

GE FRAMEWORK DOCUMENT (REVISED FOR 2024-25, FOR COURSES STARTING FALL 2025)

MISSION

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

The Mission of GEOC:



The GEOC Subcommittee ensures that all courses have learning outcomes that are aligned to the campus-wide learning outcomes. In review of courses, the committee has identified areas where these outcomes are not fully integrated into the course. GEOC learning outcomes should not seem incidental or tacked on to existing non-GEOC courses. Specific learning outcomes, titles, and descriptions should be present even if they are not the primary focus of the course. In particular, outcomes should be inserted into a course. Course content, activities, and assignments should be aligned to the specific learning outcomes and the relevant GEOC should be present even if they are not the primary focus of the course.

DEFINITIONS

At CSUEB, GE/Breadth includes the following:

- I. General Education (GE) requirements which are mandated by the CSU (EO 1100), are aligned to the campus-wide learning outcomes (LEOs) and Second Composition Outcomes) and Second Composition Outcomes)

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

GUIDING POLICIES

1. CSUEB's GE policies and learning outcomes for GE Areas AF are aligned to the requirements of [the CSU General Education Breadth Requirements \(EO 1100\)](#)
2. _____;
3. CSUEB's Overlay learning outcomes are aligned to the university's [Institutional Learning Outcomes](#)

4.

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

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

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

A2
Learning
Outcomes

GE Area A2 courses emphasize the rhetorical principles that govern reading and writing. These principles are fundamental to

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| | <p>4. Distinguish matters of fact from judgments, opinions, and/or fallacies</p> <p>5. write for at least two different audiences (e.g. academic, general, and/or professional);</p> <p>6. engage in writing for specific purposes (e.g. critical thinking, analytical writing, informal writing, and/or research);</p> <p>7. apply critical thinking and logical reasoning in the development and organization of ideas in written texts;</p> <p>8. consider multiple perspectives using primary and/or secondary sources, and when appropriate, incorporate key disciplinary concepts when presenting ideas in writing;</p> <p>9. revise writing with critical feedback provided by the instructor at important junctures throughout the semester in order to improve development, clarity, coherence, and correctness.</p> |
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| <p>Critical Thinking and Composition Course Characteristics</p> | <p>Critical Thinking and Composition courses will include assignments or other assessable activities in which students apply the following skills:</p> <p>1. Written assignments (e.g., argumentative essays, analyses of arguments, reflective writing, drafts of papers) with critical feedback provided by the instructor to the students at important junctures throughout the semester, must total 5,000 words minimum</p> <p>2. Collaboration (e.g. structured peer review; dialogue analyzing different sides of an argument based on evidence; group or class projects)</p> <p>3. Information literacy: use of search strategies to explore information sources (e.g. search terms, truncation, filters, choice of database and/or library resources) and evaluation of gathered sources for relevance and credibility (e.g. peer-reviewed, author expertise, context, timeliness)</p> <p>4. substantive instruction addresses various aspects of writing (critical thinking, analytical writing, informal writing, and/or research), including strategies for generating and organizing</p> |
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| | | 7.courses enroll no more than 30 students. |
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A3 Annotations

Annotations to the A3 learning outcomes (please consider these descriptions when designing/teaching your A3 course):

The role of language in argumentation (e.g., factual and value claims, vagueness and ambiguity; cognitive and emotive meaning;

B2 Life Science (3 units)

B2 Learning Outcomes

Upon completion of the GE Are B2 requirement, students will be able to:

1. Demonstrate knowledge of scientific theories, concepts, and data about the life sciences;

2. Demonstrate an understanding of scientific practices, including the scientific method

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

C1 Arts

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| C1 Arts | GE Area C1 courses integrate the evaluative and descriptive aspects of the history, theory, aesthetics, and criticism of different works, forms, styles, and |
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| | 3. Investigate contemporary and/or historical events/issues from a social science perspective; |
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F. GE Area F Ethnic Studies (3 units). To be approved for this requirement, courses will have the

African Americans/Black people/African diasporic/African Descended/Descendant of Enslaved Africans, Asian/Pacific Islanders/Middle Eastern/South Asian (APIMESA) Americans and/or Latinas/os/xs or Chicanos/as/xs are relevant to current and structural issues such as communal, national, international, and transnational politics as for example, in health disparities, educational inequities, immigration policies, reparations, settler colonialism, language policies, media depictions of ethnic/racial groups, racial and sexual violence, prison industrial complex, community development, gentrification, and/or other ethnic politics.

5. Describe and actively engage with American Indian/Native American/Indigenous, African American/Black/African diasporic/African Descended/Descendant of Enslaved African, Asian/Pacific Islander/Middle Eastern/South Asian (APIMESA) American and/or Latino/a/x communities to apply anticist, anticolonial, humanizing, and women of color feminist frameworks to radically reimagine their communities as sites of

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

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

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| <p>UD-C Learning Outcomes</p> | <p>Upon completion of the GE UDC requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of and ability to apply principles, methodologies, value systems, and thought processes employed in the arts and humanities; 2. Analyze cultural production as an expression of, or reflection upon, what it means to be human; and 3. Demonstrate how the perspectives of the arts and humanities are used by informed, engaged, and reflective citizens to benefit local and global communities. |
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UD-C Course Characteristics

UD-C courses will include at least one assignment or other assessable activity in which students apply the following skills:

- a) Advanced writing (minimum of 4,000 assigned words in, e.g., reflective writing, drafts of papers) with critical feedback provided by the instructor to the students. Students demonstrate mastery of all A2 requirements with evidence of sophistication in composition and critical thinking.
- b) Advanced oral communication (e.g., formal presentations, debates) with critical feedback provided by the instructor to the students. Students demonstrate mastery of all A1 requirements, including the ability to give a presentation with a confident presence, critical thinking, and professionalism that is appropriate for the audience, is clear and logical, and demonstrates mastery of the subject at hand;
- c) Information literacy, in which students

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

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

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

Diversity Overlay

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

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

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| Sustainability Learning Outcomes | <p>Upon completion of the Sustainability Overlay requirement, students will be able to:</p> <ol style="list-style-type: none"> 1. |
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