLOs: Critical Thinking and at least one other GE-SLO
 - Course Equivalency Rule: GE Area A3 (2024-2025 Curriculum Year)
- Area 1C: Oral Communication (3 semester units)
 - Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization and accuracy.

Students will enhance their skills in discovery, critical evaluation, and reporting of information, as well as reading, writing and listening effectively. Coursework must include active participation and practices in oral communication in English.

- GE-SLOs: Oral Communication and at least one other GE-SLO
- Course Equivalency Rule: GE Area A1 (2024-2025 Curriculum Year)

AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (3 semester units)

- Area 2: Mathematical Concepts and Quantitative Reasoning (3 semester units)
 - Students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. In addition to traditional mathematics, Area 2 courses may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses.
 - GE-SLOs: Quantitative Literacy and at least one other GE-SLO
 - Course Equivalency Rule: GE Area B4 (2024-2025 Curriculum Year)

AREA 3: ARTS AND HUMANITIES (9 semester units); one course in each area:

Across the disciplines in Area 3 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 works of the 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 of the humanities in a variety of cultures.

Activities may include participation in individual aesthetic, creative experiences; however, Area 3 excludes courses that exclusively emphasize skills development. 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 and integrate a substantial cultural component. This may include literature, among other content.

- Area 3A: Arts (3 semester units)
 - Courses will enable students to experience and appreciate visual and performing arts in relation to the realms of creativity, imagination, visualization, and feeling that explore the meaning of what it is to be human. Courses shall include active participation in aesthetic and creative experience. Students will understand how disciplined, individual creativity and visualization could produce objects and models that are obviously useful or practical, and also clarify, intensify, and enlarge the human experience. Courses will provide a sense of the values that inform artistic expression and performance and their interrelationships with human society.
 - GE-SLOs: Intercultural Engagement and at least one other GE-SLO
 - Course Equivalency Rule: GE Area C1 (2024-2025 Curriculum Year)
- Area 3B: Humanities (3 semester units)
 - Literature and modern languages courses in Area 3B will provide students with an appreciation of languages and literature, underscoring both the relationships

between culture and language and the significance of literature in the interpretation of culture. Students in literature and foreign languages will better understand the implication of great creative writings and communicative customs and traditions of particular cultures. Instruction in these courses will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literary and linguistic heritage. Courses in languages other than English shall not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

- Philosophy and civilization courses in Area 3B will provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to critically examine the philosophical ideas and theories around which different civilizations have been organized and explore the complex developments of those civilizations. In the study of philosophy, students will come to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry. Courses should promote the capacity to make informed and responsible moral choices as well as encouraging a broad historical understanding.
- GE-SLOs: Intercultural Engagement and at least one other GE-SLO
- Course Equivalency Rule: GE Area C2 (2024-2025 Curriculum Year)
- Area 3C: Upper Division Arts or Humanities (3 upper-division semester units)¹
 - Courses in Area 3C shall emphasize the humanistic or expressive aspects of culture. Offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local - showing the bonds between the past, present, and future.
 - Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B and 1C) and Area 2, ideally reaching junior standing before taking their upper division Area 3C course. Courses satisfying the requirements for Area 3C may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
 - Course Equivalency Rule: GE Area C3 (2024-2025 Curriculum Year)

AREA 4: SOCIAL AND BEHAVIORAL SCIENCES (9 semester units); one course in each area:

Courses shall be completed in at least 2 different disciplines. Through fulfillment of Area 4 requirements, 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 Subject Area 4.

- Area 4A: Social and Behavioral Sciences (3 semester units)

- Courses will integrate critical thinking and analysis. Students will be able to generalize, draw comparisons, detect logical fallacies, and learn that human social, political, and economic institutions and behavior are inextricably interwoven. While the subject matter of each course will emphasize a particular discipline and content, each course should also demonstrate the interrelatedness of these subareas. Therefore, these courses shall include substantial multi-disciplinary coverage of issues so students can connect sometimes fragmented information and draw meaningful conclusions. Problems and issues in these sections should be examined in contemporary as well as historical contexts, and include significant global and cross cultural perspectives
- GE-SLOs: Information Literacy and Civic Literacy
- Course Equivalency Rule: GE Area D3 (2020-2021 Curriculum Year)
- Area 4B: Social and Behavioral Sciences – American and California Government (3 semester units)²
 - Area 4B provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) as outlined in Executive Order 1061, Paragraph I, B as follows:
 - Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraph of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
 - The rights and obligations of citizens in the political system established under the Constitution.
 - The Constitution of the State of California within the framework of evolution of Federal- State relations and the nature and processes of State and local government under that Constitution. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.
 - GE-SLOs: Information Literacy and Civic Literacy
 - Course Equivalency Rule: GE Area D2 (2024-2025 Curriculum Year)
- Area 4C: Upper Division Social and Behavioral Sciences (3 upper-division semester units)²
 - Courses in Area 4C shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.

- Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B, and 1C) and Area 2, ideally reaching junior standing before taking their upper division Area 4C course. Courses satisfying the requirements for Area 4C may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
- GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
- Course Equivalency Rule: GE Area D4 (2024-2025 Curriculum Year)

AREA 5: PHYSICAL AND BIOLOGICAL SCIENCES (10 semester units); One of the two lower-division courses must be associated with a 1 semester unit laboratory.³

Area 5 courses focus on scientific theories, concepts and data about the physical and biological aspects of the world. Through their courses in Area 5 disciplines, 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 Area 5 laboratory must support learning by exposing students to scientific inquiry, the empirical nature of science, and hands-on experiences in any instructional modality.

- Area 5A: Physical Science (3 semester units)
 - Courses in Area 5A will allow students to develop knowledge of scientific theories, concepts, and data about 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. This area will also require quantitative and critical reasoning skills. Courses in Area 5A will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.
 - GE-SLOs: Quantitative Literacy and Information Literacy
 - Course Equivalency Rule: GE Area B1 (2024-2025 Curriculum Year)
- Area 5B: Biological Science (3 semester units)
 - Courses in Area 5B will allow students to develop knowledge of scientific theories, concepts, and data about 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. This area will also require quantitative and critical reasoning skills. Courses in Area 5B will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.
 - GE-SLOs: Quantitative Literacy and Information Literacy
 - Course Equivalency Rule: GE Area B2 (2024-2025 Curriculum Year)
- Area 5C: Laboratory (1 semester unit)

- Courses in Area 5C will require the student to reinforce principles learned in either physical sciences or life sciences sub areas. Courses in Area 5C also include writing as an integral part of the process of learning and discovery.
- GE-SLOs: Written Communication
- Course Equivalency Rule: GE Area B3 (2024-2025 Curriculum Year)
- Area 5D: Upper Division Scientific Inquiry or Quantitative Reasoning (3 upper-division semester units)
 - Courses in Area 5D shall deal both with the relationship between science, technology, and civilization and with the effect science and technology have on culture and human values. Courses in Area 5D incorporate the application and generalization of basic scientific or quantitative knowledge from the foundational courses to real world or practical problems.
 - Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B and 1C) and Area 2, ideally reaching junior standing before enrolling in the upper division 5D course. Courses satisfying the requirements for 5D may have prerequisites in specific disciplines included in Area 2 or Area 5 (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
 - Course Equivalency Rule: GE Area B5 (2024-2025 Curriculum Year)

AREA 6: ETHNIC STUDIES (3 semester units)⁴

- Courses must have the EWS prefix or be cross-listed with a course with an EWS prefix, and meet at least 3 of the 5 following core competencies:
 - 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 as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
 - Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
 - 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 in Native American, African American, Asian American, and/or Latina and Latino American communities.
 - Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to

current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, or language policies.

- Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.
- GE-SLOs: Critical Thinking, Civic Literacy, and Intercultural Engagement
- Course Equivalency Rule: GE Area F (2024-2025 Curriculum Year)

V. **General Education Responsibilities**

Campus faculty have primary responsibility for developing and revising the CPP GE program. Within the CSU GE distribution framework, CPP faculty are to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

V.A. GE Program Development

V.A.1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.

V.A.2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.

V.A.3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

V.B. GE Course Development

V.B.1. Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.

V.B.2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.

V.B.3. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.

V.B.4. Consider designing GE courses to be inclusive and open to all students regardless of disciplinary lens, with GE learning outcomes as the primary focus. Upper-division GE courses should generally not be major-level courses with multiple major-level prerequisites.

V.B.5. Courses should be designed to meet the specific GE SLOs that have been assigned to their Area requirement, and include assignments assessable by university-adopted rubrics.

V.B.6. Courses are enhanced by including additional GE SLOs that align with the course material, even if they are not mandated by the policy. Incorporating relevant GE SLOs enrich the learning experience for students and strengthen our GE program.

- V.B.7.** For new course proposals, the General Education (GE) Committee will evaluate how the course aligns with the relevant subject area requirements outlined in Section IV of the GE policy. The Committee will review and assess all General Education Student Learning Outcomes (SLOs) and assignments included in the course proposal. If necessary, the GE Committee may recommend that a course incorporate additional learning outcomes not originally specified in the proposal.
- V.B.8.** Before submission, proposers may engage in reasonable consultation with disciplinary experts, GE area coordinators, and relevant stakeholders, such as the Ethnic Studies Implementation Committee. Consultation may involve proactive engagement with appropriate stakeholders, and may include meetings, written feedback, or collaborative discussions, but this consultation would only be to ensure that the course aligns with established guidelines and academic policy (e.g., as outlined in the Ethnic Studies Area F policy, AB 1460, Title IV). The GE Committee should consult with appropriate stakeholders to ensure the respective criteria are met. The GE Committee will also ensure that course proposals comply with the other GE course development requirements specified in this policy.
- V.C.** GE Course Administration
 - V.C.1.** Provide sufficient numbers of Area 1A English composition and Area 2 mathematical concepts and quantitative reasoning course sections to allow first-time, first-year students to complete these requirements in the first year of enrollment.
 - V.C.2.** Remove GE status from GE courses that have not been offered within a five-year period.
 - V.C.3.** Allow upper-division GE courses to fulfill lower-division GE requirements so long as adequate numbers of lower-division course options are available to students.
 - V.C.4.** Review syllabi periodically to ensure GE program norms are practiced for continuous improvement.
- V.D.** Campus GE Committee
- V.E.** The effectiveness of a campus GE program depends on the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, CPP shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this policy. GE Student Learning Outcomes Assessment and Program Review
 - V.E.1.** GE-SLOs must be incorporated into GE courses such that students have multiple learning experiences for each outcome, including at both the lower- and upper-division.
 - V.E.2.** The Academic Assessment Committee is charged with coordinating the assessment process for the GE-SLOs.
 - V.E.2.i.** Each GE-SLO must be assessed on a regular periodic basis.
 - V.E.2.ii.** All courses that are approved for GE are required to contribute to the assessment of GE-SLOs when requested.

V.E.3. Courses that are approved for GE credit must be reviewed on a regular periodic basis to assure that courses continue to meet GE-SLOs and Area requirements. GE status will be removed from courses that do not satisfactorily address assigned GE-SLOs and Area requirements.

V.E.4. The GE program must undergo a review that is comparable to the program review process for major programs, including evaluation by an external reviewer.

V.F. GE Integration within CPP's Polytechnic Identity

V.F.1. To reinforce the relevance of GE in students' academic and professional careers, GE course syllabi shall include the GEMPS and appropriate GE-SLOs.

V.G. Re-certification of GE Courses in the New Pattern

V.G.1. To facilitate the timely implementation of the new GE pattern, this policy outlines the equivalent GE Areas from the 2024-2025 academic year. Recertification of all GE courses will start in 2025-2026 to ensure existing GE courses meet the new GE Student Learning Outcomes (SLOs).

VI. *Minimum Grades*

A grade of C- or better is required of Cal Poly Pomona or transfer student completing courses in English Composition (Area 1A), Critical Thinking (Area 1B), Oral Communication (Area 1C) and Mathematical Concepts and Quantitative Reasoning (Area 2).

VII. *Double Counting*

VII.A. GE, Major and Other Requirements: major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

GE and US History, Constitution, and American Ideals Statutory Requirement: up to 6 semester units may be taken to meet the US History, Constitution, and American Ideals Statutory Requirement to double count for lower- or upper-division GE requirements.

Notes:

¹ Include American Institutions Requirement: United States History

² Include American Institutions Requirement: United States and California Government

³ Three semester unit science courses with an embedded laboratory may be used to meet the laboratory requirement as long as the minimum unit value is met for Area 5. Stand alone-laboratories shall be a minimum of 1 semester unit and shall have a prerequisite or co-requisite of the associated lecture course.

⁴ This 3-unit requirement fulfills Education Code Section 89032. The requirement to take a 3-unit course in Area F shall not be waived or substituted.

GE Committee Majority Report w/ markup
Option B

General Education Requirements Policy

I. *The Meaning and Purpose of General Education (GEMPS)*

The GE experience asks that students and faculty in our inclusive polytechnic community engage a breadth of subjects to encourage intellectual flexibility, empathy, creativity, curiosity, and rigor. The learning that takes place in GE supplements and complements the academic major. GE brings together diverse ways of knowing and doing to strengthen foundational skills, drive innovation, and adapt to new opportunities. Furthermore, it enables us to develop a deep understanding of one's self and respect for the complex identities of others, and to face the critical and ethical decisions we encounter throughout our lives.

II. *General Education Student Learning Outcomes (GE-SLOs)*

- II.A.** Oral Communication (OC): Students will express their ideas through acts of speech with an awareness of audience, purpose, and context.
- II.B.** Written Communication (WC): Students will express their ideas through the written word with an awareness of audience, purpose, and form.
- II.C.** Critical Thinking (CT): Students will engage in the logical process of inquiry to analyze information from multiple perspectives to develop reasoned arguments.
- II.D.** Quantitative Literacy (QL): Students will use quantitative information to draw inferences and communicate informed arguments.
- II.E.** Information Literacy (IL): Students will responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry.
- II.F.** Civic Literacy (CL): Students will apply civic knowledge, associated with historical structures of power, to self-discovery and responsibility to the community.
- II.G.** Intercultural Engagement (IE): Students will integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.

III. *General Education Unit Distribution*

AREA 1 - ENGLISH COMMUNICATION (9 semester units)

1A: ENGLISH COMPOSITION (3 semester units)

1B: CRITICAL THINKING (3 semester units)

1C: ORAL COMMUNICATION (3 semester units)

AREA 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (3 semester units)

AREA 3 - ARTS AND HUMANITIES (9 semester units)

3A: ARTS (3 semester units)

3B: HUMANITIES (3 semester units)

3C. UPPER DIVISION ARTS OR HUMANITIES (3 Upper division semester units)¹

AREA 4 - SOCIAL AND BEHAVIORAL SCIENCES (Two academic disciplines. 9 semester units)

4A. SOCIAL AND BEHAVIORAL SCIENCES (3 semester units)

4B. SOCIAL AND BEHAVIORAL SCIENCES – AMERICAN AND CALIFORNIA GOVERNMENT (3 semester units)²

4C. UPPER DIVISION SOCIAL AND BEHAVIORAL SCIENCES (3 Upper division semester units)²

AREA 5 - PHYSICAL AND BIOLOGICAL SCIENCES (One of the two lower-division courses must be associated with a 1 semester unit laboratory. 10 semester units)

5A: PHYSICAL SCIENCE (3 semester units)

5B: BIOLOGICAL SCIENCE (3 semester units)

5C: LABORATORY (1 semester unit)³

5D. UPPER DIVISION SCIENTIFIC INQUIRY OR QUANTITATIVE REASONING (3 Upper division semester units)

AREA 6 – ETHNIC STUDIES (3 semester units)⁴

IV. **General Education Subject Area Requirements**

AREA 1 - ENGLISH COMMUNICATION (9 semester units); one course in each area:

- Area 1A: English Composition (3 semester units)
 - Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization and accuracy. Students will enhance their skills in discovery, critical evaluation, and reporting of information, as well as reading, writing and listening effectively. Coursework must include active participation and practices in written communication in English.
 - GE-SLOs: Written Communication and at least one other GE-SLO
 - Course Equivalency Rule: GE Area A2 (2024-2025 Curriculum Year)
- Area 1B: Critical Thinking (3 semester units)
 - 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. 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.
 - GE-SLOs: Critical Thinking and at least one other GE-SLO
 - Course Equivalency Rule: GE Area A3 (2024-2025 Curriculum Year)
- Area 1C: Oral Communication (3 semester units)
 - Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization and accuracy.

Students will enhance their skills in discovery, critical evaluation, and reporting of information, as well as reading, writing and listening effectively. Coursework must include active participation and practices in oral communication in English.

- GE-SLOs: Oral Communication and at least one other GE-SLO
- Course Equivalency Rule: GE Area A1 (2024-2025 Curriculum Year)

AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (3 semester units)

- Area 2: Mathematical Concepts and Quantitative Reasoning (3 semester units)
 - Students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. In addition to traditional mathematics, Area 2 courses may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses.
 - GE-SLOs: Quantitative Literacy and at least one other GE-SLO
 - Course Equivalency Rule: GE Area B4 (2024-2025 Curriculum Year)

AREA 3: ARTS AND HUMANITIES (9 semester units); one course in each area:

Across the disciplines in Area 3 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 works of the 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 of the humanities in a variety of cultures.

Activities may include participation in individual aesthetic, creative experiences; however, Area 3 excludes courses that exclusively emphasize skills development. 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 and integrate a substantial cultural component. This may include literature, among other content.

- Area 3A: Arts (3 semester units)
 - Courses will enable students to experience and appreciate visual and performing arts in relation to the realms of creativity, imagination, visualization, and feeling that explore the meaning of what it is to be human. Courses shall include active participation in aesthetic and creative experience. Students will understand how disciplined, individual creativity and visualization could produce objects and models that are obviously useful or practical, and also clarify, intensify, and enlarge the human experience. Courses will provide a sense of the values that inform artistic expression and performance and their interrelationships with human society.
 - GE-SLOs: Intercultural Engagement and at least one other GE-SLO
 - Course Equivalency Rule: GE Area C1 (2024-2025 Curriculum Year)
- Area 3B: Humanities (3 semester units)
 - Literature and modern languages courses in Area 3B will provide students with an appreciation of languages and literature, underscoring both the relationships

between culture and language and the significance of literature in the interpretation of culture. Students in literature and foreign languages will better understand the implication of great creative writings and communicative customs and traditions of particular cultures. Instruction in these courses will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literary and linguistic heritage. Courses in languages other than English shall not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

- Philosophy and civilization courses in Area 3B will provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to critically examine the philosophical ideas and theories around which different civilizations have been organized and explore the complex developments of those civilizations. In the study of philosophy, students will come to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry. Courses should promote the capacity to make informed and responsible moral choices as well as encouraging a broad historical understanding.
- GE-SLOs: Intercultural Engagement and at least one other GE-SLO
- Course Equivalency Rule: GE Area C2 (2024-2025 Curriculum Year)
- Area 3C: Upper Division Arts or Humanities (3 upper-division semester units)¹
 - Courses in Area 3C shall emphasize the humanistic or expressive aspects of culture. Offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local - showing the bonds between the past, present, and future.
 - Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B and 1C) and Area 2, ideally reaching junior standing before taking their upper division Area 3C course. Courses satisfying the requirements for Area 3C may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
 - Course Equivalency Rule: GE Area C3 (2024-2025 Curriculum Year)

AREA 4: SOCIAL AND BEHAVIORAL SCIENCES (9 semester units); one course in each area:

Courses shall be completed in at least 2 different disciplines. Through fulfillment of Area 4 requirements, 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 Subject Area 4.

- Area 4A: Social and Behavioral Sciences (3 semester units)

- Courses will integrate critical thinking and analysis. Students will be able to generalize, draw comparisons, detect logical fallacies, and learn that human social, political, and economic institutions and behavior are inextricably interwoven. While the subject matter of each course will emphasize a particular discipline and content, each course should also demonstrate the interrelatedness of these subareas. Therefore, these courses shall include substantial multi-disciplinary coverage of issues so students can connect sometimes fragmented information and draw meaningful conclusions. Problems and issues in these sections should be examined in contemporary as well as historical contexts, and include significant global and cross cultural perspectives
- GE-SLOs: Information Literacy and Civic Literacy
- Course Equivalency Rule: **GE Area D3 (2020-2021 Curriculum Year)**
- Area 4B: Social and Behavioral Sciences – **American and California Government** (3 semester units)²
 - Area 4B provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) as outlined in Executive Order 1061, Paragraph I, B as follows:
 - Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraph of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
 - The rights and obligations of citizens in the political system established under the Constitution.
 - The Constitution of the State of California within the framework of evolution of Federal- State relations and the nature and processes of State and local government under that Constitution. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.
 - GE-SLOs: Information Literacy and Civic Literacy
 - **Course Equivalency Rule: GE Area D2 (2024-2025 Curriculum Year)**
- Area 4C: Upper Division Social and Behavioral Sciences (3 upper-division semester units)²
 - Courses in Area 4C shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.

- Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B, and 1C) and Area 2, ideally reaching junior standing before taking their upper division Area 4C course. Courses satisfying the requirements for Area 4C may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
- GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
- Course Equivalency Rule: GE Area D4 (2024-2025 Curriculum Year)

AREA 5: PHYSICAL AND BIOLOGICAL SCIENCES (10 semester units); One of the two lower-division courses must be associated with a 1 semester unit laboratory.³

Area 5 courses focus on scientific theories, concepts and data about the physical and biological aspects of the world. Through their courses in Area 5 disciplines, 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 Area 5 laboratory must support learning by exposing students to scientific inquiry, the empirical nature of science, and hands-on experiences in any instructional modality.

- Area 5A: Physical Science (3 semester units)
 - Courses in Area 5A will allow students to develop knowledge of scientific theories, concepts, and data about 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. This area will also require quantitative and critical reasoning skills. Courses in Area 5A will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.
 - GE-SLOs: Quantitative Literacy and Information Literacy
 - Course Equivalency Rule: GE Area B1 (2024-2025 Curriculum Year)
- Area 5B: Biological Science (3 semester units)
 - Courses in Area 5B will allow students to develop knowledge of scientific theories, concepts, and data about 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. This area will also require quantitative and critical reasoning skills. Courses in Area 5B will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.
 - GE-SLOs: Quantitative Literacy and Information Literacy
 - Course Equivalency Rule: GE Area B2 (2024-2025 Curriculum Year)
- Area 5C: Laboratory (1 semester unit)

- Courses in Area 5C will require the student to reinforce principles learned in either physical sciences or life sciences sub areas. Courses in Area 5C also include writing as an integral part of the process of learning and discovery.
- GE-SLOs: Written Communication
- Course Equivalency Rule: GE Area B3 (2024-2025 Curriculum Year)
- Area 5D: Upper Division Scientific Inquiry or Quantitative Reasoning (3 upper-division semester units)
 - Courses in Area 5D shall deal both with the relationship between science, technology, and civilization and with the effect science and technology have on culture and human values. Courses in Area 5D incorporate the application and generalization of basic scientific or quantitative knowledge from the foundational courses to real world or practical problems.
 - Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B and 1C) and Area 2, ideally reaching junior standing before enrolling in the upper division 5D course. Courses satisfying the requirements for 5D may have prerequisites in specific disciplines included in Area 2 or Area 5 (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
 - Course Equivalency Rule: GE Area B5 (2024-2025 Curriculum Year)

AREA 6: ETHNIC STUDIES (3 semester units)⁴

- Courses must have the EWS prefix or be cross-listed with a course with an EWS prefix, and meet at least 3 of the 5 following core competencies:
 - 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 as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
 - Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
 - 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 in Native American, African American, Asian American, and/or Latina and Latino American communities.
 - Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to

current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, or language policies.

- Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.
- GE-SLOs: Critical Thinking, Civic Literacy, and Intercultural Engagement
 - Course Equivalency Rule: GE Area F (2024-2025 Curriculum Year)

V. **General Education Responsibilities**

Campus faculty have primary responsibility for developing and revising the CPP GE program. Within the CSU GE distribution framework, CPP faculty are to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

V.A. GE Program Development

- V.A.1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
- V.A.2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
- V.A.3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

V.B. GE Course Development

- V.B.1. Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
- V.B.2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
- V.B.3. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.
- V.B.4. Consider designing GE courses to be inclusive and open to all students regardless of disciplinary lens, with GE learning outcomes as the primary focus. Upper-division GE courses should generally not be major-level courses with multiple major-level prerequisites.
- V.B.5. Courses should be designed to meet the specific GE SLOs that have been assigned to their Area requirement, and include assignments assessable by university-adopted rubrics.
- V.B.6. Courses are enhanced by including additional GE SLOs that align with the course material, even if they are not mandated by the policy. Incorporating relevant GE SLOs enrich the learning experience for students and strengthen our GE program.

V.B.7. For new course proposals, the General Education (GE) Committee will evaluate how the course aligns with the relevant subject area requirements outlined in Section IV of the GE policy. The Committee will review and assess all General Education Student Learning Outcomes (SLOs) and assignments included in the course proposal. If necessary, the GE Committee may recommend that a course incorporate additional learning outcomes not originally specified in the proposal.

V.B.8. Before submission, proposers may engage in reasonable consultation with disciplinary experts, GE area coordinators, and relevant stakeholders, such as the Ethnic Studies Implementation Committee. Consultation may involve proactive engagement with appropriate stakeholders, and may include meetings, written feedback, or collaborative discussions, but this consultation would only be to ensure that the course aligns with established guidelines and academic policy (e.g., as outlined in the Ethnic Studies Area F policy, AB 1460, Title IV). The GE Committee should consult with appropriate stakeholders to ensure the respective criteria are met. The GE Committee will also ensure that course proposals comply with the other GE course development requirements specified in this policy.

V.C. GE Course Administration

V.C.1. Provide sufficient numbers of Area 1A English composition and Area 2 mathematical concepts and quantitative reasoning course sections to allow first-time, first-year students to complete these requirements in the first year of enrollment.

V.C.2. Remove GE status from GE courses that have not been offered within a five-year period.

V.C.3. Allow upper-division GE courses to fulfill lower-division GE requirements so long as adequate numbers of lower-division course options are available to students.

V.C.4. Review syllabi periodically to ensure GE program norms are practiced for continuous improvement.

V.D. Campus GE Committee

V.E. The effectiveness of a campus GE program depends on the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, CPP shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this policy. GE Student Learning Outcomes Assessment and Program Review

V.E.1. GE-SLOs must be incorporated into GE courses such that students have multiple learning experiences for each outcome, including at both the lower- and upper-division.

V.E.2. The Academic Assessment Committee is charged with coordinating the assessment process for the GE-SLOs.

V.E.2.i. Each GE-SLO must be assessed on a regular periodic basis.

V.E.2.ii. All courses that are approved for GE are required to contribute to the assessment of GE-SLOs when requested.

V.E.3. Courses that are approved for GE credit must be reviewed on a regular periodic basis to assure that courses continue to meet GE-SLOs and Area requirements. GE status will be removed from courses that do not satisfactorily address assigned GE-SLOs and Area requirements.

V.E.4. The GE program must undergo a review that is comparable to the program review process for major programs, including evaluation by an external reviewer.

V.F. GE Integration within CPP's Polytechnic Identity

V.F.1. To reinforce the relevance of GE in students' academic and professional careers, GE course syllabi shall include the GEMPS and appropriate GE-SLOs.

V.G. Re-certification of GE Courses in the New Pattern

V.G.1. To facilitate the timely implementation of the new GE pattern, this policy outlines the equivalent GE Areas from the 2024-2025 academic year. Recertification of all GE courses will start in 2025-2026 to ensure existing GE courses meet the new GE Student Learning Outcomes (SLOs).

VI. **Minimum Grades**

A grade of C- or better is required of Cal Poly Pomona or transfer student completing courses in English Composition (Area 1A), Critical Thinking (Area 1B), Oral Communication (Area 1C) and Mathematical Concepts and Quantitative Reasoning (Area 2).

VII. **Double Counting**

VII.A. GE, Major and Other Requirements: major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

GE and US History, Constitution, and American Ideals Statutory Requirement: up to 6 semester units may be taken to meet the US History, Constitution, and American Ideals Statutory Requirement to double count for lower- or upper-division GE requirements.

Notes:

¹ Include American Institutions Requirement: United States History

² Include American Institutions Requirement: United States and California Government

³ Three semester unit science courses with an embedded laboratory may be used to meet the laboratory requirement as long as the minimum unit value is met for Area 5. Stand alone-laboratories shall be a minimum of 1 semester unit and shall have a prerequisite or co-requisite of the associated lecture course.

⁴ This 3-unit requirement fulfills Education Code Section 89032. The requirement to take a 3-unit course in Area F shall not be waived or substituted.

GE Committee Minority Report w/ markup
Option A

General Education Requirements Policy

I. *The Meaning and Purpose of General Education (GEMPS)*

The GE experience asks that students and faculty in our inclusive polytechnic community engage a breadth of subjects to encourage intellectual flexibility, empathy, creativity, curiosity, and rigor. The learning that takes place in GE supplements and complements the academic major. GE brings together diverse ways of knowing and doing to strengthen foundational skills, drive innovation, and adapt to new opportunities. Furthermore, it enables us to develop a deep understanding of one's self and respect for the complex identities of others, and to face the critical and ethical decisions we encounter throughout our lives.

II. *General Education Student Learning Outcomes (GE-SLOs)*

- II.A.** Oral Communication (OC): Students will express their ideas through acts of speech with an awareness of audience, purpose, and context.
- II.B.** Written Communication (WC): Students will express their ideas through the written word with an awareness of audience, purpose, and form.
- II.C.** Critical Thinking (CT): Students will engage in the logical process of inquiry to analyze information from multiple perspectives to develop reasoned arguments.
- II.D.** Quantitative Literacy (QL): Students will use quantitative information to draw inferences and communicate informed arguments.
- II.E.** Information Literacy (IL): Students will responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry.
- II.F.** Civic Literacy (CL): Students will apply civic knowledge, associated with historical structures of power, to self-discovery and responsibility to the community.
- II.G.** Intercultural Engagement (IE): Students will integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.

III. *General Education Unit Distribution*

AREA 1 - ENGLISH COMMUNICATION (9 semester units)

1A: ENGLISH COMPOSITION (3 semester units)

1B: CRITICAL THINKING (3 semester units)

1C: ORAL COMMUNICATION (3 semester units)

AREA 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (3 semester units)

AREA 3 - ARTS AND HUMANITIES (9 semester units)

3A: ARTS (3 semester units)

3B: HUMANITIES (3 semester units)

3C. UPPER DIVISION ARTS OR HUMANITIES (3 Upper division semester units)¹

AREA 4 - SOCIAL AND BEHAVIORAL SCIENCES (Two academic disciplines. 9 semester units)

4A. SOCIAL AND BEHAVIORAL SCIENCES – AMERICAN HISTORY (3 semester units)¹

4B. SOCIAL AND BEHAVIORAL SCIENCES – AMERICAN AND CALIFORNIA GOVERNMENT (3 semester units)²

4C. UPPER DIVISION SOCIAL AND BEHAVIORAL SCIENCES (3 Upper division semester units)²

AREA 5 - PHYSICAL AND BIOLOGICAL SCIENCES (One of the two lower-division courses must be associated with a 1 semester unit laboratory. 10 semester units)

5A: PHYSICAL SCIENCE (3 semester units)

5B: BIOLOGICAL SCIENCE (3 semester units)

5C: LABORATORY (1 semester unit)³

5D. UPPER DIVISION SCIENTIFIC INQUIRY OR QUANTITATIVE REASONING (3 Upper division semester units)

AREA 6 – ETHNIC STUDIES (3 semester units)⁴

IV. **General Education Subject Area Requirements**

AREA 1 - ENGLISH COMMUNICATION (9 semester units); one course in each area:

- Area 1A: English Composition (3 semester units)
 - Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization and accuracy. Students will enhance their skills in discovery, critical evaluation, and reporting of information, as well as reading, writing and listening effectively. Coursework must include active participation and practices in written communication in English.
 - GE-SLOs: Written Communication and at least one other GE-SLO
 - Course Equivalency Rule: GE Area A2 (2024-2025 Curriculum Year)
- Area 1B: Critical Thinking (3 semester units)
 - 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. 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.
 - GE-SLOs: Critical Thinking and at least one other GE-SLO
 - Course Equivalency Rule: GE Area A3 (2024-2025 Curriculum Year)
- Area 1C: Oral Communication (3 semester units)
 - Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization and accuracy.

Students will enhance their skills in discovery, critical evaluation, and reporting of information, as well as reading, writing and listening effectively. Coursework must include active participation and practices in oral communication in English.

- GE-SLOs: Oral Communication and at least one other GE-SLO
- Course Equivalency Rule: GE Area A1 (2024-2025 Curriculum Year)

AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (3 semester units)

- Area 2: Mathematical Concepts and Quantitative Reasoning (3 semester units)
 - Students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. In addition to traditional mathematics, Area 2 courses may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses.
 - GE-SLOs: Quantitative Literacy and at least one other GE-SLO
 - Course Equivalency Rule: GE Area B4 (2024-2025 Curriculum Year)

AREA 3: ARTS AND HUMANITIES (9 semester units); one course in each area:

Across the disciplines in Area 3 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 works of the 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 of the humanities in a variety of cultures.

Activities may include participation in individual aesthetic, creative experiences; however, Area 3 excludes courses that exclusively emphasize skills development. 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 and integrate a substantial cultural component. This may include literature, among other content.

- Area 3A: Arts (3 semester units)
 - Courses will enable students to experience and appreciate visual and performing arts in relation to the realms of creativity, imagination, visualization, and feeling that explore the meaning of what it is to be human. Courses shall include active participation in aesthetic and creative experience. Students will understand how disciplined, individual creativity and visualization could produce objects and models that are obviously useful or practical, and also clarify, intensify, and enlarge the human experience. Courses will provide a sense of the values that inform artistic expression and performance and their interrelationships with human society.
 - GE-SLOs: Intercultural Engagement and at least one other GE-SLO
 - Course Equivalency Rule: GE Area C1 (2024-2025 Curriculum Year)
- Area 3B: Humanities (3 semester units)
 - Literature and modern languages courses in Area 3B will provide students with an appreciation of languages and literature, underscoring both the relationships

between culture and language and the significance of literature in the interpretation of culture. Students in literature and foreign languages will better understand the implication of great creative writings and communicative customs and traditions of particular cultures. Instruction in these courses will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literary and linguistic heritage. Courses in languages other than English shall not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

- Philosophy and civilization courses in Area 3B will provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to critically examine the philosophical ideas and theories around which different civilizations have been organized and explore the complex developments of those civilizations. In the study of philosophy, students will come to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry. Courses should promote the capacity to make informed and responsible moral choices as well as encouraging a broad historical understanding.
- GE-SLOs: Intercultural Engagement and at least one other GE-SLO
- Course Equivalency Rule: GE Area C2 (2024-2025 Curriculum Year)
- Area 3C: Upper Division Arts or Humanities (3 upper-division semester units)¹
 - Courses in Area 3C shall emphasize the humanistic or expressive aspects of culture. Offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local - showing the bonds between the past, present, and future.
 - Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B and 1C) and Area 2, ideally reaching junior standing before taking their upper division Area 3C course. Courses satisfying the requirements for Area 3C may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
 - Course Equivalency Rule: GE Area C3 (2024-2025 Curriculum Year)

AREA 4: SOCIAL AND BEHAVIORAL SCIENCES (9 semester units); one course in each area:

Courses shall be completed in at least 2 different disciplines. Through fulfillment of Area 4 requirements, 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 Subject Area 4.

- Area 4A: Social and Behavioral Sciences – American History (3 semester units)¹

- Area 4A provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404,) outlined in Executive Order 1061, Paragraph I, A as follows:
 - Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
 - The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
 - The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.
 - GE-SLOs: Information Literacy and Civic Literacy
 - Course Equivalency Rule: GE Area D1 (2024-2025 Curriculum Year)
- Area 4B: Social and Behavioral Sciences – American and California Government (3 semester units)²
 - Area 4B provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) as outlined in Executive Order 1061, Paragraph I, B as follows:
 - Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraph of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
 - The rights and obligations of citizens in the political system established under the Constitution.
 - The Constitution of the State of California within the framework of evolution of Federal- State relations and the nature and processes of State and local government under that Constitution. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.
 - GE-SLOs: Information Literacy and Civic Literacy

- Course Equivalency Rule: GE Area D2 (2024-2025 Curriculum Year)
- Area 4C: Upper Division Social and Behavioral Sciences (3 upper-division semester units)²
 - Courses in Area 4C shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.
 - Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B, and 1C) and Area 2, ideally reaching junior standing before taking their upper division Area 4C course. Courses satisfying the requirements for Area 4C may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
 - Course Equivalency Rule: GE Area D4 (2024-2025 Curriculum Year)

AREA 5: PHYSICAL AND BIOLOGICAL SCIENCES (10 semester units); One of the two lower-division courses must be associated with a 1 semester unit laboratory.³

Area 5 courses focus on scientific theories, concepts and data about the physical and biological aspects of the world. Through their courses in Area 5 disciplines, 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 Area 5 laboratory must support learning by exposing students to scientific inquiry, the empirical nature of science, and hands-on experiences in any instructional modality.

- Area 5A: Physical Science (3 semester units)
 - Courses in Area 5A will allow students to develop knowledge of scientific theories, concepts, and data about 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. This area will also require quantitative and critical reasoning skills. Courses in Area 5A will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.
 - GE-SLOs: Quantitative Literacy and Information Literacy
 - Course Equivalency Rule: GE Area B1 (2024-2025 Curriculum Year)
- Area 5B: Biological Science (3 semester units)
 - Courses in Area 5B will allow students to develop knowledge of scientific theories, concepts, and data about 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. This area will also require quantitative and critical reasoning skills. Courses in Area 5B will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.

- GE-SLOs: Quantitative Literacy and Information Literacy
- Course Equivalency Rule: GE Area B2 (2024-2025 Curriculum Year)
- Area 5C: Laboratory (1 semester unit)
 - Courses in Area 5C will require the student to reinforce principles learned in either physical sciences or life sciences sub areas. Courses in Area 5C also include writing as an integral part of the process of learning and discovery.
 - GE-SLOs: Written Communication
 - Course Equivalency Rule: GE Area B3 (2024-2025 Curriculum Year)
- Area 5D: Upper Division Scientific Inquiry or Quantitative Reasoning (3 upper-division semester units)
 - Courses in Area 5D shall deal both with the relationship between science, technology, and civilization and with the effect science and technology have on culture and human values. Courses in Area 5D incorporate the application and generalization of basic scientific or quantitative knowledge from the foundational courses to real world or practical problems.
 - Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B and 1C) and Area 2, ideally reaching junior standing before enrolling in the upper division 5D course. Courses satisfying the requirements for 5D may have prerequisites in specific disciplines included in Area 2 or Area 5 (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
 - Course Equivalency Rule: GE Area B5 (2024-2025 Curriculum Year)

AREA 6: ETHNIC STUDIES (3 semester units)⁴

- Courses must have the EWS prefix or be cross-listed with a course with an EWS prefix, and meet at least 3 of the 5 following core competencies:
 - 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 as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
 - Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

- 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 in Native American, African American, Asian American, and/or Latina and Latino American communities.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, or language policies.
- Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.
- GE-SLOs: Critical Thinking, Civic Literacy, and Intercultural Engagement
- Course Equivalency Rule: GE Area F (2024-2025 Curriculum Year)

V. **General Education Responsibilities**

Campus faculty have primary responsibility for developing and revising the CPP GE program. Within the CSU GE distribution framework, CPP faculty are to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

V.A. GE Program Development

- V.A.1.** Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
- V.A.2.** Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
- V.A.3.** Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

V.B. GE Course Development

- V.B.1.** Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
- V.B.2.** Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
- V.B.3.** Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.
- V.B.4.** Consider designing GE courses to be inclusive and open to all students regardless of disciplinary lens, with GE learning outcomes as the primary focus. Upper-division GE courses should generally not be major-level courses with multiple major-level prerequisites.

- V.B.5.** Courses should be designed to meet the specific GE SLOs that have been assigned to their Area requirement, and include assignments assessable by university-adopted rubrics.
- V.B.6.** Courses are enhanced by including additional GE SLOs that align with the course material, even if they are not mandated by the policy. Incorporating relevant GE SLOs enrich the learning experience for students and strengthen our GE program.
- V.B.7.** For new course proposals, the General Education (GE) Committee will evaluate how the course aligns with the relevant subject area requirements outlined in Section IV of the GE policy. The Committee will review and assess all General Education Student Learning Outcomes (SLOs) and assignments included in the course proposal. If necessary, the GE Committee may recommend that a course incorporate additional learning outcomes not originally specified in the proposal.
- V.B.8.** Before submission, proposers may engage in reasonable consultation with disciplinary experts, GE area coordinators, and relevant stakeholders, such as the Ethnic Studies Implementation Committee. Consultation may involve proactive engagement with appropriate stakeholders, and may include meetings, written feedback, or collaborative discussions, but this consultation would only be to ensure that the course aligns with established guidelines and academic policy (e.g., as outlined in the Ethnic Studies Area F policy, AB 1460, Title IV). The GE Committee should consult with appropriate stakeholders to ensure the respective criteria are met. The GE Committee will also ensure that course proposals comply with the other GE course development requirements specified in this policy.
- V.C.** GE Course Administration
 - V.C.1.** Provide sufficient numbers of Area 1A English composition and Area 2 mathematical concepts and quantitative reasoning course sections to allow first-time, first-year students to complete these requirements in the first year of enrollment.
 - V.C.2.** Remove GE status from GE courses that have not been offered within a five-year period.
 - V.C.3.** Allow upper-division GE courses to fulfill lower-division GE requirements so long as adequate numbers of lower-division course options are available to students.
 - V.C.4.** Review syllabi periodically to ensure GE program norms are practiced for continuous improvement.
- V.D.** Campus GE Committee
- V.E.** The effectiveness of a campus GE program depends on the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, CPP shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this policy. GE Student Learning Outcomes Assessment and Program Review

- V.E.1.** GE-SLOs must be incorporated into GE courses such that students have multiple learning experiences for each outcome, including at both the lower- and upper-division.
- V.E.2.** The Academic Assessment Committee is charged with coordinating the assessment process for the GE-SLOs.
 - V.E.2.i.** Each GE-SLO must be assessed on a regular periodic basis.
 - V.E.2.ii.** All courses that are approved for GE are required to contribute to the assessment of GE-SLOs when requested.
- V.E.3.** Courses that are approved for GE credit must be reviewed on a regular periodic basis to assure that courses continue to meet GE-SLOs and Area requirements. GE status will be removed from courses that do not satisfactorily address assigned GE-SLOs and Area requirements.
- V.E.4.** The GE program must undergo a review that is comparable to the program review process for major programs, including evaluation by an external reviewer.
- V.F.** GE Integration within CPP's Polytechnic Identity
 - V.F.1.** To reinforce the relevance of GE in students' academic and professional careers, GE course syllabi shall include the GEMPS and appropriate GE-SLOs.
- V.G.** Re-certification of GE Courses in the New Pattern
 - V.G.1.** To facilitate the timely implementation of the new GE pattern, this policy outlines the equivalent GE Areas from the 2024-2025 academic year. Recertification of all GE courses will start in 2025-2026 to ensure existing GE courses meet the new GE Student Learning Outcomes (SLOs).

VI. **Minimum Grades**

A grade of C- or better is required of Cal Poly Pomona or transfer student completing courses in English Composition (Area 1A), Critical Thinking (Area 1B), Oral Communication (Area 1C) and Mathematical Concepts and Quantitative Reasoning (Area 2).

VII. **Double Counting**

VII.A. GE, Major and Other Requirements: major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

GE and US History, Constitution, and American Ideals Statutory Requirement: up to 6 semester units may be taken to meet the US History, Constitution, and American Ideals Statutory Requirement to double count for lower- or upper-division GE requirements.

Notes:

¹ Include American Institutions Requirement: United States History

² Include American Institutions Requirement: United States and California Government

³ Three semester unit science courses with an embedded laboratory may be used to meet the laboratory requirement as long as the minimum unit value is met for Area 5. Stand alone-laboratories shall be a minimum of 1 semester unit and shall have a prerequisite or co-requisite of the associated lecture course.

⁴ This 3-unit requirement fulfills Education Code Section 89032. The requirement to take a 3-unit course in Area F shall not be waived or substituted.

GE Committee Minority Report w/ markup
Option A

General Education Requirements Policy

I. *The Meaning and Purpose of General Education (GEMPS)*

The GE experience asks that students and faculty in our inclusive polytechnic community engage a breadth of subjects to encourage intellectual flexibility, empathy, creativity, curiosity, and rigor. The learning that takes place in GE supplements and complements the academic major. GE brings together diverse ways of knowing and doing to strengthen foundational skills, drive innovation, and adapt to new opportunities. Furthermore, it enables us to develop a deep understanding of one's self and respect for the complex identities of others, and to face the critical and ethical decisions we encounter throughout our lives.

II. *General Education Student Learning Outcomes (GE-SLOs)*

- II.A.** Oral Communication (OC): Students will express their ideas through acts of speech with an awareness of audience, purpose, and context.
- II.B.** Written Communication (WC): Students will express their ideas through the written word with an awareness of audience, purpose, and form.
- II.C.** Critical Thinking (CT): Students will engage in the logical process of inquiry to analyze information from multiple perspectives to develop reasoned arguments.
- II.D.** Quantitative Literacy (QL): Students will use quantitative information to draw inferences and communicate informed arguments.
- II.E.** Information Literacy (IL): Students will responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry.
- II.F.** Civic Literacy (CL): Students will apply civic knowledge, associated with historical structures of power, to self-discovery and responsibility to the community.
- II.G.** Intercultural Engagement (IE): Students will integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.

III. *General Education Unit Distribution*

AREA 1 - ENGLISH COMMUNICATION (9 semester units)

1A: ENGLISH COMPOSITION (3 semester units)

1B: CRITICAL THINKING (3 semester units)

1C: ORAL COMMUNICATION (3 semester units)

AREA 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (3 semester units)

AREA 3 - ARTS AND HUMANITIES (9 semester units)

3A: ARTS (3 semester units)

3B: HUMANITIES (3 semester units)

3C. UPPER DIVISION ARTS OR HUMANITIES (3 Upper division semester units)¹

AREA 4 - SOCIAL AND BEHAVIORAL SCIENCES (Two academic disciplines. 9 semester units)

4A. SOCIAL AND BEHAVIORAL SCIENCES – AMERICAN HISTORY (3 semester units)¹

4B. SOCIAL AND BEHAVIORAL SCIENCES – AMERICAN AND CALIFORNIA GOVERNMENT (3 semester units)²

4C. UPPER DIVISION SOCIAL AND BEHAVIORAL SCIENCES (3 Upper division semester units)²

AREA 5 - PHYSICAL AND BIOLOGICAL SCIENCES (One of the two lower-division courses must be associated with a 1 semester unit laboratory. 10 semester units)

5A: PHYSICAL SCIENCE (3 semester units)

5B: BIOLOGICAL SCIENCE (3 semester units)

5C: LABORATORY (1 semester unit)³

5D. UPPER DIVISION SCIENTIFIC INQUIRY OR QUANTITATIVE REASONING (3 Upper division semester units)

AREA 6 – ETHNIC STUDIES (3 semester units)⁴

IV. **General Education Subject Area Requirements**

AREA 1 - ENGLISH COMMUNICATION (9 semester units); one course in each area:

- Area 1A: English Composition (3 semester units)
 - Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization and accuracy. Students will enhance their skills in discovery, critical evaluation, and reporting of information, as well as reading, writing and listening effectively. Coursework must include active participation and practices in written communication in English.
 - GE-SLOs: Written Communication and at least one other GE-SLO
 - Course Equivalency Rule: GE Area A2 (2024-2025 Curriculum Year)
- Area 1B: Critical Thinking (3 semester units)
 - 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. 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.
 - GE-SLOs: Critical Thinking and at least one other GE-SLO
 - Course Equivalency Rule: GE Area A3 (2024-2025 Curriculum Year)
- Area 1C: Oral Communication (3 semester units)
 - Students will develop knowledge and understanding of the form, content, context and effectiveness of communication. Students will develop proficiency in oral communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization and accuracy.

Students will enhance their skills in discovery, critical evaluation, and reporting of information, as well as reading, writing and listening effectively. Coursework must include active participation and practices in oral communication in English.

- GE-SLOs: Oral Communication and at least one other GE-SLO
- Course Equivalency Rule: GE Area A1 (2024-2025 Curriculum Year)

AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (3 semester units)

- Area 2: Mathematical Concepts and Quantitative Reasoning (3 semester units)
 - Students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. In addition to traditional mathematics, Area 2 courses may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses.
 - GE-SLOs: Quantitative Literacy and at least one other GE-SLO
 - Course Equivalency Rule: GE Area B4 (2024-2025 Curriculum Year)

AREA 3: ARTS AND HUMANITIES (9 semester units); one course in each area:

Across the disciplines in Area 3 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 works of the 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 of the humanities in a variety of cultures.

Activities may include participation in individual aesthetic, creative experiences; however, Area 3 excludes courses that exclusively emphasize skills development. 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 and integrate a substantial cultural component. This may include literature, among other content.

- Area 3A: Arts (3 semester units)
 - Courses will enable students to experience and appreciate visual and performing arts in relation to the realms of creativity, imagination, visualization, and feeling that explore the meaning of what it is to be human. Courses shall include active participation in aesthetic and creative experience. Students will understand how disciplined, individual creativity and visualization could produce objects and models that are obviously useful or practical, and also clarify, intensify, and enlarge the human experience. Courses will provide a sense of the values that inform artistic expression and performance and their interrelationships with human society.
 - GE-SLOs: Intercultural Engagement and at least one other GE-SLO
 - Course Equivalency Rule: GE Area C1 (2024-2025 Curriculum Year)
- Area 3B: Humanities (3 semester units)
 - Literature and modern languages courses in Area 3B will provide students with an appreciation of languages and literature, underscoring both the relationships

between culture and language and the significance of literature in the interpretation of culture. Students in literature and foreign languages will better understand the implication of great creative writings and communicative customs and traditions of particular cultures. Instruction in these courses will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literary and linguistic heritage. Courses in languages other than English shall not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

- Philosophy and civilization courses in Area 3B will provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to critically examine the philosophical ideas and theories around which different civilizations have been organized and explore the complex developments of those civilizations. In the study of philosophy, students will come to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry. Courses should promote the capacity to make informed and responsible moral choices as well as encouraging a broad historical understanding.
- GE-SLOs: Intercultural Engagement and at least one other GE-SLO
- Course Equivalency Rule: GE Area C2 (2024-2025 Curriculum Year)
- Area 3C: Upper Division Arts or Humanities (3 upper-division semester units)¹
 - Courses in Area 3C shall emphasize the humanistic or expressive aspects of culture. Offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local - showing the bonds between the past, present, and future.
 - Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B and 1C) and Area 2, ideally reaching junior standing before taking their upper division Area 3C course. Courses satisfying the requirements for Area 3C may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
 - Course Equivalency Rule: GE Area C3 (2024-2025 Curriculum Year)

AREA 4: SOCIAL AND BEHAVIORAL SCIENCES (9 semester units); one course in each area:

Courses shall be completed in at least 2 different disciplines. Through fulfillment of Area 4 requirements, 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 Subject Area 4.

- Area 4A: Social and Behavioral Sciences – American History (3 semester units)¹

- Area 4A provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404,) outlined in Executive Order 1061, Paragraph I, A as follows:
 - Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
 - The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
 - The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.
- GE-SLOs: Information Literacy and Civic Literacy
- Course Equivalency Rule: GE Area D1 (2024-2025 Curriculum Year)
- Area 4B: Social and Behavioral Sciences – American and California Government (3 semester units)²
 - Area 4B provides partial fulfillment of the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) as outlined in Executive Order 1061, Paragraph I, B as follows:
 - Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraph of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.
 - The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
 - The rights and obligations of citizens in the political system established under the Constitution.
 - The Constitution of the State of California within the framework of evolution of Federal- State relations and the nature and processes of State and local government under that Constitution. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.
 - GE-SLOs: Information Literacy and Civic Literacy

- **Course Equivalency Rule: GE Area D2 (2024-2025 Curriculum Year)**
- Area 4C: Upper Division Social and Behavioral Sciences (3 upper-division semester units)²
 - Courses in Area 4C shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.
 - Students **are encouraged** to complete the lower division GE requirements in Area 1 (1A, 1B, and 1C) and Area 2, **ideally reaching** junior standing before taking their upper division Area 4C course. Courses satisfying the requirements for Area 4C may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, **and choose one of the following three SLOs**: Oral Communication, Written Communication or Quantitative Literacy.
 - **Course Equivalency Rule: GE Area D4 (2024-2025 Curriculum Year)**

AREA 5: PHYSICAL AND BIOLOGICAL SCIENCES (10 semester units); One of the two lower-division courses must be associated with a 1 semester unit laboratory.³

Area 5 courses focus on scientific theories, concepts and data about the physical and biological aspects of the world. Through their courses in Area 5 disciplines, 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 Area 5 laboratory must support learning by exposing students to scientific inquiry, the empirical nature of science, and hands-on experiences in any instructional modality.

- Area 5A: Physical Science (3 semester units)
 - Courses in Area 5A will allow students to develop knowledge of scientific theories, concepts, and data about 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. This area will also require quantitative and critical reasoning skills. Courses in Area 5A will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.
 - GE-SLOs: Quantitative Literacy and Information Literacy
 - **Course Equivalency Rule: GE Area B1 (2024-2025 Curriculum Year)**
- Area 5B: Biological Science (3 semester units)
 - Courses in Area 5B will allow students to develop knowledge of scientific theories, concepts, and data about 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. This area will also require quantitative and critical reasoning skills. Courses in Area 5B will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.

- GE-SLOs: Quantitative Literacy and Information Literacy
- Course Equivalency Rule: GE Area B2 (2024-2025 Curriculum Year)
- Area 5C: Laboratory (1 semester unit)
 - Courses in Area 5C will require the student to reinforce principles learned in either physical sciences or life sciences sub areas. Courses in Area 5C also include writing as an integral part of the process of learning and discovery.
 - GE-SLOs: Written Communication
 - Course Equivalency Rule: GE Area B3 (2024-2025 Curriculum Year)
- Area 5D: Upper Division Scientific Inquiry or Quantitative Reasoning (3 upper-division semester units)
 - Courses in Area 5D shall deal both with the relationship between science, technology, and civilization and with the effect science and technology have on culture and human values. Courses in Area 5D incorporate the application and generalization of basic scientific or quantitative knowledge from the foundational courses to real world or practical problems.
 - Students are encouraged to complete the lower division GE requirements in Area 1 (1A, 1B and 1C) and Area 2, ideally reaching junior standing before enrolling in the upper division 5D course. Courses satisfying the requirements for 5D may have prerequisites in specific disciplines included in Area 2 or Area 5 (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g., only the first semester of a sequence can be required).
 - GE-SLOs: Critical Thinking and Information Literacy, plus either Civic Literacy or Intercultural Engagement, and choose one of the following three SLOs: Oral Communication, Written Communication or Quantitative Literacy.
 - Course Equivalency Rule: GE Area B5 (2024-2025 Curriculum Year)

AREA 6: ETHNIC STUDIES (3 semester units)⁴

- Courses must have the EWS prefix or be cross-listed with a course with an EWS prefix, and meet at least 3 of the 5 following core competencies:
 - 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 as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
 - Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

- 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 in Native American, African American, Asian American, and/or Latina and Latino American communities.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, or language policies.
- Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.
- GE-SLOs: Critical Thinking, Civic Literacy, and Intercultural Engagement
- Course Equivalency Rule: GE Area F (2024-2025 Curriculum Year)

V. **General Education Responsibilities**

Campus faculty have primary responsibility for developing and revising the CPP GE program. Within the CSU GE distribution framework, CPP faculty are to exercise creativity in identifying courses, disciplines, and learning outcomes. In undertaking this task, careful attention should be given to the following:

V.A. GE Program Development

- V.A.1. Assure that GE requirements are planned and organized so that their objectives are perceived by students as interrelated elements, not as isolated fragments.
- V.A.2. Provide for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and those emphasizing integrative experiences will be completed relatively later.
- V.A.3. Develop programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.

V.B. GE Course Development

- V.B.1. Consider the organization of approved courses so that students may choose from among a variety of "cores" or "themes," each with an underlying unifying rationale.
- V.B.2. Consider the possibility of incorporating integrative courses, especially at the upper-division level, that feature the interrelationships among disciplines and traditional GE categories.
- V.B.3. Consider possibilities for innovative teaching and learning, including activity as well as observation in all GE coursework.
- V.B.4. Consider designing GE courses to be inclusive and open to all students regardless of disciplinary lens, with GE learning outcomes as the primary focus. Upper-division GE courses should generally not be major-level courses with multiple major-level prerequisites.

V.B.5. Courses should be designed to meet the specific GE SLOs that have been assigned to their Area requirement, and include assignments assessable by university-adopted rubrics.

V.B.6. Courses are enhanced by including additional GE SLOs that align with the course material, even if they are not mandated by the policy. Incorporating relevant GE SLOs enrich the learning experience for students and strengthen our GE program.

V.B.7. For new course proposals, the General Education (GE) Committee will evaluate how the course aligns with the relevant subject area requirements outlined in Section IV of the GE policy. The Committee will review and assess all General Education Student Learning Outcomes (SLOs) and assignments included in the course proposal. If necessary, the GE Committee may recommend that a course incorporate additional learning outcomes not originally specified in the proposal.

V.B.8. Before submission, proposers may engage in reasonable consultation with disciplinary experts, GE area coordinators, and relevant stakeholders, such as the Ethnic Studies Implementation Committee. Consultation may involve proactive engagement with appropriate stakeholders, and may include meetings, written feedback, or collaborative discussions, but this consultation would only be to ensure that the course aligns with established guidelines and academic policy (e.g., as outlined in the Ethnic Studies Area F policy, AB 1460, Title IV). The GE Committee should consult with appropriate stakeholders to ensure the respective criteria are met. The GE Committee will also ensure that course proposals comply with the other GE course development requirements specified in this policy.

V.C. GE Course Administration

V.C.1. Provide sufficient numbers of Area 1A English composition and Area 2 mathematical concepts and quantitative reasoning course sections to allow first-time, first-year students to complete these requirements in the first year of enrollment.

V.C.2. Remove GE status from GE courses that have not been offered within a five-year period.

V.C.3. Allow upper-division GE courses to fulfill lower-division GE requirements so long as adequate numbers of lower-division course options are available to students.

V.C.4. Review syllabi periodically to ensure GE program norms are practiced for continuous improvement.

V.D. Campus GE Committee

V.E. The effectiveness of a campus GE program depends on the adequacy of curricular supervision, internal integrity and overall fiscal and academic support. Toward this end, CPP shall have a broadly representative GE committee, a majority of which shall be instructional faculty and shall also include student membership. The committee will provide oversight and make recommendations concerning the implementation, conduct and evaluation of requirements specified in this policy. GE Student Learning Outcomes Assessment and Program Review

- V.E.1.** GE-SLOs must be incorporated into GE courses such that students have multiple learning experiences for each outcome, including at both the lower- and upper-division.
- V.E.2.** The Academic Assessment Committee is charged with coordinating the assessment process for the GE-SLOs.
 - V.E.2.i.** Each GE-SLO must be assessed on a regular periodic basis.
 - V.E.2.ii.** All courses that are approved for GE are required to contribute to the assessment of GE-SLOs when requested.
- V.E.3.** Courses that are approved for GE credit must be reviewed on a regular periodic basis to assure that courses continue to meet GE-SLOs and Area requirements. GE status will be removed from courses that do not satisfactorily address assigned GE-SLOs and Area requirements.
- V.E.4.** The GE program must undergo a review that is comparable to the program review process for major programs, including evaluation by an external reviewer.
- V.F.** GE Integration within CPP's Polytechnic Identity
 - V.F.1.** To reinforce the relevance of GE in students' academic and professional careers, GE course syllabi shall include the GEMPS and appropriate GE-SLOs.
- V.G.** Re-certification of GE Courses in the New Pattern
 - V.G.1.** To facilitate the timely implementation of the new GE pattern, this policy outlines the equivalent GE Areas from the 2024-2025 academic year. Recertification of all GE courses will start in 2025-2026 to ensure existing GE courses meet the new GE Student Learning Outcomes (SLOs).

VI. **Minimum Grades**

A grade of C- or better is required of Cal Poly Pomona or transfer student completing courses in English Composition (Area 1A), Critical Thinking (Area 1B), Oral Communication (Area 1C) and Mathematical Concepts and Quantitative Reasoning (Area 2).

VII. **Double Counting**

VII.A. GE, Major and Other Requirements: major courses and campus-wide required courses that are approved for GE credit shall also fulfill (double count for) the GE requirement.

GE and US History, Constitution, and American Ideals Statutory Requirement: up to 6 semester units may be taken to meet the US History, Constitution, and American Ideals Statutory Requirement to double count for lower- or upper-division GE requirements.

Notes:

¹ Include American Institutions Requirement: United States History

² Include American Institutions Requirement: United States and California Government

³ Three semester unit science courses with an embedded laboratory may be used to meet the laboratory requirement as long as the minimum unit value is met for Area 5. Stand alone-laboratories shall be a minimum of 1 semester unit and shall have a prerequisite or co-requisite of the associated lecture course.

⁴ This 3-unit requirement fulfills Education Code Section 89032. The requirement to take a 3-unit course in Area F shall not be waived or substituted.