

Review Process for CSU GE Breadth, American Institutions, and IGETC

December 12, 2023



Agenda

- Introductions
- Overview of Process
- Criteria Applying to All Areas
- CSU GE Breadth Subject Areas
- IGETC Subject Area Overview
- Timeline
- Q & A



Introductions

CSUCO

- Brent Foster, Ph.D.
 - Assistant Vice Chancellor & State University Dean, Academic Programs
- Robert Collins, Ph.D.
 - Ethnic Studies Faculty Coordinator
 - Associate Professor, American Indian Studies
 - Immediate Past Chair, Academic Senate California State University (ASCSU)
 - Past Chair, Intersegmental Committee of Academic Senates (ICAS) 2020-2021
- Kieran Mulholland
 - Articulation, Curriculum & Transfer Analyst
- Quajuana M. Chapman, Ed.D.
 - Assistant Director, General Education & Intersegmental Partnerships

Introductions

UCOP

- Chase Fischerhall, Associate Director, A-G and Transfer Policy
- Katherine Fitzpatrick, Articulation & Policy Analyst
- Jennifer Forsberg, Senior Articulation & Policy Analyst
- Molly Thompson, Transfer Articulation Coordinator

ASSIST

- Erica Lassen, ASSIST Senior Articulation Analyst
- Ryan Novero, ASSIST Senior Articulation Analyst
- Kassidee Sattler, ASSIST Senior Articulation Analyst

ASSIST Review System

- ASSIST Proposal Workflow
 - ASSIST Training for CSU Reviewers
 - Thursday, December 14 at 10:00 a.m.

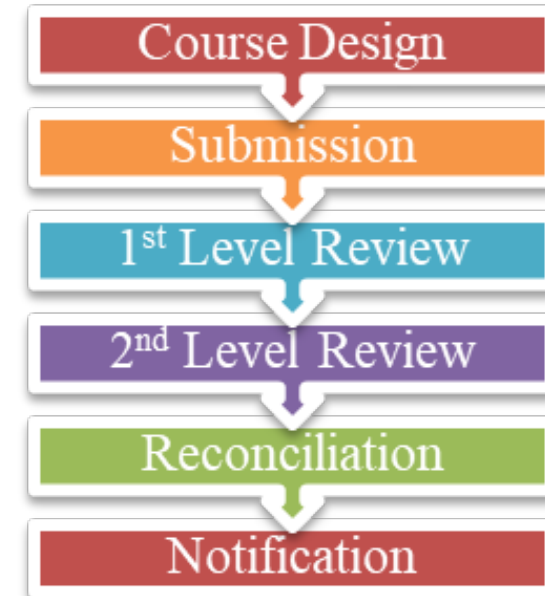
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Review Process

- Yearly Review Process
 - Joint project with UCOP (University of California Office of the President)
- GE Documents and Policy:
 - [Guiding Notes for General Education Review \(September 2023\)](#)
 - [IGETC Standards Version 2.4](#)
 - [CSU General Education Breadth Requirements \(December 2020\)](#)
- In this session we will go over the foundations of GE, the COR, criteria by GE area, and courses not appropriate for GE.

Review Process



- Course assignments early January
 - Check your ASSIST workflow queue for courses the week of January 2
- Review check-in and discussion via Zoom, Jan 30th
 - Difficult CORs, discussion, and questions, timeline
- 1st level review decisions due in the ASSIST workflow by Friday, February 9th.

Review FAQ

- Review partners receive approximately 125 courses, including CSU GE Breadth, AI, and IGETC areas.
- Each reviewer must enter a first-level decision.
- No comment is required for approved GE areas. If you **approve** a GE area, you are approving without conditions.
- If you enter a **deny** decision for any GE area, indicate the reason for denial and/or comments to support your decision.

The Purpose of General Education

General Education and its Purpose

- Broadly educate an informed, engaged member of society.
- Allow for discovery
- Serve as foundation to the discipline
- **The Question:**
 - If this is the **ONLY** course that a student will ever take in this GE Area, will it help them function & solve problems related to this area?

CSU GE Breadth and IGETC Table

GE Breadth (CSU only)		Discipline	IGETC (CSU and UC systems)	
AREA A	A1	Oral Communication	1C	[1C not UC required] AREA 1
	A2	Written Communication	1A	
	A3	Critical Thinking	1B	
AREA B	B1	Physical Sciences	5A	AREA 5 AREA 2
	B2	Biological Sciences	5B	
	B3	Laboratory Activity	5C	
	B4	Mathematics	2A	
AREA C	C1	Arts	3A	AREA 3
	C2	Humanities	3B	
AREA D	D	Social Sciences	4	AREA 4
AREA E	E	Lifelong Learning	no area	[not UC required]
AREA F	F	Ethnic Studies	7	AREA 7
[not CSU required]	no area	Language Other than English	6A	[not CSU required]

Course Outline of Record (COR) in ASSIST

- COR Components for Credit Courses
 - Course units
 - Course description
 - Total lecture hours per term
 - Total lab hours per term
 - Prerequisites, corequisites or advisories on recommended preparation (if any)
 - Course objectives
 - Course content in terms of a specific body of knowledge
 - Methods of instruction
 - Methods of evaluation
 - Required textbooks and readings
 - College-level assignments (e.g., writing, reading, outside-of-class)

Course Outline
Introduction to Administration of Justice

Course Identifiers
Course Title: AJ 100
Units: Introduction to Administration of Justice
3.00

Cover
Date of Campus Approval of Outline: 10/22/2019
Effective Term for Course Outline of Record: Fall 2020

Course Description:
This course introduces students to the characteristics of the criminal justice system in the United States. Focus is placed on examining crime measurement, theoretical explanations of crime, responses to crime, components of the system, and current challenges to the system. The course examines the evolution of the principles and approaches utilized by the justice system and the working forces which have shaped those principles and approaches. Although justice structure and process are examined in a cross cultural context, emphasis is placed on the United States system, particularly the structure and function of police, courts, and corrections. Students are introduced to the origins and development of criminal law, legal process, sentencing, and incarceration policies.

Honors Type
Type: No Technical Change Substantial Change

Lecture Hours Per Term: 54
Lab Hours Per Term: 0

Prerequisites:
Corequisites:
Advisories:

Enrollment Limitations: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Objectives
Objectives:
1. Demonstrate an understanding of criminological theories used to explain crime and criminality.
2. Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.
3. Understand the history, development, and structure of American police, courts, and corrections.
4. Demonstrate an understanding of the history, structure, and function of American police, courts, and corrections.
5. Convey an understanding of the process of adjudication.
6. Show an understanding of corrections including the roles of probation, parole, and community corrections as well as the functions of prisons and jails.

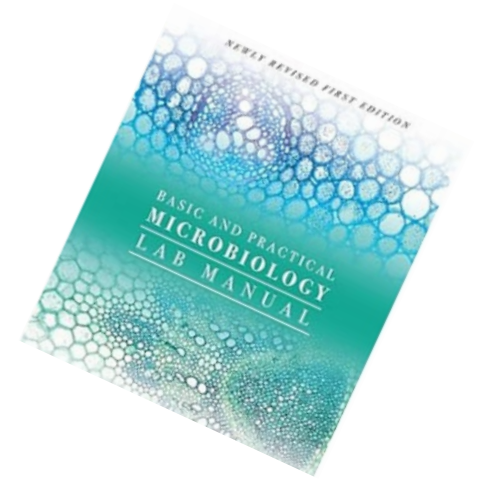
Criteria Applying to All GE Areas

- Any course submitted for GE must be baccalaureate level.
- Course has appropriate number of units for CSU GE Breadth and/or IGETC Area.
- Course content should reflect a balance between breadth and depth appropriate for lower-division work.
- Variable-topics courses are excluded (directed-study or independent study).
- Courses may be approved in more than one area.

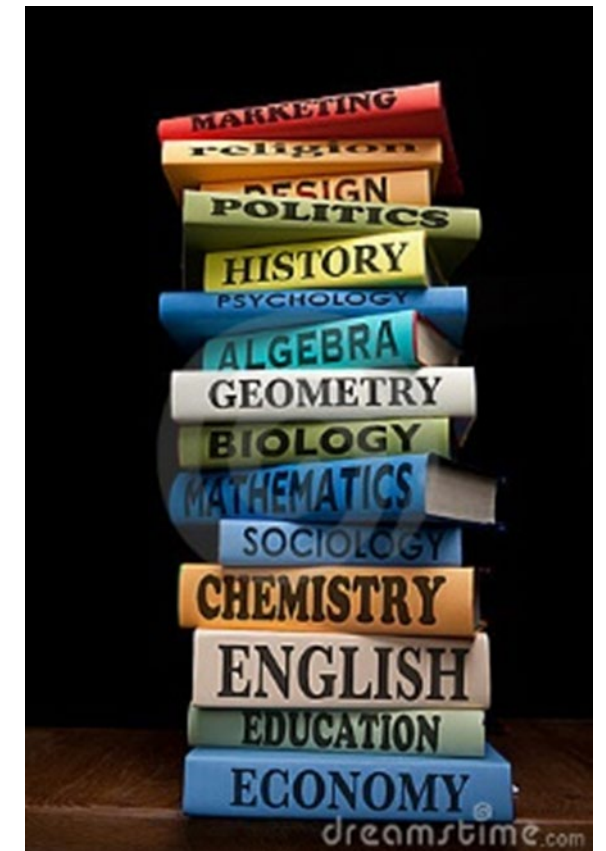
Criteria Applying to All GE Areas

- Courses may be offered in any modality.
- Proposed courses shall include at least one textbook.
- Courses and recommended textbooks should be current.
- Any course outline should contain enough detail to make a decision.
- Course outlines should make sense to the reviewers.
- Course outlines should be in English even when the course is not.
- CSU GE Breadth decisions are consistent with IGETC.

Textbooks and Lab Manuals



	Textbooks
→	At least one text must be published within seven years of the submission date (e.g., published in 2016 for course outlines submitted fall 2023). Older books should be included if considered classics in the field and clearly identified as classics in the course outline (e.g., “classic text” or “discipline classic”). CORs must include title, author, and publication date. Lab manuals are required and must be explicitly listed on the COR for all lab science courses in IGETC Area 5 and CSU GE Breadth Area B. “Home-grown” lab manuals, created by CCC faculty, are also acceptable.
→	Lab manuals from either a publisher or compiled by CCC faculty (e.g., “CHEM 001 Lab Manual, CCC Chemistry department, 2019”) are acceptable. Course outlines lacking textbooks or with out-of-date textbooks will be denied for CSU GE Breadth and IGETC. Physical activity courses in CSU GE Area E may include textbooks but are not required.



Area A

- **Subarea A1 Oral Communication**
- faculty-supervised, faculty-evaluated oral presentations in the presence of others (*physically or virtually*)
- course outlines should be very specific regarding methods of instruction and methods of evaluation
- rhetorical principles must be included and specified in the course outline (*e.g., example, the study of effective communication in formal speeches or social interaction would be appropriate*)
- courses must require students to speak their own words, not recite words written by others

Area A

- **Subarea A2 Written Communication**
 - Courses conducted in English
 - Achieve same objectives as “freshman composition” found in most universities
- **Subarea A3 Critical Thinking**
 - Focus on critical thinking, not writing
 - Courses include explicit instruction and practice in inductive and deductive reasoning and identification of formal and informal fallacies of language and thought

Oral Communication

- Typical reviewer comments in Subarea A1/1C
 - Course must explicitly state and include faculty-supervised, faculty-evaluated practice in oral communication presented in front of other listeners.
 - Rhetorical principles must be covered (study of effective communication in formal speeches or social interaction is appropriate, for example).

Written Communication

- Typical reviewer comments in Subarea A2/1A
 - This course focuses on the development of students' creative writing skills, communication and reasoning rather than the development of expository writing, which emphasizes form, content, context, and effectiveness of communication.
 - Courses designed exclusively for skills development cannot be counted toward fulfillment of the English composition requirement.

Critical Thinking

- Typical reviewer comments in Subarea A3/1B
 - The content section of the outline does not provide enough detail to determine whether all elements of critical thinking required by CSU GE policy for Subarea A3 are present (*e.g.*, whether students will be able to advocate ideas effectively and to reason inductively and deductively).
 - Course does not appear to include sufficient explicit instruction and practice in inductive and deductive reasoning or identifying formal and informal fallacies of language and thought.

COR Examples

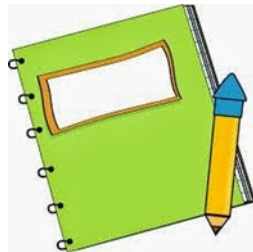
- Oral Communication
 - [Public Speaking](#) *approved*
- Written Communication
 - [College Composition](#) *approved*
 - [ESL College Composition](#) *approved*
- Critical Thinking
 - [Critical Thinking and Writing](#) *approved*
 - [Symbolic Logic](#) *not approved*
 - **Deny** rationale: Courses approved for this area must include explicit instruction and practice in inductive and deductive reasoning and identification of formal and informal fallacies of language and thought.

Area B Physical and Life Sciences

- **Subareas B1 Physical Science & B2 Life Science**
 - students develop knowledge of scientific theories, concepts, and data about both living and non-living systems
 - courses emphasize the perspectives, concepts, principles, theories, and methodologies of the scientific disciplines
- **Subarea B3 Laboratory Activity**
 - connected to lecture as co-requisite or prerequisite
 - course outline clearly distinguishes lab activity from lecture
 - lab manual required, must be explicitly stated

Physical and Life Science Laboratory Activity

- Typical reviewer comments in Subarea B1/5A, B2/5B, and B3/5C



- Course emphasizes professional applications of chemistry rather than science as an investigative tool; it does not address sufficiently the principles, theories, and methodology of chemistry.
- The course emphasizes technical skills rather than the scientific principles and theories of physical or cultural geography.
- Revise the outline to distinguish clearly the laboratory activities from the content of the lectures.
- A lab manual is required for courses in B3/5C, and none is listed on the course outline.

COR Example

- Physical Sciences
 - Subarea B1
 - [Introduction to Soil Science](#) *not approved*
 - Course objectives
 - Course content
 - College-level assignments
 - **Deny** rationale: There is not enough detail in the course outline to determine if science principles, theories and methodologies are sufficiently covered or if this is just the professional applications of soil science.

Area B4 Mathematics and Quantitative Reasoning (QR)

- Courses shall ask students to:
 - Interpret and communicate quantitative information and mathematical concepts using appropriate language.
 - Make sense of problems and develop strategies to find solutions.
 - Reason, model, draw conclusions, and make decisions about problems that arise in a variety of contexts.
 - Construct, critique, and evaluate quantitative arguments that utilize quantitative information.

Area B4 Mathematics and QR

- Courses shall include a prerequisite reflective of skills and knowledge required for the course.
- Courses may include support for students who have not completed the prerequisites. The form of support is left to the individual CCCs.

COR Examples

Personal Finance courses for CSU GE require a mathematics prerequisite reflective only of skills and knowledge required in the course and/or appropriate mathematics skills advisory.

- Mathematics Quantitative Reasoning
 - Subarea B4
 - College 1 - *Personal Finance* *approved*
 - College 2 – *Concepts in Personal Finance* *not approved*
 - **Deny** rationale: appropriate quantitative reasoning learning outcomes do not appear in the COR. This is about finance theory, there is little about doing the QR behind the finances.

Area C Arts

- **Subarea C1 Arts**

- courses should help students make connections between the arts and cultural and social issues, and serving as an introduction to the arts as an aesthetic and creative endeavor
- skills development permitted, but only when it contributes to a broader contextual understanding of the arts
- acceptable courses must have a predominant focus on lecture vs. skills development and practical activities

Area C Humanities

- **Subarea C2 Humanities**

- students learn to analyze and appreciate works of philosophical and cultural importance
- course serves as a pathway to a broader understanding of the human condition
- course will help students confidently understand and articulate their own subjective intellectual experiences
- courses in languages other than English that contain a substantial cultural component; not focused solely on skills acquisition

Arts and Humanities COR Example

- Arts and Humanities
 - Subareas C1 and C2
 - [Introduction to Screenwriting](#) *not approved*
 - **Deny** rationale:

Area C1-This course is primarily a skills building course with very little content on the broader contextual understanding of the arts and very little coverage of the study of fine arts.

Area C2 - This course appears to focus on the creative writing aspect of constructing screenplays, not on how screenplays function as works of literature. I see no evidence of the reading and analysis of screenplays as works of literature.

Area C Humanities

- **English as a Second Language**
 - Courses must be advanced enough to meet the objectives of CSU GE Area C2 Humanities.
 - Advanced ESL courses will have a substantial cultural component to qualify since humanities courses encourage students to analyze and appreciate works of philosophical and cultural importance.
 - ESL courses may also include advanced-level proficiency development. However, courses that focus primarily on language proficiency development are not appropriate for Area C2 Humanities.

Area D Social Sciences

- students explore the principles, methodologies, value systems, and ethics employed in social scientific inquiry
- students learn **how to practice social science**, and not just understand what social scientists have concluded
- students will develop an understanding of problems and issues from the respective **disciplinary perspectives and will examine issues** in their contemporary as well as historical settings and in a variety of cultural contexts

Humanities vs. Social and Behavioral Sciences

Study in Humanities

- a personal and singular focus on the human condition
- relies on critical analysis of specific texts or works to support its claims
- a pathway to a broader understanding of the human condition
- analysis and appreciation of works of philosophical, historical, literary, aesthetics and cultural importance

Study in Social Sciences

- focus on methodologies, examination of society, social scientific techniques
- uses empirical evidence to explore human experiences in civilizations, groups of people, social dynamics
- includes theoretical perspectives, methods of the discipline, including quantitative and qualitative analysis

COR Proposal Examples

Humanities

- [CHIC 135 Chicana/o Literature](#)
- [DM 164 Web Design](#)
- [ENG 9 Introduction to Writing Poetry](#)
- [PHIL 142 Contemporary Philosophical Movements](#)

Social Sciences

- [BLAS 104 Black Psychology](#)
- [DM 164 Web Design](#)
- [INTBUS 001 International Trade](#)

Area E Lifelong Learning and Self-Development

- Content integrates **physiological, social, and psychological** perspectives.
- Courses should address all three areas for *more than a few years of a human lifespan* - more than the collegiate years, early childhood experience, or the octogenarian experience.
- Courses that focus on a single learning skill (e.g., library use, computer literacy, college skills, or first aid training) are not appropriate for GE.
- Physical activity courses are acceptable in Area E.

What is an Ethnic Studies Course?

Requirements Effective Fall 2021

- Must have Ethnic Studies prefix, or prefix reflecting one of four groups: Native American, Latinx, African American, Asian American
- Must have 3 of the 5 core competencies.
- Focus on ethnic studies frameworks, theories, and concepts.
- Integrated course outline: description, objectives, content, textbooks/readings, and college-level assignments all reflect Ethnic Studies.

Ethnic Studies Focus

- Area – Activism, Class, Civil Rights, Colonialism, Colonization, Community Service, Discrimination, Education, Education Policy, Gender, Immigration, Intersectionality, Public Health, Racism, Sexuality, Public Health, etc.
- Field – African American/Africana Studies, American Indian/Native American and Indigenous Studies, Asian American Studies (linkage to Pacific Islander Studies, etc.), Latino/a Studies (includes Chicano/a).
- Method - Ethnography, Ethnology, Mixed-Methods, Oral History, Participant Observation, Sociological Studies, Psychological Studies, Universal Design in Learning, etc.,

Ethnic Studies Rubric

- The [rubric](#) is designed for system-level evaluation of CCC course proposals seeking approval.
- It is used to offer guidelines for approval, highlight missing content that contributes to the need for revision or denial, and enable compliance with the Ethnic Studies (ES) core competencies approved by the ASCSU, CSUCES, and the CSUCO.
- Ethnic Studies are an interdisciplinary and comparative study of race and ethnicity **with special focus on four historically defined racialized core groups**: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans (California Education Code 89032).

IGETC

- **Area 1C Oral Communication (CSU only)**
 - If approved for CSU GE Area A1, automatically approved for 1C
- **Area 1A Written Communication**
 - minimum 5,000 words of writing required
- **Area 1B Critical Thinking and Composition**
 - minimum 5,000 words required for evaluation of writing and critical thinking

IGETC

- **Area 2A Mathematical Concepts and Quantitative Reasoning**
 - fulfilled by completion of a baccalaureate course mathematics, statistics, or other quantitative disciplines
 - course will have its primary purpose and content focused on mathematics and quantitative reasoning
 - courses approved to fulfill this requirement must address students' ability to develop, present, use, and critique quantitative arguments

IGETC

- **Area 3A Arts**
 - integration of history, theory, aesthetics and criticism
- **Area 3B Humanities**
 - analyze works of philosophical, historical, literary, aesthetics and cultural importance
- **Area 4 Social and Behavioral Sciences**
 - develop understanding of the perspectives and research methods of social and behavioral sciences
 - problems and issues examined in contemporary, historical, and geographical settings

IGETC

- **Areas 5A Physical Science and 5B Biological Science**
 - emphasis on experimental methodology, testing of hypotheses, and power of systematic testing
- **Area 5C Laboratory Science**
 - 1 unit connected to lecture as co-requisite or prerequisite
- **Area 6A Language Other than English (UC only)**
 - reviewed by UC reviewers

IGETC

- **Area 7 Ethnic Studies**
 - Courses must meet either the CSU or UC Ethnic Studies Core Competencies requirement.
 - A course meeting the CSU Ethnic Studies Core Competencies requirement will be deemed to have met the UC Ethnic Studies Core Competencies requirement.
 - Similarly, a course meeting the UC Ethnic Studies Core Competencies requirement will be deemed to have met the CSU Ethnic Studies Core Competencies requirement (IGETC Standards 2.4).

American Institutions

- **Area US-1 American History**
 - minimum time span of approximately 100 years
 - entire area now included in the United States of America
 - relationships of regions within that area and with external regions and powers
 - role of major ethnic and social groups
 - the “continuity of the American experience” (i.e., not a string of isolated events), including study of politics, economics, social movements, and/or geography (at least three of the four)

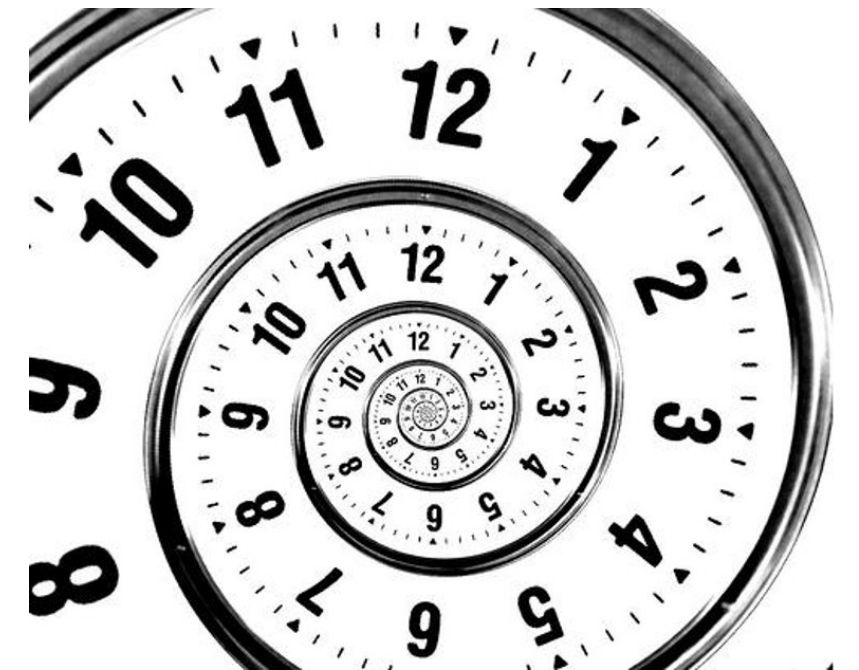
American Institutions

- **Area US-2 The U.S. Constitution**
 - political philosophies of the framers of the Constitution
 - operation of United States political process and institutions under the U.S. Constitution
 - rights and obligations of individual citizens in the political system established under the Constitution
- **Area US-3 California State and Local Government**
 - Constitution of the State of California
 - nature and processes of California state and local government



Timeline & Questions

CSU GE Review 2023-2024





Contacts for CSU Reviewers

- CSU Chancellor's Office
 - Kieran Mulholland kmulholland@calstate.edu and Quajuana Chapman qchapman@calstate.edu
- ASSIST
 - Erica Lassen erica@assist.org
 - **Technical issues** related to ASSIST workflow, login issues, potential issues related to individual user accounts, passwords, etc.



