

Guide to Filing Petitions for General Education and/or Seawolf Studies Requirement Course Substitution

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Required Actions

1. Submit [this Initial Review Form](#)

Click [this link](#), or copy-and-paste the following URL into an internet browser:

<https://registrar.sonoma.edu/petition-general-education>.

This initial form is used to determine whether a General Education (GE) articulation agreement already exists between the course you are petitioning and the corresponding GE area or Seawolf Studies requirement. **If an existing GE agreement is found, no further action is needed from you. You will receive an email confirming approval within 2–10 business days, and your credit will be updated accordingly.**

If no GE articulation agreement is in place for the course you are petitioning, we will need additional information to review the course. In this case, you will receive an Adobe Sign Petition for General Education and/or Seawolf Studies Graduation Requirements Course Substitution **via email within 2–10 business days**. Please use the information below to complete the Adobe petition.

2. Submit an Adobe Sign Petition for General Education and/or Seawolf Studies Graduation Requirements Course Substitution to Demonstrate GE Area and/or Seawolf Studies Requirement Content Criteria.

*Complete steps 2 and 3 only if you receive an Adobe Sign Petition for General Education and/or Seawolf Studies Graduation Requirements Course Substitution. **You will receive an email with the completed form, including the outcome, within 3-6 weeks of filing this petition.***

The purpose of filing this petition is to demonstrate how a course you took at another institution met the **GE area** and/or **Seawolf Studies content criteria** of the specific GE and/or Seawolf Studies requirement for which credit is sought.

The entire course should be devoted to these GE area and/or Seawolf Studies [content criteria](#).

In the justification box on the petition, provide details on how the course fulfilled this GE Area and/or Seawolf Studies Requirement's content criteria:

- Point out specific aspects of the syllabus.
- Discuss the assignments.
- Highlight class activities and/or lecture topics.

3. Attach the Syllabus and Other Evidence

Attach the syllabus to show how the course met the relevant content criteria. Other items are optional but may help strengthen your petition. In special circumstances where a syllabus is unavailable, these materials may be submitted in its place:

- **Course guidelines** or overview,
- **Student work** completed for the course,
- **Notes taken** during class, and/or
- **Other materials** showing how the course met the GE area or overlay content criteria.

Note: CSU policy requires that upper-division GE coursework be completed either at SSU or within the CSU system. **If you submit a petition for a course taken outside of the CSU to apply toward an upper division GE area and the petition is approved by the GE Committee, one additional step is required.**

4. Complete *General Petition for Waiver of University Regulations* (if instructed to do so)

You will receive an email confirming the approval and providing instructions to submit the General Petition for Waiver of University Regulations to apply the course to the approved upper division GE area.

Lower-division GE	GE Area Content Criteria
1A: English Composition <i>Must be at least 3 units.</i>	• Instructors will provide substantive feedback that is unique to the student's ideas and writing. • Assignments include multiple drafts with clear opportunities for students to revise. • At least 60% of course assignments will be revision-based assignments.
1B: Critical Thinking <i>Must be at least 3 units.</i>	• Students will learn to identify and analyze arguments through evaluating information, evidence, conclusions, language, reasoning, logic, and/or problem solving. • Students will engage in and apply inductive and deductive reasoning in multiple contexts. • Students will make a decision: develop and defend arguments through evidence-based premises and conclusions, and develop their own arguments in relation to counter-arguments.
1C: Oral Communication <i>Must be at least 3 units.</i>	• Students will develop verbal and non-verbal skills required to give compelling oral presentations in English. • Students will develop the ability to prepare oral presentations based on students' own research and composition. • Students will develop active listening skills required to hear another's oral communication accurately. • Students have experiences offering oral presentations both individually and as members of collaborative groups. • Course content will consider a large variety of intellectual and cultural traditions. • At least 20% of the final course student evaluation should focus on the development of oral presentations. • At least 40% of the final course student evaluation should include the effectiveness of oral presentations.
2: Mathematical Concepts and Quantitative Reasoning <i>Must be at least 3 units.</i>	• Students will develop and demonstrate a general understanding of how practitioners and scholars collect and analyze data, build mathematical models, and/or solve problems using quantitative methods. • Students will read and understand numerical data. • Students will create valid arguments orally or in writing based on quantitative evidence; students should know how to interpret their conclusions. • Students will communicate quantitative analyses and arguments in a variety of formats (including words, tables, graphs, mathematical equations, and models as appropriate).

Lower-division GE	GE Area Content Criteria
3A: Arts <i>Must be at least 3 units.</i>	- Students will engage critical and/or comparative appraisals of art, cinema, dance, music, and/or theater. - Course content concentrates on the context and creation of art, cinema, dance, music, and/or theater in its various forms.
3B: Humanities <i>Must be at least 3 units.</i>	- Course content includes an exploration and analysis of cultural perspectives and representations. This can include courses in languages other than English that contain a substantial cultural component. - Students will participate in introductory activities and assignments that are reflective, analytical, and demonstrate appreciation for culture and cultural expressions and representations.
4: Social and Behavioral Sciences <i>Must be at least 3 units.</i> <i>Must take lower-division and upper-division Area 4 courses in at least two disciplines (i.e., different course prefixes).</i>	- Courses will introduce frameworks used by social scientists to examine institutions and human behavior. This may include how these change over time and/or in specific spatial and cultural contexts. - Students will understand how social scientists use empirical observation to produce knowledge. - Courses will introduce the principles, value systems, and/or ethics employed by social scientific inquiry. - Students will develop an understanding of problems and issues from specific social science disciplinary perspectives.
5A: Physical Science <i>Must be at least 3 units.</i>	- Introduces students to how physical scientists think through evidence-based reasoning, how they do their work (and/or applications), and how they reach conclusions. - Provides students with a fundamental understanding of current theory, concepts, knowledge, technology, and/or scientific methods in the discipline. - Introduces students to how scientists have advanced or applied knowledge in the physical sciences. - Includes activities or assignments that directly engage students with scientific disciplinary principles or processes.
5B: Biological Science <i>Must be at least 3 units.</i>	- Introduces students to how life scientists think through evidence-based reasoning, how they do their work, and how they reach conclusions. - Provides students with a fundamental understanding of current theory, concepts, knowledge, technology, and/or scientific methods pertaining to the nature of life, living organisms, and ecosystems. - Introduces students to how scientists have advanced or applied knowledge in the life sciences. - Includes activities or assignments that directly engage students with scientific disciplinary principles or processes.

Lower-division GE	GE Area Content Criteria
5C: Laboratory <i>Must be at least 1 unit. May be embedded in 5A or 5B course, as long as 7 units met for lower-division Area 5.</i>	• Introduces students to acquisition of scientific data, standard techniques, and procedures of the discipline in physical or life sciences. • Students will perform scientific experiments/observations and record and analyze data properly to reach and report conclusions.
6: Ethnic Studies <i>Must be at least 3 units.</i> <i>Must have an Ethnic Studies or related prefix (e.g., AFRICAM, ASAMST, CALS, NAS).</i> <i>Must meet 3 of the 5 area content criteria.</i>	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. 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, 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 and a just and equitable society.

Upper-division GE <i>Must be taken at a CSU or through official SSU/CSU Study Away program</i>	GE Area Content Criteria
2: Mathematical Concepts and Quantitative Reasoning <i>Must be at least 3 units.</i>	• Course activities or assignments will build upon and deepen material from previous courses. • Course activities or assignments will provide students with the opportunity to critically analyze real-world data. • Course activities or assignments will develop students' abilities to reason quantitatively, practice computational skills, and apply mathematical or quantitative reasoning skills to solve problems. • Course activities or assignments will help students understand the use of mathematical ideas and methods to accomplish a variety of tasks.
3: Arts and Humanities <i>Must be at least 3 units.</i> <i>Identify whether the course is arts or humanities.</i>	For upper-division <i>arts</i> courses: • Course content will include investigations into the context and creation of the arts in various forms. • Students will engage in creative expressions informed by critical and/or comparative appraisals of creative works. For upper-division <i>humanities</i> courses: • Students will participate in activities and assignments that are reflective, analytical, and deepen understanding of culture, cultural expressions, and/or cultural representations.
4: Social and Behavioral Sciences <i>Must be at least 3 units.</i> <i>Must take lower-division and upper-division Area 4 courses in at least two disciplines (i.e., different course prefixes).</i>	• Students will apply approaches from multiple disciplines in analyzing and evaluating complex social, cultural and/or socio-environmental problems and issues. • Courses will demonstrate how social scientists use empirical observation to produce knowledge. • Students will apply frameworks used by social scientists to examine institutions and human behavior, including how these change over time and/or in specific spatial and cultural contexts. • Students will engage with principles and/or ethics employed in social scientific inquiry.

5: Physical and Biological Sciences	• Course activities or assignments will build upon and deepen material from previous courses. • Course activities or assignments will provide students with the opportunity to critically analyze real-world data related to physical science, natural science, mathematics, and/or technology. • Course activities or assignments will encourage appreciation and deepen understanding of how scientists think, how they do their work, and how they reach conclusions. • Course activities or assignments will provide students with a further understanding of current theory, concepts, knowledge, and scientific methods pertaining to the physical universe, ecosystems and/or life.
Seawolf Studies Requirement	Seawolf Studies Overlay Content Criteria
American Institutions: US History <i>Should be at least 3 units.</i> <i>May be upper or lower division.</i> <i>May be GE.</i>	• Gain knowledge of the narratives of US history, including the historical development of American political, economic, religious, social and cultural institutions. • Cover events within a framework that illustrates the making of the American experience(s), including consideration of three or more of the following: politics, social movements, economics, and geography. • Covers significant events in areas now included in the United States of America over a long enough period of time (minimum 100 years) that historical processes are visible. • Examines the relationships between regions within the US and between the US and other parts of the world, which shaped the trajectories of US history. • Understand the role that various major ethnic and social groups played in US history. • Analyze, critically engage, and interpret primary and secondary sources in historical context. • Identify in your class where students will examine how interpretations of US history have changed over time.
American Institutions: US Constitution and California State and Local Government <i>Should be at least 3 units.</i>	• Addresses the political philosophies of the framers of the US Constitution and the nature/operation of US political institutions and processes under that Constitution and as amended and interpreted. • Explore the rights and obligations of citizens under the US Constitution, and the processes through which those rights and obligations have been challenged and expanded.

<i>May be upper or lower division.</i> <i>May be GE.</i>	• Understand the California State Constitution within the framework of federal-state relations and how that constitution frames and affects state and local political institutions and processes. • Examine contemporary relationships among federal, state and local governments, and the effectiveness of the political institutions and processes established to encourage cooperation and resolve conflicts under the US and California Constitutions.
Critical Race Studies <i>May be lower or upper division.</i> <i>Should be at least 3 units.</i> <i>May be GE.</i>	Refer to GE Area 6 Content Criteria. (All GE Area 6 courses meet the Critical Race Studies Seawolf Studies Requirement.) Courses taken outside of Ethnic Studies that cannot qualify as GE Area 6 (because they are 4 units, upper division, or in a non-ethnic studies department) may be substituted for this requirement.
Writing Intensive Courses (WIC) <i>Must be upper division (course numbers 300-599).</i> <i>Should be at least 3 units.</i> <i>May be GE.</i>	• The overall assignments for the course will include a minimum of 6000 written words (roughly 20 pages) of instructor evaluated writing that demonstrates upper-division writing proficiency. • The course syllabus reflects significant class time devoted to instruction on writing definable genres and forms. • WIC courses must include substantive revision of at least one major written assignment in response to instructor feedback. WIC courses should include a variety of writing assignments. These are to include: a) The use of writing as a learning tool in low-stakes writing (e.g., writing to demonstrate knowledge of course topics, completion-based grading, etc.), and b) Instructor evaluated writing projects which are to be “scaffolded” over time (divided into stages, e.g., proposal, working draft, reflection, final draft). • The writing assignments are to represent at least 33 percent of the course grade.