

General Education Plan G
(Approved 5/28/2021)

General Education

General Education Plan G Required Pattern of Courses

The required pattern of General Education consists of 48 units distributed among these areas:

Subject Area	Units
Section A: English Language Communication and Critical Thinking	
Oral Communication (A1)	3 units
Written Communication (A2)	3 units
Critical Thinking (A3)	3 units
Section B: Scientific Inquiry and Quantitative Reasoning*	
Physical Science (B1)	2-3 units
Life Science (B2)	2-3 units
Science Laboratory Activity (B3)	0-1 unit
<i>Sections B1-3 must total 6 units</i>	
Mathematics/Quantitative Reasoning (B4)	3 units
Scientific Inquiry and Quantitative Reasoning, Upper Division (B5)	3 units
Section C: Arts, Humanities, and U.S. History	
Arts (C1)	3 units
Humanities (C2)	3 units
U.S. History (American Institutions) (C3)	3 units
Section D: Social Sciences and California and Local Government	
Social Sciences (D1)	6 units

U.S. and California Government (American Institutions) (D3 and D4)	3 units
Section E: Lifelong Learning	3 units
Section F: Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages	6 units
Total General Education Units Required	48 units

*Coursework in this section must include one lecture course in each subarea B1, B2 and B4, and one laboratory activity connected to either the B1 or B2 lectures. The laboratory may be embedded in the lecture course or taught as a separate 1-unit course. The total units required for sections B1-3 is 6. In addition, students are required to take an upper division Scientific Inquiry or Quantitative Reasoning course (B5).

Ethnic Studies (ES) Graduation Requirement

Students are required to take 3-units of coursework designated as meeting the Ethnic Studies (ES) graduation requirement in order to graduate from CSUN (or any California State University campus).

Upon completion of an ES designated course, students will have met the GE Breadth Area F requirement and the course will be designated as such on their official transcript.

Information Competence Requirement

Students are required to take Information Competence (IC)-designated courses. Students will progressively acquire information competence skills by developing an understanding of information retrieval tools and practices, as well as improving their ability to evaluate and synthesize information ethically.

Students must take two IC-designated courses, one course in the Basic Skills section and one course in the Subject Explorations section.

Basic Skills (9 units, Section A and 3 units, Section B)

Basic Skills coursework provides students with the knowledge and abilities that they will find useful and necessary for other GE and University courses and in their pursuits after graduation. These fundamental courses in **Oral Communication, Written Communication, Critical Thinking, and Mathematics/Quantitative Reasoning** will teach students how to read to understand and write about complex topics, how to distinguish correct from faulty reasoning, how to study and appreciate mathematical ideas and quantitative reasoning, and how to make public presentations of their own thoughts and research. Students must complete this section within their first 60 units. One course in this

section must include the Information Competence (IC) designation. Students must earn a “C-” or better grade in all four courses in order to satisfy the GE Basic Skills requirement. See the [Basic Skills Policy](#) for more information.

Subject Explorations (29 units)

Subject Explorations coursework provides courses in Scientific Inquiry and Quantitative Reasoning; Arts, Humanities, and U.S. History; Social Sciences and California and Local Government; Lifelong Learning; and Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages. At least one course taken to fulfill Subject Explorations must be designated as an IC course.

Scientific Inquiry and Quantitative Reasoning (12 units, Section B)

Scientific inquiry coursework provides students with a fundamental knowledge in the sciences, an understanding of how scientific knowledge moves forward using the scientific method, and an understanding of the role of science in a world that is increasingly reliant on scientific and technological advances.

Coursework in this section must include one lecture course in each subarea—B1, B2 and B4, and one laboratory activity connected to either the B1 or B2 lectures. Students must also take one B5 course.

Arts, Humanities, and U.S. History (9 units, Section C)

Arts and Humanities coursework helps students to appreciate the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literatures, religions and philosophy.

Coursework in this section must include one course in each subarea—C1, the arts, C2, humanities, and C3, U.S. History/American Institutions. One Section C course may count toward the upper division GE requirement.

Social Sciences and California and Local Government (9 units, Section D)

Social Science coursework will give students an understanding of the behavior of humans as we relate to each other, to ourselves and to our environments as we create the structures and values that govern our lives in the present and through time. These courses will give students an appreciation of the areas of learning concerned with human thought and an understanding of the nature, scope and limits of social-scientific study.

Students are required to take 6 units in D1 (Social Sciences) and 3 units in D3/D4 (U.S. and California Government/American Institutions).

One Section D course may count toward the upper division GE requirement.

Lifelong Learning (3 units, Section E)

Lifelong Learning coursework encourages students to develop an appreciation for the importance of the continued acquisition of new and diverse knowledge and skills, and offers opportunities to integrate personal, professional, and social aspects of life.

Upper division Lifelong Learning courses can be used to satisfy the Section E requirement but not the upper division GE requirement.

Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages (6 units, Section F)

Comparative Cultural Studies coursework provides students with an introduction to the cultures and languages of other nations and peoples, the contributions and perspectives of cultures other than their own, and how gender is viewed in these cultures. Courses in this section will be referred to in this Catalog with the abbreviated phrase Comparative Cultural Studies.

Up to 6 units of Section F may be used to fulfill the upper division GE requirement.

General Education Rules

Upper Division General Education (UDGE) (9 Units)

General Education coursework at the 300-level or above must be selected from Scientific Inquiry and Quantitative Reasoning (B5); and Arts, Humanities, and U.S. History (C1, C2, or C3); Social Sciences and California and Local Government (D1 or D3/4); and/or Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages (F). Students must take 3 units in Section B5 (Scientific Inquiry and Quantitative Reasoning) and 6 units from Sections C, D, and F with no more than 3 units from Section C or Section D. UDGE courses (300-level and above) are not to be taken sooner than the semester in which junior standing (60 units) is achieved. Students enrolling in upper-division GE courses shall have completed required lower-division GE courses in written communication, oral communication, critical thinking, and mathematics/quantitative reasoning.

Writing Intensive (WI) Requirement

All upper division GE courses are designated Writing Intensive (WI). Therefore, the WI requirement will be satisfied by meeting the upper division General Education requirement. Writing Intensive courses require students to complete writing assignments totaling a minimum of 2,500 words.

General Education Residency Requirement

Students must complete a minimum of 9 units of General Education in residence at a California State University campus at the upper division level.

Grading Method Requirement

Students may not take courses on a Credit/No Credit basis to fulfill GE requirements. Refer to the Policies and Procedures section on [Credit/No Credit](#) for all restrictions on this basis of grading.

Additional General Education Rules

- A student may count for GE credit any GE course that counts for major credit.
- Changes or substitutions to GE that are specific to particular majors are listed in the [General Education Pattern Modifications](#) section or may be listed in the description of the major program. An academic advisor in the major should be consulted regarding these changes.
- Courses taken to fulfill a particular GE requirement will continue to count for GE credit even after a student changes major. However, once a student changes the major, the student is responsible for fulfilling the GE requirements in the areas of GE that have not been completed.
- Students must earn a "C-" or better grade in the four [basic skills](#) courses (Oral Communication, Written Communication, Critical Thinking, and Mathematics/Quantitative Reasoning).

Requirements for Transfer Students

Transfer students can meet CSUN GE requirements by completing a General Education Certification* plan at a California Community College and 9 units of upper division GE coursework at CSUN after transfer, or by completing the General Education program at CSUN, which includes the following areas of study: Basic Skills, Subject Explorations (which include Scientific Inquiry and Quantitative Reasoning; Arts, Humanities, and U.S. History; Social Sciences and California and Local Government; Lifelong Learning; and Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages).

Students starting CSUN as upper division transfer students must also meet a 3-unit CSUN requirement in Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages. This requirement can be met through transfer credit evaluation or the completion of an appropriate CSUN upper division GE course designated as a Comparative Cultural Studies course. ADT students

may be required to complete upper-division Section F courses only if those courses are already specified in the 60 units of baccalaureate-completion requirements for the ADT-to-bachelor's degree.

Students whose transfer record does not include an articulated Ethnic Studies (ES) graduation requirement course must take a course designated as meeting that requirement prior to graduation.

*Students who may be eligible for IGETC or CSU General Education certification are urged to consult with their community college counselor about this process, preferably in advance of their transfer.

General Education Student Learning Outcomes

Undergraduate Learning Goals and Student Learning Outcomes

The following student learning goals and student learning outcomes reflect the mission of the University to “help students develop academic competencies, professional skills, critical and creative abilities, and ethical values of learned persons who live in a democratic society, an interdependent world and a technological age.” Through its rich and diverse offering of degree programs and its General Education program, CSUN ensures that all graduates attain these goals and maintain academic integrity.

Consistent with its role as a learning-centered University, the campus also recognizes that these learning goals are promoted and enhanced in many formal and informal campus activities and environments outside the classroom.

One of the important purposes of the General Education program is to ensure that every CSUN undergraduate engages in each of these fundamental learning goals. Although many courses integrate more than one goal and set of student learning outcomes into their curricula, placement of a course into a specific section of the General Education program signifies that the course will emphasize the learning goals and student learning outcomes of that section. All General Education courses should meet the student learning goals of the GE section they are in. General Education courses in Basic Subjects and those designated as satisfying the Information Competency (IC) and Writing Intensive (WI) goals should meet all of the student learning outcomes of the section/designation. General Education courses in sections B1, B2, B3, B5, and C-F should meet at least two of the student learning outcomes of their GE section. Courses in the U.S. History and Local Government section must meet the Title 5 requirements as prescribed by California law. Courses meeting the Ethnic Studies (ES) requirement (GE Breadth Area F) must meet three of the student learning competencies for the statewide ethnic studies requirement as prescribed by Title 5.

All CSUN students are responsible for pursuing the following learning goals in the General Education program at CSUN. These goals are grouped into four categories: basic skills, subject explorations, United States History and Local Government, and special designations. Each graduate from CSUN is expected to master the student learning outcomes that are identified for each goal.

Basic Skills

The first four goals involve basic skills that provide students with the knowledge and abilities they will find useful and necessary in other GE and University courses and in their pursuits after graduation. The fundamental areas of basic skills are:

- Oral Communication
- Written Communication
- Critical Thinking
- Mathematics/Quantitative Reasoning

Students will learn how to read to understand complex topics and write about them, how to distinguish correct from faulty reasoning, how to study and appreciate mathematical ideas and quantitative reasoning, and how to make public presentations of their own thoughts and research.

Subject Explorations

The General Education Subject Exploration categories are meant to promote a broad-based interdisciplinary education. The next five goals provide students with a broad background in disciplines at the University in order that they appreciate the breadth of human knowledge and the responsibilities of concerned citizens of the world. Students acquire the knowledge and skills to become lifelong learners and gain an appreciation of different perspectives and insights from which to view human endeavors.

Special Designations

Courses with the special designation of IC (Information Competence) provide students with basic skills in using information retrieval tools and practices that enhance their ability to evaluate and synthesize information competently and ethically. Courses with the special designation of WI (Writing Intensive) provide students with continued practice in expressing themselves through writing in various forms within different disciplinary contexts. Students must take at least two courses that have an IC designation: one in the Basic Skills section and one in any Subject Exploration area. Students must select nine units that have a WI designation from Upper Division General Education courses within Subject Explorations or U.S. History and Local Government.

Basic Skills

1. Oral Communication (A1)

Goal: Students will understand the basic concepts and practices associated with public speaking and will make public presentations of their own thoughts and research.

Student Learning Outcomes

Students will:

1. Apply critical thinking skills when listening, reading, thinking and speaking.
2. Create, organize and support ideas for various types of oral presentations.
3. Evaluate contexts, attitudes, values, and responses of different audiences.
4. Identify, evaluate and apply different styles of presentation utilizing effective delivery techniques in public speaking.
5. Demonstrate acceptable ethical standards in research and presentation of materials, including proper verbal citations.

2. Written Communication (A2)

Goal: Students will analyze and reflect on complex topics and appropriately synthesize their own and others' ideas in clearly written and well-organized edited American English.

Student Learning Outcomes

Students will:

1. Analyze and compare perspective, meaning and style in different texts, including those that reflect multicultural images and voices.
2. Construct a theme or thesis and organize and develop a substantial, balanced and convincing defense of it in a voice, tone, language, and format (e.g., essay autobiography, report, editorial, case study, inquiry, and research) appropriate to the purpose of the writing.
3. Use logical support, including informed opinion and fact, as well as their interpretations, to develop ideas, avoiding fallacies, biased language, and inappropriate tone.
4. Demonstrate satisfactory competence in the conventions of Edited American English and the elements of presentation (including layout, format, and printing).
5. Select and incorporate ideas derived from a variety of sources, such as library electronic and print resources, books, journals, the Internet, and interviews, and document them responsibly and correctly.
6. Apply a variety of strategies for planning, outlining, drafting, revising and editing written work.

3. Critical Thinking (A3)

Goal: Students will analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems.

Student Learning Outcomes

Students will:

1. Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions and solve challenging problems.
3. Synthesize information in order to arrive at reasoned conclusions.
4. Evaluate the logic and validity of arguments, and the relevance of data and information.
5. Recognize and avoid common logical and rhetorical fallacies.

4. Mathematics/Quantitative Reasoning (B4 and B5)

Goal: Students will gain competence in mathematical reasoning necessary for informed judgment and decision making.

Student Learning Outcomes

Students will:

1. Represent, understand and explain mathematical information symbolically, graphically, numerically and verbally.
2. Develop mathematical models of real-world situations and explain the assumptions and limitations of those models.
3. Use models to make predictions, draw conclusions, check whether the results are reasonable, and find optimal results using technology when necessary and appropriate.
4. Demonstrate an understanding of the nature of mathematical reasoning, including the ability to prove simple results and/or make statistical inferences.

Subject Explorations

5. Scientific Inquiry (Sections B1-3, B5)

Goal: Students will develop basic knowledge and learn key principles in the natural sciences, including an understanding of the methods of scientific inquiry through laboratory, activity and/or field-based study.

Student Learning Outcomes

Students will:

1. Demonstrate an understanding of basic knowledge, principles and laws in the natural sciences.
2. Explain how the scientific method is used to obtain new data and advance knowledge.
3. Demonstrate an understanding of the logical foundations and boundaries of science.
4. Recognize the contribution and potential of science in human society and everyday life.
5. Demonstrate competence in applying the methods of scientific inquiry.
6. Demonstrate an ability to apply scientific knowledge and to critically assess real-world issues and make sound decisions.

6. Arts, Humanities, and U.S. History (Section C)

Goal: Students will understand the rich history and diversity of human knowledge, discourse and achievements of their own and other cultures as they are expressed in the arts, literatures, religions and philosophy.

Student Learning Outcomes for C1 and C2

Students will:

1. Explain and reflect critically upon the human search for meaning, values, discourse and expression in one or more eras/stylistic periods or cultures.
2. Analyze, interpret and reflect critically upon ideas of value, meaning, discourse and expression from a variety of perspectives from the arts and/or humanities.
3. Produce work/works of art that communicate to a diverse audience through a demonstrated understanding and fluency of expressive forms.
4. Demonstrate ability to engage and reflect upon their intellectual and creative development within the arts and humanities.
5. Use appropriate critical vocabulary to describe and analyze works of artistic expression, literature, philosophy or religion and a comprehension of the historical context within which a body of work was created or a tradition emerged.
6. Describe and explain the historical and/or cultural context within which a body of work was created or a tradition emerged.

Student Learning Outcomes for C3

1. Describe and analyze significant events covering a minimum time span of approximately one hundred years and 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.
2. Describe and analyze role of major ethnic and social groups in such events and the contexts in which the events have occurred.
3. Describe and analyze events presented within a framework that 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.

7. Social Sciences and California and Local Government (Section D1, D3/4)

Goal: Students will understand the complexities of social relations and human experiences and the ways in which they have changed over time, as well as the nature, scope and the systematic study of human behaviors and societies. Students will understand and reflect upon United States history, institutions and ideals; the Constitution of the United States; and the principles of state and local government as established in California.

Student Learning Outcomes for D1

Students will:

1. Explain how social scientists conduct the systematic study of social relations, human experiences and patterns of change over time.
2. Analyze and explain the multiple perspectives found in the social sciences that underlie debates on important historical and contemporary issues.
3. Apply appropriate social scientific methods to collect data, analyze, evaluate, explain and/or solve problems in social relations and human behavior.
4. Demonstrate an understanding of how social problems impact individuals, communities and societies.

Student Learning Outcomes for D3/4

Students will:

1. Describe and analyze 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.
2. Explain and examine the rights and obligations of citizens in the political system established under the Constitution.
3. Describe and examine 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.
4. Explain and analyze 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.

8. Lifelong Learning (Section E)

Goal: Students will develop cognitive, physical and affective skills, which will allow them to become more integrated and well-rounded individuals within various physical, social, cultural, and technological environments and communities.

Student Learning Outcomes

Students will:

1. Identify and actively engage in behaviors conducive to individual health, well-being or development, and understand the value of maintaining these behaviors throughout their lifespan.
2. Identify and apply strategies leading to health, well-being or development for community members of diverse populations.
3. Apply the knowledge and skills of science and technology and evaluate how they impact individuals, the community and/or society.

9. Comparative Cultural Studies/Gender, Race, Class, and Ethnicity Studies, and Foreign Languages (Section F)

Goal: Students will understand the diversity and multiplicity of cultural forces that shape the world through the study of cultures, gender, sexuality, race, religion, class, ethnicities and languages with special focus on the contributions, differences and global perspectives of diverse cultures and societies.

Student Learning Outcomes

Students will:

1. Describe and compare different cultures.
2. Explain how various cultures contribute to the development of our multicultural world.
3. Describe and explain how race, ethnicity, class, gender, religion, sexuality and other markers of social identity impact life experiences and social relations.
4. Analyze and explain the deleterious impact and the privileges sustained by racism, sexism, ethnocentrism, classism, homophobia, religious intolerance or stereotyping on all sectors of society.

5. Demonstrate linguistic and cultural proficiency in a language other than English.

Designations

10. Information Competence (Campus GE Designation IC)

Goal: Students will progressively develop information competence skills throughout their undergraduate career by developing a basic understanding of information retrieval tools and practices, as well as improving their ability to evaluate and synthesize information ethically.

Student Learning Outcomes

Students will:

1. Determine the nature and extent of information needed.
2. Demonstrate effective search strategies for finding information using a variety of sources and methods.
3. Locate, retrieve and evaluate a variety of relevant information, including print and electronic formats.
4. Organize and synthesize information in order to communicate effectively.
5. Explain the legal and ethical dimensions of the use of information.

11. Writing Intensive (Campus GE Designation WI)

Goal: Students will develop their abilities to express themselves and the knowledge they have obtained through practicing various forms of writing within different disciplinary contexts. Writing intensive courses will build upon the skills gained in the Written Communication section of Basic Skills. In each WI course, students will be required to complete writing assignments totaling a minimum of 2,500 words.

Student Learning Outcomes

Students will:

1. Develop and clearly define their ideas through writing.
2. Ethically integrate sources of various kinds into their writing.
3. Compose texts through drafting, revising and completing a finished product.
4. Express themselves through their writing by posing questions, making original claims and coherently structuring complex ideas.
5. Revise their writing for greater cogency and clarity.
6. Utilize adopted communication modes and documentation styles of specific disciplines (MLA, APA, Chicago, CBE, etc.) where appropriate.

12. Ethnic Studies Graduation Requirement (Campus Designation: ES)

Each course meeting the Ethnic Studies (ES) requirement must fulfill a minimum of three out of the following five learning objectives as appropriate to their lower- or upper-division status.

These learning objectives must be used in addition to any learning objectives and criteria established and required by each campus' Ethnic Studies department/unit/program (as traditionally defined) faculty for all courses meeting the GE Breadth Area F graduation requirement:

Student Learning Outcomes

Students will:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism 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.
2. 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.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Explain and critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied 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, language policies.
5. 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.

Under Courses: New Tab Ethnic Studies Graduation Requirement

Ethnic Studies (ES) Graduation Requirement

Students are required to take 3-units of coursework meeting the Ethnic Studies (ES) graduation requirement in order to graduate from CSUN (or any California State University campus).

Upon completion of an ES designated course, students will have met the GE Breadth Area F requirement and the course will be designated as such on their official transcript.

Students are required to take one course that meets the Ethnic Studies (ES) graduation requirement prior to graduation from any CSU campus. Courses with this designation will be noted on the student's transcript as meeting the GE Breadth Area F requirement.

List of courses: