

## Guiding Notes for General Education Course Review May 2022

### Summary of Changes to Guiding Notes Document for 2022-2023 Academic Year

Note: Page numbers in Guiding Notes (GN) subject to change.

GN Page	GN Section	Changes/Additions in Red
	Various	Formatting, punctuation, dates, hyperlink updates
1	Introduction	Edits for clarity, add AD Chapman
1	Table of Contents	Update to sections and pages  <b>Part Four</b> <del>Courses Not Appropriate for General Education</del>  <a href="#"><u>Common Examples of Corrections to Align General Education Courses with Criteria</u></a>
2	Part One	Students who transfer into the UC or CSU from California Community Colleges (CCC) may be “certified” as having completed the lower-division <del>units requirements of their for</del> <u>units requirements</u> for general education.
2	Part One	Update policy table
3	Part One	Add current CSU Admissions Handbook link
5	Part One	<b>Certification via Completion of an Approved Associate Degree for Transfer (ADT)</b>  Edits for clarity and consistency
5-6	Part One	<b>CSU GE Breadth and IGETC for STEM</b>  Edits for clarity and consistency
6-7	Part One	<b>CSU GE Breadth and IGETC similarities and differences: Mathematics and Quantitative Reasoning – table</b>  <a href="#"><u>Completion of a mathematics, statistics, or other quantitative reasoning course.</u></a> Requires intermediate algebra or equivalent* as prerequisite <u>or co-requisite content.</u> <del>for courses in Area 2A, Mathematics.</del> *The equivalent should cover the content and mathematical practices of the Common Core State Standards for Mathematics ( <del>CCSSM</del> ), <del>or</del> <u>CCSSM</u> .

7	Part One	<p><b>CSU Graduation Requirements in United States History, Constitution and American Ideals</b></p> <p>Move text to page 46</p>
7	Part One	<p><b>CSU Graduation Education Breadth Requirements (Revised December 2020): Ethnic Studies</b></p> <p>Move text to page 42</p>
8	Part One	<p><b>Process Overview: Faculty and Staff Review</b></p> <p>CCCs submit new or revised course outlines of record (COR) to the CSU and UC system offices electronically via ASSIST. <a href="#"><u>CORs must be approved by the college through the local curriculum approval process.</u></a> Intersegmental faculty and staff then evaluate the outlines for alignment <del>with the respective policy documents</del> <a href="#"><u>CSU GE Breadth Requirements and IGETC Standards.</u></a> CCCs are responsible for submitting accurate and current course outlines. If a course has a decrease in units or has changed substantially since its last review, a CCC should select “<i>Substantial Change</i>” during the course submission process. (For a description of what counts as a “<i>substantial change</i>”, see Submission <a href="#"><u>section</u></a>, below.)</p>
8 - 10	Part One	<p><b>Process Overview: Faculty and Staff Review</b></p> <p>Edits for clarity and consistency with current practice (see <b>Course Design, <a href="#"><u>COR Submission</u></a>, <a href="#"><u>1<sup>st</sup> Level Review</u></a>, <a href="#"><u>2<sup>nd</sup> Level Review</u></a>, <a href="#"><u>Decision and Notification in ASSIST</u></a>)</b></p>
11 - 12	Part Two	<p><b><a href="#"><u>COR</u></a> Submission Checklist</b></p> <p>Edits for clarity and consistency</p>
14	Part Three	<p><b>Criteria Applying to All Areas</b></p> <p><b>Any course submitted for GE must be baccalaureate level.</b> CSU faculty chose instead to let CCCs decide which courses should transfer. In 1973, the CSU adopted Transfer Credit (Executive Order 167) to define transferability. Later the CSU’s faculty senate elaborated on the definition in a document called “<a href="#"><u>What Constitutes a Baccalaureate Level Course</u></a>” (<del>Academic Policies</del>). Generally, indications that a course is baccalaureate level include (1) a clear emphasis on</p>

		<p>cultural, historic, aesthetic, or other intellectual facets of the subject taught – particularly in classes that otherwise would amount to skills development; (2) stated requirements in reading and writing; (3) high demands of students, substantial student-faculty interaction, and clearly distinguished entry- and exit-level expectations; and (4) the existence of comparable courses at four-year institutions.</p>
13	Part Three	<p><b>Criteria Applying to All Areas</b></p> <p><b>Courses must carry an appropriate number of units.</b>              In the IGETC pattern, any course must carry at least 3 semester units or 4 quarter units of credit. In the CSU GE Breadth pattern, <i>courses of less than 3 units (other than physical activity and lab science courses) are rarely approved as they do not provide the depth and breadth that is approved required for CSU GE courses. (other than physical activity courses).</i></p> <p>Stand-alone lab science courses that have a prerequisite or co-requisite of the corresponding lecture course must be a minimum 1 semester/quarter unit). For specific unit requirements, see <a href="#">CSU General Education Breadth Requirements</a> and <a href="#">IGETC Standards</a>.</p>
13	Part Three	<p><b>Criteria Applying to All Areas</b></p> <p><b>Course content should reflect a balance between breadth and depth appropriate for lower-division work.</b></p> <p>Edits for clarity and consistency</p>
14		<p><b>Proposed courses shall include at least one textbook.</b></p> <p>Textbooks must be dated within seven years of the course submission date or clearly identified in the outline as a “classic text” <i>or “discipline classic”</i> in the course outline. Lab science courses must include a clearly identified lab manual in the course outline.</p>
14	Part Three	<p><b>Textbooks</b></p> <p>At least one text must be published within seven years of the submission date (e.g., published in <del>2013</del> <u>2015</u> for course outlines submitted fall <del>2020</del> <u>2022</u>).</p>

15	Part Three	<p><b>Criteria Applying to All Areas</b></p> <p><b>Course outlines should contain enough detail to make a decision possible.</b></p> <p><del>Reviewers are asked not to make assumptions based on their own disciplinary background or knowledge of the community college, course topic, or instructor. Lists of topics or chapter headings rarely give the reviewers enough information or detail on course content.</del> Among the areas of information submitted, course descriptions are considered <u>the</u> least reliable because <del>they're descriptions are</del> used to market the course to students. Course objectives, <u>content</u>, methods of instruction, <del>and</del> methods of evaluation, <u>and college-level assignments</u> are more informative <u>when detailed and not boilerplate lists</u>. Listed prerequisites are also good indicators of course content, rigor, and disciplinary grounding. <del>Reviewers are asked not to make assumptions based on their own disciplinary background or knowledge of the community college, course topic, or instructor.</del></p>
15	Part Three	<p><b>Criteria Applying to All Areas</b></p> <p><b>Course outlines should make sense to the reviewer.</b></p> <p>Occasionally courses are <del>rejected not approved because due to discrepancies in</del> the course outline <del>is in a language other than English, doesn't match the "cross-listed course" in ASSIST,</del> or has gaps or contradictions in the submitted information.</p>
16	Part Three	<p><b><u>Oral Communication</u> (CSU requirement)</b></p> <p>The CSU asks that course outlines submitted for CSU GE Breadth Subarea A1 <del>or</del> and IGETC Area 1C <del>be specific regarding clearly state</del> how instruction and evaluation are conducted, so that it may be determined that student presentations, no matter what modality the course is offered in, will be made either in front of faculty and other listeners. Rhetorical principles must be covered (<i>e.g., study of effective communication in formal speeches or social interaction is appropriate</i>). To qualify in CSU GE Breadth Subarea A1, students must speak their own words, not recite words written by others.</p>

22	Part Three	<p><b>Laboratory Activity</b></p> <p>Courses meeting the requirements of this subarea must be associated with a lecture component, either built into the laboratory section itself or connected as a co-requisite or prerequisite. <u>In the course outline, it is especially important for colleges to clearly delineate laboratory activity from the lecture topics.</u> <del>A simple</del> list of topics to be covered in the lab sections is seldom enough to tell reviewers whether the activity warrants the additional lab approval. Reviewers rely in particular on the choice of textbook, checking that it is appropriate for a course with lab activities. Lab science courses must include a <i>clearly identified lab manual</i>.</p> <p>Stand-alone lab courses are designated B3 or 5C only, and only when associated with a lecture course as either a <del>prerequisite</del> or co-requisite.</p>
25 - 26	Part Three	<p><b>Mathematical Concepts and Quantitative Reasoning – 10.2 Subject Area 2A</b>              Updates from <a href="#">IGETC Standards Version 2.2</a> (pp. 18-19)</p> <p><u>Area 2A Mathematical concepts and Quantitative Reasoning may be met by a baccalaureate course in Mathematics, Statistics, or other Quantitative Reasoning Course. The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in baccalaureate-level mathematics or statistics, with a stated prerequisite of intermediate algebra or equivalent.*</u></p> <p>Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement.</p> <p><u>Historically, the prerequisite for 2A courses was intermediate algebra or equivalent.* Currently, some courses use intermediate algebra as a prerequisite but others include co-requisite content or build the prerequisite skill development into the course itself, as long as the course has intermediate algebra or equivalent* as a prerequisite.</u></p> <p><u>In addition, courses should have their primary purpose and content focused on appropriate mathematics/quantitative reasoning.</u> An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses</p>

		<p>and misuses, and the analysis and criticism of statistical arguments in public discourse.</p>
<p>25 - 26</p>	<p>Part Three</p>	<p><b>Mathematical Concepts and Quantitative Reasoning – 10.2 Subject Area 2A</b> (continued)                  Updates from <a href="#">IGETC Standards Version 2.2</a> (pp. 18-19)</p> <p><b>Statistics Pathway Exception:</b>                  Through fall 2019, math courses with a prerequisite of intermediate algebra or equivalent* OR courses that satisfy the UCTCA Guidelines for Statistics and are approved by CSU per the Statistics Pathway memo of October 2015 (Statistics Pathways in CSU Quantitative Reasoning) are acceptable to fulfill the quantitative reasoning requirement.</p> <p>Courses that are currently approved for the Statistics Pathway Pilot are scheduled to have their status as CSU GE Subarea B4 and/or IGETC 2A removed at the end of fall 2019. In order to continue CSU GE Breadth (B4) and/or IGETC (2A) status beyond fall 2019 the pilot courses must be submitted via the annual CSU GE Breadth/IGETC review process for full review.</p> <p>Pending such review statistics pathways courses must be eligible for CSU GE Subarea B4 even if no longer qualifying for IGETC 2A certification.</p> <p>*The prerequisite for Mathematics courses is intermediate algebra or equivalent; the equivalent should cover the content and mathematical practices of the Common Core State Standards for Mathematics, or CCSSM. Statistics course prerequisites/co-requisites should be consistent with CCSSM math standards and teach the skills and knowledge without which the student is highly unlikely to succeed in college-level statistics. For details see the UCTCA Guidelines for Mathematics and Statistics: <a href="https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html">https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html</a></p> <p><u>As</u> knowledge relevant to public and private decision making is expressed frequently in quantitative terms; we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative</p>

		<p>Reasoning is designed to help prepare students to respond effectively to these challenges.</p> <p>Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, Mathematics for Teachers and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement. <u>math survey courses may fulfill this requirement if the focus is on mathematical concepts and quantitative analysis.</u></p>
26	Part Three	<p><b>CSU GE Breadth Area B – left column</b></p> <p><b>B4 Mathematics/Quantitative Reasoning – 2<sup>nd</sup> bullet</b></p> <ul style="list-style-type: none"> <li>courses <del>require students to</del> <u>must have as their primary purpose for students to</u> demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems</li> </ul>
26 - 27	Part Three	<p><b>Mathematical Concepts and Quantitative Reasoning - IGETC 2A – right column</b></p> <ul style="list-style-type: none"> <li>fulfilled by completion of a <del>Mathematics, or</del> <u>Statistics, or other Quantitative Reasoning</u> course</li> <li><u>courses outside of the discipline of math using the application of statistics may be used to fulfill this requirement</u></li> <li><del>with a stated prerequisite of for 2A was</del> intermediate algebra or <del>its</del> <u>equivalent.*</u> <u>Currently, some courses use intermediate algebra as a prerequisite or co-requisite; content or build the prerequisite skills development into the course the equivalent should cover the content and mathematical practices of the CCSSM</u></li> <li><u>courses should have their primary purpose and content focused on appropriate mathematics/quantitative reasoning</u></li> <li>appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory</li> </ul>

		<p>and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse</p> <ul style="list-style-type: none"> <li>• courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative argument</li> </ul>
27	Part Three	<p><b>CSU GE Breadth Mathematics/Quantitative Reasoning Subarea B4</b> – add text from Claudia Pinter-Lucke</p> <p><u>Given the ubiquity of quantitative and statistical information that the public encounters, successful completion of a mathematics/quantitative reasoning course is an important driver of equitable outcomes and social mobility. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to support students in their pursuit of these goals. Courses approved to fulfill this requirement must have as their primary purposes the development of a general understanding of how practitioners and scholars build mathematical models and solve problems using quantitative methods, and the development of quantitative skills leading to a proficient and fluent ability to reason quantitatively in their subsequent courses and after graduation in the various contexts defined by personal, civic, and professional responsibilities.</u></p>
27 - 28	Part Three	<p><b>CSU GE Breadth Subarea B4 on Mathematics/ Quantitative Reasoning (QR)</b> - text</p> <p>Rearrange and reorganize B4 guidance as recommended by Claudia Pinter-Lucke draft.</p>
27 - 28	Part Three	<p><b>CSU GE Breadth Subarea B4 Mathematics/Quantitative Reasoning (QR)</b> - text box removed</p> <p>Rearranged text and guidance for clarity and consistency</p>
32	Part Three	<p><b>Humanities – Subject Area 10.3, see 10.3.3. Courses That Fulfill the Humanities Requirement</b>        Update from <a href="#">IGETC Standards Version 2.2</a> (p. 20)</p> <p>Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Advanced foreign language <u>and advanced ESL</u> courses may be</p>



		<p>approved if they include substantial literary or cultural aspects. Theater and film courses may be approved if taught with emphasis on substantial historical, literary, or cultural aspects. Advanced English Composition and English Composition for ESL courses may be approved if they include significant literary and humanities content and/or a methodological, epistemological, or theoretical focus.</p>
32	Part Three	<p><b>Humanities – Subject Area 10.3, see 10.3.3. Courses That Fulfill the Humanities Requirement</b>                  Update from <a href="#">IGETC Standards Version 2.3</a></p> <p>Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Advanced foreign language and <b>advanced</b> ESL courses (<b>which do not have a principal focus on skills acquisition</b>) may be approved if they include substantial literary or cultural aspects.</p>
33	Part Three	<p><b>Arts and Humanities – left column</b></p> <p><b>C1 Arts – 5<sup>th</sup> bullet point</b></p> <ul style="list-style-type: none"> <li>• <b><u>acceptable courses must have a predominant focus on lecture vs. skills development and practical activities determine the degree of emphasis on skills acquisition; look at the time spent in lecture vs. activity</u></b></li> </ul> <p><b>C2 Humanities – 5<sup>th</sup> bullet point</b>                  creative writing courses if they include <b><u>significant attention to reading and analysis of works of literature</u></b></p>
33	Part Three	<p><b>C2 Humanities: (e.g., Literature, Philosophy, Languages Other than English) – 4<sup>th</sup> and 6<sup>th</sup> bullet point</b></p> <ul style="list-style-type: none"> <li>• students learn to analyze and appreciate works of philosophical and cultural importance</li> <li>• course serves as a pathway to a broader understanding of the human condition</li> <li>• course will help students confidently understand and articulate their own subjective intellectual experiences</li> <li>• <b>art history courses</b></li> </ul>

		<ul style="list-style-type: none"> <li>• creative writing courses if they include significant attention to reading and analysis of works of literature</li> <li>• geography, history, and art courses (e.g., art history) if outline indicates a strong cultural content and exploration of subjective human experience</li> <li>• language courses should evoke a sympathetic response to the acquired culture</li> <li>• <i>English as a Second Language</i> courses may be advanced enough to meet the objectives of Humanities, encouraging students to analyze and appreciate works of philosophical and cultural importance</li> <li>• courses in languages other than English that contain a substantial cultural component; not focused solely on skills acquisition</li> </ul>
34	Part Three	<p><b>Arts for General Education</b></p> <p>Edits for clarity and consistency</p>
35 - 37	Part Three	<p><b>Humanities for General Education</b></p> <p>Edits for clarity and consistency</p>
37	Part Three	<p><b>Humanities <i>and</i> Social Sciences</b> – see table</p> <p>Updated language for clarity and consistency</p>
40	Part Three	<p><b>Military Service Credit</b></p> <p><u>Credit for Prior Learning Policy requires CSU campuses to evaluate prior learning, provide credit where appropriate, and shorten the time to academic objective accordingly. Completion of basic military training (boot camp) may be used to satisfy Area E in the university’s general education requirements. CSU Systemwide Admission Eligibility and/or Credit Awarded for External Examinations, Experiential learning, and Instruction Outside Traditional Collegiate Higher Education Settings (Executive Order 1036) encourages campuses to use evidence of military training to satisfy Area E for their students who enroll without a prior certification in GE.</u></p>

		<p><u>Completed military courses and the schools at which the work was completed must be documented</u> Typically, the <del>evidence is the completion of basic training as listed</del> on the veteran’s Joint Services Transcript<sub>s</sub> (JST) or Community College of the Air Force (CCAF) transcripts. All CSU campuses have elected to honor CSU GE Breadth transfer certifications that clear Area E Lifelong Learning and Self-Development for completion of basic training as indicated on a JST or CCAF transcript.</p>
41	Part Three	<p><b>Lifelong Learning and Self-Development</b> – text box</p> <ul style="list-style-type: none"> <li>• Courses should address all three areas for more than a few years of a human lifespan. The <u>consideration course content does not</u> <del>doesn’t</del> need to extend from cradle to grave, but study should include more than <u>the collegiate years</u>, early childhood <u>experience</u>, or the octogenarian experience, in order to provide the breadth expected of general education.</li> <li>• Courses that focus on a single learning skill (e.g., library use, computer literary, <u>college skills</u>, or first aid <u>training</u>) are not appropriate for GE.</li> </ul>
41	Part Three	<p><b>Physical Activity</b> – text box</p> <ul style="list-style-type: none"> <li>• Physical activity courses (except for special-topics or directed studies courses) are acceptable in Area E.</li> <li>• Students may not complete Area E using only physical activity courses. Participating institutions are asked to limit the number of physical-activity units they count when certifying a student for Area E.</li> <li>• <u>Area E Certification: CCCs may offer a three-semester-unit course in badminton and qualify it for Area E. A CCC cannot apply all three units to a student’s Area E certification.</u></li> </ul> <p><del>Area E Certification: A CCC may offer a three-semester-unit class in badminton and qualify it for Area E; it just can’t apply all three units to a student’s Area E certification.)</del></p> <p><u>Note: All CSU transferable, college-level courses require critical thinking.</u></p>

42	Part Three	<p><b>CSU General Education Breadth Requirements (Revised December 2020): Area F Ethnic Studies</b> – text box removed</p> <p>Moved from page 7 (no change in text)</p>
43 - 44	Part Three	<p><b>IGETC Area 7 Ethnic Studies (effective Fall 2023)</b></p> <p>Added language from Section 13.5 documented in the IGETC Standards 2.3</p>
46	Part Three	<p><b>CSU Graduation Requirements in United States History, Constitution and American Ideals</b></p> <p>Moved from page 7 (no change in text)</p>
48 - 52	Part Four	<p><b>Courses Not Appropriate for General Education</b></p> <p>Formatting changes in subheadings</p> <p>Updated examples and comments for clarity and consistency</p> <p><i>Notice that these criteria are extremely detailed. Good courses are often turned down, as reviewers <del>have to</del> <u>must</u> consider not only their quality but also how closely they meet these exact criteria, as set by administrative law and CSU policy.</i></p>
54	Part Six	Electronic Bibliography