**California State University, Long Beach Policy Statement**

Policy Number: XXX

Date: XXX

**CAMPUS-SPECIFIC GRADUATION REQUIREMENTS**

**(GR Policy)**

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

This policy statement was recommended by the Academic Senate on XXX

and approved by the President on XXX.

Table of Contents:

[1.0 CAMPUS-SPECIFIC GRADUATION REQUIREMENTS](#Requirements)

[**1.1 Upper Division Writing Requirement (Category WR-UD)**](#WRUD)

[**1.2 Human Diversity in the USA (Category HD)**](#HD)

[**1.3 Global Competency (Category GC)**](#GC)

[2.0 GENERAL REGULATIONS](#General)

[3.0 CAMPUS-SPECIFIC GRADUATION REQUIREMENTS FOR RETURNING AND TRANSFER STUDENTS](#ReturningTransfer)

[4.0 GOVERNANCE OF THE GR PROGRAM AND REVIEW OF COURSES AND CURRICULUM](#Governance)

[5.0 COURSE AND CURRICULUM LIST APPEAL PROCEDURES](#Appeal)

**1.0 Campus-Specific Graduation Requirements**

In addition to the GE Program as governed by EO 1100, CSULB identifies three campus-specific graduation requirements that students must complete. These are: Upper Division Writing Requirement, Human Diversity in the USA, and Global Competency.

The Campus-Specific Graduation Requirements curriculum should include, as an integral component of teaching, sensitivity to different points of view and diverse learning methods. GR curriculum may be offered in different forms (e.g., content within one course or content spread over several courses) and in different formats (e.g., integrated within a face-to-face course or blended with online curriculum). Curriculum may be offered within or throughout lower-division and upper-division courses, including transfer courses.

Instructors must be conscious when requesting certification for Campus-Specific Graduation Requirements in a certain category that their class may be the only exposure a student gets to that category. Rather than Campus-Specific Graduation Requirements being an afterthought to make a class fit into that category, with just perfunctory treatment or minimal coverage of the category, a class must be created around the concept of covering Campus-Specific Graduation Requirements explicitly, directly, thoroughly, and significantly, integrating the category throughout the class.

In order to be approved for a specific GR category, the course must include:

* At least 12 hours of content; and
* Student Learning Outcomes (SLOs) clearly dedicated to the requested GR Subject Area; and
* scheduled class topics that directly address the SLO(s) dedicated to the requested category; and
* textbooks/readings and bibliography items that clearly address the category being requested; and
* assessments that clearly demonstrate student learning of the category.

Courses proposed for GR certification must meet criteria and requirements set by GEGC.

1.1 **Upper Division Writing Requirement (Category WR-UD)**

The Graduate Writing Assessment in Writing (GWAR) requirement (PS XX, EO XX) requires that a graduate of a university must have skills in written communication beyond the first-year level as required in GE Area A2.

No Writing-Intensive Course shall have more than thirty-five enrolled students and, ideally, no more than twenty-five enrolled. All Upper Division Writing Requirement courses shall require completion of the entire GE Foundation as a prerequisite.

1.1.1 Courses in fulfillment of the Upper Division Writing Requirement GR Category must meet the following criteria:

1.1.1.1 Instructors in all Upper Division Writing Requirement curriculum will integrate a substantial writing component that meets Student Learning Outcomes (SLOs) for writing as established by the GEGC. For this policy, that’s understood as a required total of at least 5,000 words in the various assignments. These assignments and 5,000 words may be in 1 upper division course, or spread over 2 upper-division courses.

1.1.1.2 All Upper Division Writing Requirement courses must include instructional activities that are appropriate to course writing assignments. Instructional activities that reflect current best practices i include, but are not limited to, the introduction and practice of prewriting, exploratory writing, outlining, drafting, revision in response to instructor feedback on drafts and revisions, editing strategies, peer review, summarizing, relevant documentation conventions, research methods, and information literacy. These instructional activities can be adapted across disciplines.

1.1.1.3 Instructors who teach courses fulfilling the Upper Division Writing Requirement should refer students with serious writing difficulties to seek writing instruction, tutoring, or other appropriate assistance to improve their writing skills as early as possible. For this reason, there must be early feedback on student writing (usually by week three of the term) and further feedback throughout the term, including opportunity for revision where appropriate to the assignment.

1.1.1.4 Faculty should obtain guidance in the choice of writing assignments and information on evaluating writing from the Director of the Writing Across the Curriculum program and through workshops and other supportive programs sponsored by the Division of Academic Affairs and the Faculty Center for Professional Development.

1.1.2 Following is a list of Student Learning Objectives to assess learning related to Writing Intensive. Students successfully completing the Writing Intensive curriculum will be able to:

* Apply the conventions of standard written English to communicate meaning to readers with clarity and fluency, and is virtually error free;
* Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work;
* Demonstrate comprehension of texts by using appropriate, relevant, and compelling content to illustrate mastery of the subject to write accurate summaries, reasoned analyses, and responses;
* Demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, drafting, content, revision, presentation, formatting, and stylistic choices;
* Express and synthesize their own and others’ ideas, conveying the writer's understanding, and shaping the whole work;
* Evaluate and incorporate high-quality, credible, relevant source materials to develop ideas that are appropriate for the discipline and genre of the writing.

1.2 **Human Diversity in the USA (Category HD)**

Curriculum addressing this category must present current and course appropriate theoretical understandings of the nature of human diversity in the United States of America. Curriculum designed to meet this requirement could be embedded within 1-3 courses. These courses could be lower-division or upper-division. Such curriculum should clearly demonstrate pedagogical and disciplinary approaches to the study of the diversity of human beings.

HD courses must examine how race, ethnicity and gender shape and determine issues such as, but not limited to, identity, power, privilege, social justice, and resistance as well as life conditions, life chances, distribution of social goods, social equality and patterns of oppression. Courses must include comparisons of discrimination based on race or ethnicity.

1.2.1 Courses in fulfillment of the Human Diversity in the USA (HD) GR Category must meet *all* of the following criteria:

* Provide a comparative treatment of nationally significant minority cultures, to include at least two of the following groups: African Americans, Native Americans, Chicanx/Latinx,Asian Americans, Middle Eastern Americans, and Americans of Native Hawaiians/Other Pacific Islanders descent; and
* Examine the impact of structural disadvantage on these racial and ethnicgroups in the USA; and
* Examine gender issues in the USA; and
* Examine one or more additional markers of social difference in the USA, such as special needs, age, class, ability, language, religion, citizenship status, and other distinctions that reflect the diversity of the United States of America, within both the specific field of study and the general society.

1.2.2 Following is a list of Student Learning Objectives to assess learning related to Human Diversity in the USA. Therefore, students successfully completing the Human Diversity in the USA curriculum will be able to:

* Critique institutional structures, traditional hierarchies or social categories in order to deepen an understanding of the nature of power and privilege, and resulting inequalities; and
* Demonstrate civic literacy and an awareness of social justice that would enable effective participation in an inclusive society; and
* Critically compare beliefs, values, and culture between and among groups with respect to race, gender, sexual identity, nation, faith, and economic circumstances; and
* Analyze and reflect on how one’s own experiences and perspectives shape reactions to others including assumptions, biases, prejudices, and stereotypes in order to recognize the subjectivity of one’s own world view.

1.3 **Global Competency (Category GC)**

CSULB’s Mission and Values express an institutional commitment to global learning and to preparing graduates to engage critically and ethically in local and global issues, to be knowledgeable and respectful of others across a spectrum of differences, and to advance the global public good collaboratively and equitably. To this end, students are required to complete curriculum designated for Global Competency (GC). Curriculum designed to meet this requirement could be in 1-3 courses. These courses could be at the lower or the upper division level.

1.3.1 Curriculum in fulfillment of the Global Competency (GC) GR Category must meet *one* of the following four criteria:

(1) have as their focus the world as a whole as its field of inquiry; or

(2) engage in a sustained and systematic comparison between at least two major regions or distinct communities outside the US; or

(3) engage in a sustained and systematic analysis of global processes within the context of one major region (broadly defined) outside the US, exploring how these processes operate differently within and across that region; or

(4) engage in a sustained and systematic comparison between one major region or distinct community outside the US with one region or community in the US or the entirety of the US.

1.3.2 Following is a list of Student Learning Objectives to assess learning related to Global Competency. Students successfully completing the Global Competency curriculum will be able to:

* Outline the role played by humans in shaping and being shaped by the global physical and natural environment in order to understand how their actions affect both local and global communities; and
* Address the world’s most pressing and enduring issues collaboratively and equitably in order to demonstrate an ability to interact ethically and responsibly with local, national, and international communities; and
* Develop the competency to see the world from multiple perspectives and gain tools and resources to challenge ethnocentric thinking; and
* Identify the global forces that shape culture and subculture in order to identify events and issues of global importance including but not limited to climate change, migration, crime, technology, and trade.

**2.0 GENERAL REGULATIONS**

2.1 Only curriculum on the Master Course List for Campus-Specific Graduation Requirements at the time the student takes the course shall count for Campus-Specific Graduation Requirements (GR).

2.2 GR certification may be approved for courses that are approved for GE as well as for the major.

2.3 There is no limit to the number of units that may be used to satisfy the requirements for GR and the major.

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

2.5 GR Courses may be offered in various formats and modes of instruction and in various time frames. Departments have the burden of demonstrating that the GR objectives and the expectations of student performance are maintained in all formats in which the course is taught.

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

2.7 Transfer courses may be used to meet the Human Diversity in the USA and the Global Competency GR only if they meet the criteria in Sections 1.2 and 1.3.

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

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

**3.0 CAMPUS-SPECIFIC GRADUATION REQUIREMENTS FOR RETURNING AND TRANSFER STUDENTS**

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

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

3.2 Transfer students must complete the CSULB GR requirements.

**4.0 GOVERNANCE OF THE GR PROGRAM AND REVIEW OF COURSES**

Authority for governance of Campus-Specific Graduation Requirements belongs to the General Education Governing Committee (GEGC). The Academic Senate defines the committee’s composition and charge. Governance includes the approval of curriculum, assessment of Student Learning Objectives, and assessment of the GR program. The GEGC will report to the CEPC for curriculum approvals, and to the Program Assessment and Review Council (PARC) for curriculum and program assessment.

The authority to review and approve curriculum for inclusion in the Master Course List for Campus-Specific Graduation Requirements belongs to the GEGC, with subsequent review by the Curriculum and Educational Policies Council (CEPC). The GR Program as a whole will be assessed by PARC in five-year intervals and will include curriculum-specific reviews conducted as part of regular academic program evaluation.

4.1 Review of GR Courses

4.1.1 Departments with courses or curriculum undergoing review have the burden of proof that the requirements of the course’s contribution to the overall GR Program have been met.

4.1.2 Once a course or curriculum has been approved for GR credit by the GEGC, it will be reviewed periodically by the General Education Evaluation Committee (GEEC). The standard period between reviews is five years. Courses or curriculum approved for GR that have not been offered within a five-year period shall have GR status removed. Any course or curriculum that undergoes substantial change requires appropriate reevaluation to remain on the list of approved courses. A request for inclusion in an additional GE category for a course already on the list of approved courses approved for GR requirements requires a review and evaluation of the course for all prior as well as requested GR Category by the GRGC. Except in the case of courses that have not yet been offered, departments may be asked to provide anonymous examples of student work as evidence that course expectations are appropriate.

4.1.3 The Colleges must submit materials for each of their courses on the Master List for Campus-Specific Graduation Requirements for periodic review and evaluation. Failure to submit a course for review by the end of the semester following the semester during which the college received a request will be interpreted as a desire to delete the course from the list of approved courses and that will be the action taken automatically.

4.2 Assessment of GR Student Learning Outcomes (SLO’s)

4.2.1 Assessment of SLO’s for GR will be completed at the course level and at the campus level.

4.2.1.1 Course level direct assessment will focus on how well the student integrates the content related to the GR requirement with the content of the course.

4.2.1.2 Campus level assessment will occur after all requirements for the GR curriculum are met. Because GR curriculum may be provided over several courses, this assessment will solely focus on achievement of the GR SLO’s. Faculty with expertise in the GR requirement will be chosen by the Academic Senate to create 2-3 questions per requirement, and a rubric to assess those questions. Formative feedback will be provided to Departments with courses that address the specific GR content. If students from a specific course do not pass the campus assessment after formative feedback has been provided for 3 consecutive years, that course will be sent to GEGC for re-certification.

4.3 Assessment of the GR program will occur no less than every 5 years. All Academic programs are required to complete a self-assessment, have an external review, and be evaluated by PARC.

**5.0 COURSE LIST APPEAL PROCEDURES**

5.1 A department (via the college) may appeal a decision regarding placement of one of their own courses or curriculum on the Master List for Campus-Specific Graduation Requirements. The department (via the college) does this by requesting reconsideration and submitting further information about the course to show why the original decision was incorrect.

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

5.3 If a department discovers that one of its courses is approved for GR under a specific GR Category and the course is not appropriate, that department must request that the course be deleted from the Master List for Campus-Specific Graduation Requirements.

5.4 If after the appeal referred to above a college still disagrees with the judgment of the GEGC, it may appeal to the Curriculum and Educational Policies Council. If this is done, the GEGC will prepare for the council a statement of the reasons for its decision. The college will furnish the members of the council copies of the course or curriculum justification and the additional materials provided for the committee. All materials shall be distributed to council members prior to the meeting at which the matter is to be considered. Oral presentations may also be made at the Curriculum and Educational Policies Council meeting, if the college wishes.

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

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

5.7 The actions of GEGC and CEPC shall be subject to review by the Academic Senate.

EFFECTIVE: XXX