

Area Criteria

1. **Communication, Expression, Critical thinking, and information literacy**

1. Courses in this area must focus on the acquisition of skills related to English composition, critical thinking, or oral communication. Most commonly, completion of courses from English, Communication, and Philosophy can fulfill this requirement.
 1. English composition courses will
 1. Develop analytical skills in academic writing practices with the understanding of form, content, context, and effectiveness in communication.
 2. Practice rhetorical approaches to writing using a multi-step process with varied strategies for planning, drafting, and revising.
 3. Exposure to a wide range of writing situations, culturally diverse traditions and texts, and genres.
 2. Critical thinking courses will develop capacity to solve problems, evaluate information, discern biases and underlying assumptions in a variety of forms of information, and communicate in ways that demonstrate these skills.
 3. Oral communication will provide foundational knowledge of public speaking. Students must communicate ideas that are informative and persuasive, using credible, well-evaluated sources, as well as critically examine and evaluate public discourse. Students are further exposed to the rhetorical traditions of speech appropriate to the audience, purpose, genre, and context, including the ethical use and assessment of information.
2. All courses will
 1. Provide global, historical, or environmental context relevant to the discipline

Increase students' ability to evaluate real-world uses of communication and make judgements about reliability of sources.

2. **Mathematical Concepts and Quantitative Reasoning**

Area 2 is met by completing a course in mathematics or statistics whose primary purpose and content is focused on mathematics and quantitative reasoning. These courses will:

1. Address students' ability to develop, use, and critique quantitative arguments.

2. Include theory and estimation, problem solving, application and interpretation, uses and misuses of concepts, and analysis and criticism of arguments.
3. Develop students' ability to evaluate, synthesize, and communicate information relevant to the discipline.
4. Provide global, historical, or environmental context relevant to the discipline in ways that increase students' ability to understand the real-world uses and implications of concepts learned.

3. Arts and Humanities

A course in this area will:

1. Explore the creativity, belief systems, cultural activities, and/or artistic expressions of human beings.
2. Develop students' awareness of how people throughout the ages and in different cultures or faith traditions respond to themselves and the world around them through artistic, ritualized, or cultural creations.
3. Develop students' aesthetic understandings and abilities to make value judgments through inquiry and problem-solving.
4. Develop students' ability to evaluate, synthesize, and communicate information relevant to the discipline
5. Provide global, historical, or environmental context relevant to the discipline in ways that increase students' ability to understand the real-world uses and implications of concepts learned.

4. Social and Behavioral Sciences

A course in this area will:

1. Build understanding of the social structures, characteristics of human beings, and rich variety of cultural traditions that impact our social world and related research methods.
2. Be presented from a theoretical point of view and focus on core concepts and methods of the discipline and empower students to become skilled ethical global citizens.
3. Expand students' ability to critically analyze information related to the social and behavioral world
4. Provide global, historical, or environmental context relevant to the discipline in ways that increase students' ability to understand the real-world uses and implications of concepts learned.

5. Natural Sciences

A course in this area will:

1. Emphasize experimental methodology, investigation, and systematic questioning and assessment
2. Develop a comprehension of the basic scientific concepts of the physical and/or biological aspects of the world as well as an understanding of science and scientific methods
3. Develop students' ability to effectively synthesize and communicate results of scientific explorations of the world.
4. Include lecture and laboratory components as either a single course or complementary lecture and laboratory courses.
5. Provide global, historical, or environmental context relevant to the discipline in ways that increase students' ability to understand the real-world uses and implications of concepts learned.

6. Ethnic Studies

1. Meets the Cal-GETC Area 6 Ethnic Studies requirement by satisfying 3 out of 5 of the following:
 1. Critically examine and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, antiblackness, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the core four disciplines (Native American Studies, African American Studies, Asian American Studies, and Chicana/o/x/é or Latina/o/x/é Studies) or similar fields.
 2. Apply theory and knowledge produced by one or more of the core four disciplines (i.e., Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies) or similar fields that describes an understanding of epistemologies, critical events, histories, cultures, cultural identity, cultural philosophies, intellectual traditions, contributions, lived experiences, generational trauma, and all manner of struggles of those groups with a particular emphasis on systemic oppression, identity formation, agency and group affirmation.
 3. Critically analyze the intersection of race, racism, and white supremacy as they relate to class, gender, sexuality, sexual orientation, social status, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, in Native American, African American, Asian American, Chicana/o/x/é or Latina/o/x/é, or similar communities in the United States.

4. Critically examine, in historical and intersectional context, how struggle, resistance, and the quest for justice (racial, social, educational, political, economic, etc.), solidarity, and liberation, as experienced and enacted by Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies, and similar fields, as people of color in the United States, are relevant to current and structural issues. Such issues may be communal, national, international, and transnational politics, for example, in immigration, reparations, settler-colonialism, multiculturalism, or language policies.
 5. Describe and actively engage with anti-racist, abolitionist, anti-colonial, and anti-imperial thought, issues, practices, and movements in Native American Studies, Chicana/o/x/é or Latina/o/x/é Studies, African American Studies, Asian American Studies, and similar fields as people of color in the United States seeking to build a just and equitable society.
2. Courses in this area will also
 1. Develop students' ability to analyze, synthesize, and effectively communicate information relevant to the discipline.
 2. Increase students' ability to understand the real-world applications and implications of concepts learned.

7. Physical/Mental Wellness and Personal Development

Courses in this area will:

1. Develop well-rounded emotional, physical, creative, and/or mental capacities in support of lifelong wellbeing.
2. Explore concepts of physical and/or mental wellness such as fitness, wellness, and health related knowledge and/or promote personal development such as performance, production, improved visual literacy, or artistic creation.
3. Develop or improve a skill set such as physical and mental skills, emotional intelligence, and/or performance, production, or creative expression for personal development.
4. Develop students' ability to analyze, synthesize, and effectively communicate information relevant to the discipline.
5. Provide global, historical, or environmental context relevant to the discipline in ways that increase students' ability to understand the real-world uses and implications of concepts learned.