



The California State University
OFFICE OF THE CHANCELLOR

Guiding Notes

For

General Education

Course Reviewers

Academic Program Planning
January, 2009



January, 2009

These Guiding Notes were developed for CSU faculty and staff who review course outlines proposed for lower-division transfer credit in specific areas of our General Education Breadth requirements.

We also make these Notes available to the public, so our colleagues can see what the CSU takes into account when reviewing course outlines. For community colleges, this may make for quicker and more successful course submissions.

The Guiding Notes are in three parts:

Part One	background	p. 2
Part Two	review criteria by area	p. 7
	English and critical thinking	p. 10
	science and math	p. 14
	arts and humanities	p. 19
	social sciences	p. 27
	lifelong learning	p. 30
	language other than English	p. 32
	American Institutions	p. 33
Part Three	electronic bibliography	p. 35

Many years of experience have gone into them, with particularly helpful contributions from Jolayne Service, Kathryn Barth, Jane Leaphart, and Judy Osman. This document is continuously shaped by the faculty staff from the CSU and the California Community Colleges who generously serve on the chancellor's General Education Advisory Committee, now in its 18th year. Special thanks go to Christine Hanson, who first compiled and published the notes as a single, user-friendly document.

Title 5 and the CSU's executive orders remain the official policy documents for general education. Links to those policies and an annual update of these Notes are available at the CSU's page for GE:

calstate.edu/app/general_education.shtml.

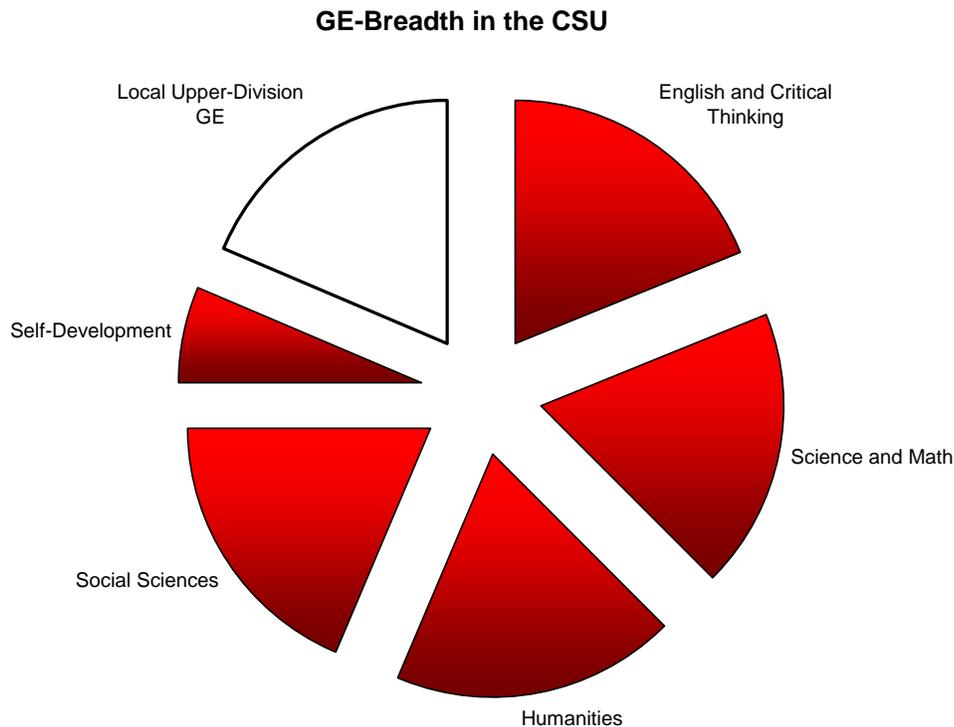
Ken O'Donnell
Associate Dean
Academic Program Planning

PART ONE: BACKGROUND

Executive Order 1033: General Education

The 23 universities of the California State system have each created a set of general education requirements that meets systemwide standards, but also reflects the goals and character of the individual campus. General education represents the shared intellectual culture of a university, adds value to the degrees, and develops the skills that employers say they want most: critical thinking, verbal expression, and mental agility.

The systemwide standards establish minimum requirements in different academic areas to maintain consistent breadth in the baccalaureate:



Students who transfer into the CSU from other institutions may be “certified” as having already completed the lower-division units of their general education, fulfilling any or all of the shaded areas above – almost all of their general education.

Executive Order 1033, adopted in 2008, continues to seek a balance between ease of transfer and stewardship of CSU’s undergraduate degrees. It defines the areas of GE-Breadth throughout the system, and establishes the means of extending the GE-Breadth pattern to students transferring in from California Community Colleges. Executive Order 1033 includes this commitment:

The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions’ courses and examinations that have been identified and accepted for certification purposes. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. The list shall be updated annually.

The reviewers who use these Guiding Notes are participating in the annual updating required by this part of the Executive Order, by evaluating community college course outlines proposed for general education credit in the CSU.

General Education before Transfer to the CSU

There are several ways a transfer student may complete lower-division general education requirements before enrolling in the California State University:

- ⇒ by completing the GE Breadth requirements **specific** to a CSU campus
- ⇒ by completing the CSU's systemwide pattern of **GE Breadth** requirements
- ⇒ by completing the Intersegmental General Education Transfer Curriculum (**IGETC**) pattern, recognized by both the CSU and UC systems

Both GE Breadth and IGETC are statewide patterns, meaning they will apply regardless of a student's choice of campus or major. However, students in high-unit majors such as science or engineering may find they can graduate sooner if they *don't* complete their G.E. before transferring. For these majors, longer chains of prerequisites may make it more advantageous to take lower-division coursework in the discipline, and then complete General Education and major requirements as matriculated students in the CSU. Community college counselors can help students choose the most efficient way to complete their general education.

Students and their advisors should remember that any kind of GE certification before transfer is separate from – and doesn't guarantee – admission: certification recognizes completed coursework, not eligibility to enroll.

Executive Order 405: American Institutions

A separate Executive Order, number 405 adopted in 1982, establishes for all CSU students a separate graduation requirement in United States History, Constitution, and American Ideals (informally abbreviated "American Institutions" or "AI"). As with lower-division general education, students may fulfill American Institutions requirements before or after matriculating to the CSU.

Each CSU campus decides whether coursework applied to an area of GE-Breadth may also be applied to American Institutions. At the time of this writing, no California State University denies a certification in American Institutions or GE Breadth/IGETC that relies on double-counting.

CSU GE Breadth vs. IGETC

Both the CSU GE Breadth and IGETC patterns are designed to educate students to think, write, and speak clearly and logically; to reason quantitatively; to gain knowledge about the human body and mind, the development and functioning of human society, the physical and biological world, and human cultures and civilizations; and to develop an understanding of the principles, methods, and values of human inquiry.

They do so by grouping disciplines and modes of inquiry into areas such as science and social science, and each area is further divided into subareas such as “Biological Sciences” or “Ethnic Studies.” Most areas and subareas in GE-Breadth match those in IGETC, and so course outlines are routinely submitted for both. See the following table for the detailed comparison of areas, subareas, and minimum requirements.

Comparison of areas, subareas, and minimum requirements in the GE Breadth and IGETC General Education patterns. (Units listed are semester units.)

Area Designations and Minimum Requirements for GE Breadth (CSU only)	<u>Discipline</u>	Area Designations and Minimum Requirements for IGETC (CSU and UC systems)
AREA A: Communication in the English Language and Critical Thinking: <i>9 units</i>	A1 Oral Communication	1C
	A2 Written Communication	1A
	A3 Critical Thinking	1B
AREA B: Physical Universe and Its Life Forms: <i>9 units, at least one course in each subarea of science</i>	B1 Physical Sciences	5A
	B2 Biological Sciences	5B
	B3 Laboratory Activity ¹	5A or 5B
	B4 Mathematics	2
AREA C: Arts, Literature, Philosophy and Foreign Languages: <i>9 units, at least one course in each subarea</i>	C1 Arts ²	3A
	C2 Humanities ³	3B
AREA D: Social, Political, and Economic Institutions and Behavior; History: <i>9 units in at least two subareas</i>	D1 Anthropology & Archeology	4A
	D2 Economics	4B
	D3 Ethnic Studies ⁴	4C
	D4 Gender Studies ⁴	4D
	D5 Geography	4E
	D6 History ⁴	4F
	D7 Interdisciplinary Soc. Science	4G
	D8 Political Science	4H
	D9 Psychology	4I
	D0 Sociology & Criminology	4J
AREA E: Lifelong Understanding and Self- Development: <i>3 units</i>	E	[no corresponding requirement]
[no corresponding requirement]		6A
		AREA 6A: Language Other Than English: <i>Proficiency equal to two years' high school</i>

Notes

1. Laboratory Activity is to be associated with one of the other required science courses, either in Physical or Biological Sciences (see p. 15).
2. Arts includes Art, Cinema, Dance, Music, Theater (see p. 21).
3. Humanities includes Literature, Philosophy, and Foreign Language above proficiency level (see p. 22).
4. Ethnic Studies, Gender Studies, and History may be categorized as Humanities (Area C2/3B) when the focus is artistic and humanistic rather than social-scientific.

Detailed review criteria for each area and subarea, as well as sample reviewer's responses for each, comprise the next section of these Guiding Notes. Reviewers consider similar questions for the two patterns. However, within their similarities are some important differences:

GE Breadth pattern (CSU only)

- ⇒ requires oral communication
- ⇒ doesn't require Language Other Than English
- ⇒ any passing grade will count*
- ⇒ a single course may carry any number of units
- ⇒ students may be certified in full or partially (one area at a time)
- ⇒ includes an area in Lifelong Understanding and Self-Development

IGETC pattern (CSU plus UC)

- ⇒ doesn't require oral communication of students transferring to the UC
- ⇒ requires Language Other Than English for students transferring to the UC
- ⇒ only grades of C or better will count
- ⇒ each course must carry at least three semester- or four quarter-units
- ⇒ only full (all-area) certification is ordinarily available
- ⇒ no area in Lifelong Understanding and Self-Development

*Note: while any passing grade will allow a course to count for GE credit, for the sake of admission to the CSU, students may still be held to minimum grades of C or better in certain GE areas.

In practice the IGETC pattern is more restrictive. Courses that are approved for IGETC are automatically approved for the corresponding area(s) or subarea(s) in GE Breadth. However, not all courses approved for GE Breadth are approved for IGETC.

Process Overview: CSU Faculty and Staff Review

California Community Colleges submit new or revised course outlines to the CSU Office of the Chancellor, with requests for approval under one or more areas of systemwide general education (*e.g.* Area 3, Arts and Humanities).

CSU faculty and staff evaluate the outlines for consistency with the area descriptions in the executive order. Approved outlines from previous years are automatically carried forward, unless a community college reports that a course has changed since its last review.

Course Design	Courses are created by faculty at participating institutions, usually California Community Colleges. The CSU and UC systems don't suggest particular subjects. Before they can be offered (or submitted to a system office for GE transfer credit), courses go through the normal channels of curriculum approval, and only baccalaureate-level courses are eligible for GE transfer credit. Subsequent determinations made by the four-year schools relate only to the suitability of a course to an area of a GE pattern, and even high-quality courses may be denied.
Submission	<p>Each fall, community college articulation officers submit courses by entering their new or revised course outlines, one by one, into the online database at assist.org. (These course submission screens aren't visible to public users.)</p> <p>After the course outline data has been submitted, ASSIST forwards the information to a separate database called the "Online Service for Curriculum Articulation Review," or OSCAR. The CSU OSCAR system displays the course outline data as it was provided by the community colleges, and has tools to let reviewers log on, review the courses, and confidentially record their comments and recommendations.</p>
1st Level Review	Every submitted course undergoes a 1st-level review, in which it is judged against criteria developed by faculty to describe a given area of GE-Breadth or IGETC. Each 1st-level review ends with a preliminary recommendation.
2nd Level Review	Every course submitted for GE consideration then undergoes a 2nd-level review, which involved reading both the course outlines as submitted on-line, and evaluating the 1st-level reviews for fairness and consistency. 2nd-level reviewers write the comments that will be returned to the articulation officers at participating institutions. 2nd-level reviewers may also contact liaisons to the authors of the course outlines to get clarification or additional details.
GEAC Subcommittee	Courses with unclear or marginal congruence to GE criteria are forwarded to panel drawn from CSU faculty who serve on that year's review subcommittee of the General Education Advisory Committee ("GEAC") for a final decision.
Reconciliation	In the CSU's Office of the Chancellor, Academic Program Planning coordinates the recommendations of the reviewers at the different levels, and uses the OSCAR system to record a final GE Breadth determination for each submitted course. Determinations of IGETC congruence are made in discussions with the UC Office of the President.
Notification	By early April, the system offices forward their decisions to articulation officers at participating institutions throughout California. Soon afterward the review decisions in OSCAR are communicated to ASSIST, so the public can see which community college courses bear GE transfer credit at four-year institutions.

PART TWO: REVIEW CRITERIA BY AREA

Criteria Applying to All Areas

When they submit courses for GE acceptability, participating institutions will indicate the pattern, area and subarea to which they want the course applied. Reviewers use area-specific criteria as well as the following, which apply to all submitted courses:

- ⇒ **Any course submitted for GE should be baccalaureate level.** Because community colleges serve multiple constituencies, not everything they teach is comparable in depth and rigor to courses at four-year universities; for example, some coursework is instead meant to train students for specific jobs, or to prepare them for college. So in 1973 the CSU adopted Executive Order 167, explicitly limiting transfer credit of any kind (whether or not in a GE area) to baccalaureate-level coursework. Later the CSU's faculty senate elaborated on the definition in a document called "Determining a Baccalaureate Level Course." Both the Executive Order and subsequent elaboration are available at the Academic Program Planning web site, and reproduced in part three of these Guiding Notes.

Generally, indications that a course is baccalaureate level include (1) a clear emphasis on 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.

Community Colleges create their own lists of baccalaureate-level courses, and these lists are accepted by articulation officers in the CSU without further review. However, past GE reviewers have sometimes denied submissions for credit in a particular area on the basis of these criteria. (See typical comments on the next page.)

- ⇒ **Course content should reflect a balance between breadth and depth appropriate for lower-division work.** While it's important for course outlines to reflect the depth of university-level work, proposed courses may be denied if their focus is too narrow. For example, an otherwise acceptable course in literature (IGETC Area 3B) that focuses on a single book, or in self-development (GE-Breadth Area E) that focuses only on the first years of childhood, would fail to provide the breadth expected of general education.
- ⇒ **Variable-topics courses are excluded.** As a rule, no variable-topics courses (or directed-studies courses) are acceptable for IGETC or CSU GE-Breadth regardless of area, because they change too much from one term (and instructor) to the next. However, not all the topics in a course have to be specified in great detail; for example, a course on Victorian-era English literature doesn't have to name every novel assigned. A course in "Contemporary Controversies in Science" that examined a different controversy every term would be denied.
- ⇒ **Course outlines may belong in area(s) other than those requested.** Some disciplines such as English and history may encompass multiple areas, for example by emphasizing the practice of English rhetoric (IGETC Areas 1A or 1B) vs. great works in English (IGETC Area 3B), or emphasizing the development of

political philosophies (GE Breadth Area C2) vs. their historical impact on different social groups (GE Breadth Area D6). Reviewers may disagree with the participating institution's area designation as originally submitted, and will approve the course for the most appropriate area in their judgment.

- ⇒ **Courses and recommended textbooks should be current.** Course outlines should reflect contemporary thinking in the discipline, for example by showing a relatively recent date of approval from the department or campus curriculum committee. For example, course outline in "U.S. History Since World War II" that was written in 1990 would be denied.

At least one text (and for some disciplines, *all* the texts) should have been published within the last seven years. Older books should be included if they're considered classics in the field.

- ⇒ **Any course outline should contain enough detail to make a decision possible.** Reviewers are asked not to make assumptions based on their own disciplinary background or knowledge of the community college, course topic, or instructor. Among the areas of information submitted, course descriptions are considered least reliable because they're used to market the course to students. Course objectives, methods of instruction, and methods of evaluation are more informative. Listed prerequisites are also good indicators of course content, rigor, and disciplinary grounding.
- ⇒ **Course outlines should make sense to the reviewer.** Occasionally courses are rejected because the course outline is in a language other than English, doesn't match the "cross-listed course" in the OSCAR database, or has gaps or contradictions in the submitted information.
- ⇒ **Course outlines should be in English.**
- ⇒ **IGETC and GE-Breadth decisions should be consistent.** Because transfer students count on courses that meet IGETC standards to work in the CSU Breadth pattern, reviewers will approve courses in GE-Breadth for the sake of consistency. This is true even for courses that were proposed only for IGETC.

Additional Criteria for IGETC: All Areas

- ⇒ Courses proposed for IGETC must carry at least three semester-units or four quarter-units of academic credit.
- ⇒ Creative Writing courses are categorically excluded from IGETC, whether submitted for English Communication, Arts, or Humanities.

Typical reviewer comments applying to all Areas

"This outline contains insufficient detail in the content section for reviewers to determine how the course meets the area requirements."

"Outlines submitted for IGETC course approval must be in English."

"This is primarily a skills course."

"No variable-topics courses (or directed-studies courses) are acceptable for IGETC or GE-Breadth."

"This is primarily an occupation-oriented course."

"This outline is different from the one submitted for the counterpart cross-listed course."

"Courses proposed for IGETC must have a minimum unit value of 3-semester or 4-quarter units."

"Textbook information should include the date of publication."

"The perspective is predominantly humanistic, not social scientific. The course is retained solely in Area C2 of GE Breadth and Area 3B of IGETC."

"The texts appear to be outdated. Outlines with texts more than seven years old may be rejected if more recently published texts are appropriate and readily available."

"This course is accepted in Area D5 to maintain consistency with IGETC, as well as Area D3."

"This course is accepted in Area C2 to maintain consistency with its cross-listed counterpart."

CSU GE-Breadth Area A and IGETC Area 1

Communication in the English Language & Critical Thinking

Areas A and 1 emphasize development of students' communication and reasoning skills. It requires coursework in "communication in the English language, to include both oral communication and written communication," making these the only courses in the GE pattern that must be taught in English.

From CSU Executive Order 1033:

A minimum of 9 semester units or 12 quarter units are required in communication in the English language—to include both oral communication and written communication—and in critical thinking, which shall include consideration of common fallacies in reasoning.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the theoretical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

English is the language of instruction for Area A1 and Area A2.

Outside of Areas A1 and A2, there is no CSU policy requiring that the course be taught in English to be incorporated into a GE-Breadth certification.

However, in Areas A1 and A2 the CSU has granted GE recognition only for courses taught in English for two reasons:

- ⇒ California Education Code Section 30 provides that "English be the language of instruction in all schools"
- ⇒ Community colleges have been urged to encourage prospective transfer students to take courses taught in English, to develop better the command of academic English that is required for upper-division study in the CSU.

A1 Oral Communication

(IGETC Area 1C)

Courses must include faculty-supervised, faculty-evaluated practice in communicating orally *in the physical presence of other listeners*. Rhetorical principles must be covered (study of effective communication in formal speeches or social interaction is appropriate, for example). The CSU Communications Departments have asked that for courses submitted for IGETC Area 1C or CSU GE-Breadth Area A1, the “methods of instruction” and “methods of evaluation” sections of the outline be very specific about how instruction and evaluation are conducted so that it may be determined that student presentations will be made in front of faculty and other listeners (not online or recorded).

Interpersonal communications courses are not a natural fit in Area A1, but a few have been made to work by incorporating significant faculty-supervised, faculty-evaluated practice in speaking with others and at least a small component of traditional rhetoric.

Typical reviewer comments applying to Area A1/1C

“The revised outline will need to specify methods of instruction.”

“Course must include faculty-supervised, faculty-evaluated practice in oral communication presented in front of other listeners (not online or recorded).”

“Rhetorical principles must be covered (study of effective communication in formal speeches or social interaction is appropriate, for example).”

“This course is accepted with reservations about the extent of faculty-supervised, faculty-evaluated practice in oral communication. Reviewers suggest revising the outline.”

Additional Criteria for IGETC: Area 1C Oral Communication

The UC system doesn’t require Oral Communication, so no additional criteria apply.

Area 1C has been set aside under the IGTEC pattern so that evaluators can see whether students transferring into the CSU have met this graduation requirement, but the review standards are identical to those for Area A1 Oral Communication in the CSU’s GE-Breadth pattern.

A2 Written Communication

IGETC Area 1A

Written Communication courses need to be conducted in English. They may be designed for speakers of other languages, but the courses must lead to achievement of the same “freshman composition” objectives as courses for native speakers of English. Courses should explore rhetorical principles independent of the application of writing to a specific profession: an advertising department’s course in Copy Writing or a journalism department’s course in News Writing would not be suitable for Written Communication.

Reviewers look for evidence of assigned and graded student writing, both in class and as assigned homework. There is no minimum word count, but some number of words should be specified in the course outline.

The course must carry an appropriate prerequisite, such as an SAT score or placement score, distinguishing it from a remedial class.

Typical reviewer comments applying to Area A2/1A

“Courses in this area must be conducted in English.”

“Courses designed exclusively for the satisfaction of remedial composition cannot be counted toward fulfillment of the English composition requirement.”

“A revised outline should include specify the approximate total number of words (counting only final drafts) that students are expected to write, and should specify writing assignments required in class and outside the classroom.”

“Courses in news writing and reporting are excluded from Area A2.”

“This course focuses on the development of students’ creative writing skills and techniques rather than the development of expository writing, which emphasizes form, content, context, and effectiveness of communication.”

Additional Criteria for IGETC: Area 1A English Composition

“A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature.” *from the IGETC Standards*

A3 Critical Thinking

IGETC Area 1B

Executive Order 1033 is unusually specific in calling for student competencies “in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.”

In practice this means critical thinking courses should include explicit instruction and practice in inductive and deductive reasoning or identifying formal and informal fallacies of language and thought. Literary criticism courses are typically not accepted in this area.

Typical reviewer comments applying to Area A3/1B

“The content section of the outline does not provide enough detail to determine whether all elements of critical thinking required by CSU E.O. 1033 for Area A3 are present (e.g., whether students will be able to advocate ideas effectively and to reason inductively and deductively.”

“This 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.”

“Area A3 courses must include evaluation of information.”

“Journalism courses are excluded from Area A3.”

Reviewers look for courses that develop students’ ability to think systematically and identify faulty reasoning, such as:

- ⇒ hasty generalization
- ⇒ non sequitur
- ⇒ false analogies
- ⇒ post hoc arguments
- ⇒ attacks ad hominem
- ⇒ bandwagon appeal
- ⇒ tautology/circular reasoning
- ⇒ either-or fallacies

Over the past several years of review cycles, community colleges have developed courses to meet these student learning outcomes.

Unlike IGETC Area 1B courses, CSU GE-Breadth Area A3 courses do not have to have a prerequisite or instruction in writing.

Additional Criteria for IGETC: Area 1B Critical Thinking-English Composition

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. *from the IGETC Standards*

The two-system IGETC pattern combines critical thinking with a second semester of composition. So Area 1B criteria include all those for Area A3, above, *plus*:

- ⇒ a minimum writing requirement of 6,000 words, not including revisions
- ⇒ an explicit prerequisite course, which has been approved under IGETC Area 1A English Composition

Reviewers can verify course prerequisites by consulting collegesource.com.

CSU GE-Breadth Area B and IGETC Areas 2 and 5

The Physical Universe and Its Life Forms; Mathematics

These areas of IGETC and GE Breadth call for three kinds of coursework: science lecture, science laboratory, and mathematics.

From Executive Order 1033:

Satisfaction of this area requires a minimum of 12 semester units or 18 quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and inquiry into mathematical concepts and quantitative reasoning and their applications.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles that form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools and the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence that the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

B1 Physical Sciences and B2 Biological Sciences

IGETC Area 5A

IGETC Area 5B

Courses in these subareas of Areas B and 5 emphasize the perspectives, concepts, principles, theories, and methodologies of the scientific disciplines. Those that have built-in laboratory activity may also qualify for Area B3, so long as the course outline clearly distinguishes the laboratory activity from the lecture.

Some but not all course outlines submitted for these areas will refer to "the scientific method." Implicit inclusion of the scientific method is acceptable, especially for courses designed for students majoring in science. EO 1033 refers to "methodologies of science as investigative tools," so Area B/5 courses should enhance students' appreciation of how scientists do science, not just what scientists have concluded.

To illustrate, students who complete a geology course should be able to do more than explain the workings of a volcano. To meet the objectives of Area B1, they should also have a sense of how geologists have come to understand what produces a volcano.

This distinction of learning not just the conclusions of scientists but also *how science is practiced* is the key to making review decisions in a few special cases:

- ⇒ **Multi-disciplinary and interdisciplinary science courses.** Some community colleges have designed courses to meet California's credentialing standards for prospective elementary school teachers, who will need to know something about geology, astronomy, physics and chemistry. These "do-it-all" courses are usually acceptable, so long as they address science as a way of intellectual inquiry.

- ⇒ **Physical geography courses.** These are almost always accepted in Area B1. (Other kinds of geography course are closer to the social sciences and are instead approved in Area D5.)
- ⇒ **Physical anthropology courses.** Depending on the emphasis, a course in physical anthropology may belong with other biological sciences in Area B2.

Typical reviewer comments
applying to Areas B1 *and* 5A and Areas B2 *and* 5B

"This 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."

"Because the course emphasizes technical skills rather than the scientific principles and theories of physical or cultural geography, it is appropriate for neither Area B1 nor Area D5."

"Science courses should cover basic scientific principles and not just include memorization of facts or skills practice."

"The college is urged to revise the outline to distinguish clearly the laboratory activities from the content of the lectures."

Additional Criteria for IGETC: Areas 5A and 5B

Criteria for science courses under the IGETC pattern are the same, with these two differences:

- ⇒ There is no separate subarea for labs, as there is under GE-Breadth (see subarea B3, below).
- ⇒ Science courses designed explicitly for those prospective transfers planning to major in biology, chemistry, or physics at a UC must have a stated prerequisite of intermediate algebra. Reviewers may notice such references in submitted course outlines, but such a prerequisite isn't required for approval under either general education pattern.

B3 Laboratory Activity

Courses meeting the requirements of this subarea must:

- ⇒ be conducted under the in-person supervision of faculty
- ⇒ be associated with a lecture component, either built in to the laboratory section itself or connected as a co-requisite or prerequisite

When a participating institution submits a science course that includes both lecture and lab, it may be approved for GE Breadth Areas B1 & B3 as a pair, or Areas B2 & B3 as a pair – even if the institution didn't request placement in Area B3.

Stand-alone lab courses are designated B3 only, and *only* when associated with a lecture course as either a pre- or co-requisite.

Laboratory courses offered entirely on-line are held to particularly close scrutiny. CSU science faculty have instructed reviewers to be sure such delivery doesn't compromise learning objectives that are met by in-person instruction. For the time being, all such submissions are referred to discipline faculty for further review.

Typical reviewer comments applying to Area B3

"Lecture-and-Lab science outlines should distinguish lecture content from lab activity."

"This course is accepted in Area B3, to reflect the laboratory component, as well as in Area B1."

"This laboratory course is acceptable in Area B3 only if the corresponding lecture is adopted as its pre- or co-requisite."

Courses that do not fulfill the sciences requirement

Acceptable courses must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses were determined to have a narrow or applied focus and therefore unacceptable for this area. Courses which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered. Courses which do not focus on the core concepts of a physical science discipline, such as Energy and the Way We Live, are not acceptable. Courses which survey both the physical and biological sciences but are not comparable in depth and scope to a traditional science course or focus on a particular subject will not satisfy Area 5 of IGETC. *from the IGETC Standards*

B4 Quantitative Reasoning**IGETC Area 2A**

Area B4 courses must emphasize the development of students' mathematical and quantitative reasoning skills beyond the level of intermediate algebra. In general, intermediate algebra should be a stated prerequisite to the course used to meet Area B4, and the course should *use those skills* to further develop the student's mathematical proficiency.

Certain kinds of course are always excluded from Area B4:

- ⇒ courses in the history of mathematics
- ⇒ logic and symbolic logic courses
- ⇒ computer programming courses

Math courses developed specifically for students preparing to teach elementary school create a special case, and CSU math faculty have asked reviewers to check for inclusion of specific elements of math instruction before granting approval. See the next page for details.

Additional Criteria for IGETC: Area 2A

The corresponding Area 2 of the IGETC pattern excludes these plus one other category of course:

- ⇒ mathematics courses designed for prospective elementary school teachers

In all of these exclusions the intent is the same: to make sure students graduate from college with the genuine ability to understand and practice mathematics beyond the level of second-year algebra.

**Typical reviewer comments
applying to Areas B4 and 2A**

"Courses in symbolic logic don't directly develop mathematical and quantitative reasoning skills."

"Courses approved for CSU GE-B Area B4 must have a stated prerequisite, not advisory, of intermediate algebra, and they must build on the topics of intermediate algebra."

Approving Math Courses for Elementary School Teachers

Math courses designed as part of a teacher preparation or liberal studies curriculum must meet specific criteria to qualify for area B4 of GE Breadth. Faculty have asked that such courses include *all* of these elements listed in the January, 2008 posting of the TCSU math descriptor 120, "Mathematical Concepts for Elementary School Teachers - Number Systems."

Course Topics: In conformity with ESM standards, topics must include, but are not limited to:

1. Basic set theory and logic: set operations, relations and functions, Venn diagrams, DeMorgan's Laws, truth tables, equivalent statements, deductive reasoning, contradictions, tautologies;
2. Numeration systems: history, Hindu-Arabic numeration system, other place values systems, computations in different bases;
3. Integers: structure and basic properties, computational algorithms;
4. Modular arithmetic: operations, divisibility;
5. Basic number theory: prime and composite numbers, prime factorization, fundamental theorem of arithmetic, least common multiple and greatest common divisor;
6. Rational numbers: structure and properties, ratio and proportion;
7. Real numbers: structure and basic properties, arithmetic operations, rational and irrational numbers, decimal representation, number line representation;
8. Patterns and sequences: arithmetic sequences, geometric sequences, mathematical induction.

Student Learning Outcomes: In conformity with ESM standards, course outcomes must include, but are not limited to:

1. Analyze multiple approaches to solving problems from elementary and advanced levels of mathematics, using concepts and tools from sets, functions, and logic.
2. Compare numeration systems, including their historical development, with attention to base numeration systems, exponents, scientific notation, and place values.
3. Evaluate the equivalence of numeric algorithms and explain the advantages and disadvantages of equivalent algorithms in different circumstances.
4. Analyze algorithms from number theory to determine divisibility in a variety of settings, such as different base systems and modular arithmetic.
5. Analyze the structure of least common multiples and greatest common divisors and their role in standard algorithms.
6. Explain the concept of rational numbers, using both ratio and decimal representations; analyze the arithmetic algorithms for these two representations; and justify their equivalence.
7. Analyze the structure and properties of whole, rational, and real number systems; define the concept of rational and irrational numbers, including their decimal representation; and illustrate the use of a number line representation.

Arts and Humanities and Social and Behavioral Sciences

Areas C and D in the CSU's GE-Breadth Pattern Areas 3 and 4 in the two-system IGETC Pattern

Between them these two areas cover Arts, Humanities, and Social Sciences – the broad middle ground of what most educated people consider liberal learning. Taken together, these two areas have accounted for more than half of all course outlines submitted for general education credit in California.

To ensure the breadth of learning expected of a baccalaureate, it's important that courses in these two areas be distinguished from each other:

Study in Arts and Humanities

- ⇒ focuses on the human condition: its limits, potential, and creative expressions
- ⇒ relies on critical analysis of specific texts or works to support its claims
- ⇒ is “hermeneutic,” *i.e.*, interpretive, especially of speech or writing
- ⇒ resists conventional empirical evidence, and includes the more speculative disciplines of philosophy, history, literature, and languages

Study in the Social Sciences

- ⇒ uses hard-science techniques of experimentation and empirical evidence to explore human experience
- ⇒ includes explicit use of research and the scientific method
- ⇒ employs quantitative and qualitative analysis
- ⇒ is likelier to examine groups of people and patterns of behavior than particular artifacts, individuals or idiosyncrasies

Although the areas are distinct, some disciplines such as Ethnic Studies may comprise significant coursework in both kinds of inquiry, and so count in both areas of general education.

History is among the hardest disciplines to categorize, by historians' own admission:

Since the 1980s, the discipline of history, which has always straddled the humanities and social sciences, has become more identified with the humanities . . . Indeed, the American Historical Association has recently urged the National Research Council (NRC) to classify history with the humanities in its periodic ranking of departments. For the institutional purposes that motivate the NRC rankings (and the methodologies used for them), the formal shift in category makes sense. But this change of institutional location in the national organization of research should not be understood as an intellectual abandonment of the discipline's historical association with the social sciences. History should value and maintain its Janus-faced position in the world of scholarship—looking to both the humanities and the social sciences.

While humanistic styles of research are currently stimulating important scholarship in the discipline of history, it would be unfortunate if too tight an embrace of the humanities diverted the attention of historians from certain traditional concerns shared by history and the social sciences—institutional forms of power in the realms of politics, the economy, foreign relations, and war. Without sacrificing the analytical richness and the interpretive achievements gained by the turn toward the reading of texts for their internal meaning and the examination of language as discourse

and as a form of power, there is much to be gained by reconnecting with the social sciences and maintaining the historical mix that fruitfully balanced the humanities and social sciences in the repertoire of historians. In that way we can bring before our graduate students important theories and methods that address institutions, social structure, and social transformation.

-- *The Education of Historians for the Twenty-First Century*
American Historical Association, 2004

The CSU and UC systems take their cues from the discipline, and tend to categorize history in the humanities. However, if participating institutions submit a history course for approval in Area D/Area 4 Social Sciences and the outline supports the designation, then that's where the course is approved.

See page 24 for a detailed discussion of the placement of history courses.

CSU GE-Breadth Area C and IGETC Area 3

Arts, Literature, Philosophy, and Foreign Languages

From Executive Order 1033:

A minimum of 12 semester units or 18 quarter units are required among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities, and the self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

C1 Arts (Art, Dance, Music, Theater)

IGETC Area 3A

CSU GE-Breadth Area C1 courses should adequately address historical, theoretical, and cultural contexts of the art under study, and develop in students an independent and critical aesthetic perspective in the arts. In evaluating arts and literature courses, reviewers compare the submitted outline to the EO 1033 standards of "great works of the human imagination" and students' "subjective response to creative works."

Arts include:

- ⇒ visual arts
- ⇒ architecture
- ⇒ interior design
- ⇒ music
- ⇒ dance
- ⇒ theater
- ⇒ film

Studio and performance classes that develop technique or skills alone don't meet the standards established for this area. For C1 in the CSU's GE-

Breadth pattern courses must also address aesthetic and cultural study; for the corresponding Area 3A in the IGETC pattern the requirement is stronger; courses must *predominantly* emphasize cultural and/or aesthetic study.

Typical reviewer comments
applying to Area C1 and 3A

"Performance and studio classes may be credited toward satisfaction of this subject area only if they include the integration of history, theory, and criticism."

"This course's strong focus on technical and performance skills precludes its acceptance in Area C1. It is accepted in Area E with the usual unit limitation on physical-activity courses."

C2 Humanities (Literature, Philosophy, Foreign Languages) IGETC Area 3B

Last year California's community colleges submitted over 300 course outlines for approval in Area C2 alone: many courses that count in other areas, such as written communication, arts, and social sciences, are also submitted for approval in the humanities.

In determining which of these submissions should qualify, reviewers ask:

- ⇒ will students learn to analyze and appreciate works of philosophical and cultural importance?
- ⇒ does the course use canonical or seminal works as pathways to a broader understanding of the human condition?
- ⇒ how will the course help students confidently understand and articulate their own subjective intellectual experiences?

These criteria are key to determining the suitability of courses in a range of disciplines:

- ⇒ **Language courses** should do more than impart vocabulary and rules of grammar; they should use the second language to evoke a sympathetic response to the acquired culture, to help students understand the "other" in the first person. Courses at the elementary level are acceptable only if the cultural content justifies the qualification – *i.e.*, if it includes more than food, festivals, and holidays.

A useful indicator of whether the course exceeds that threshold is in the IGETC Standards. Courses approved for Area 6A under the IGETC pattern are intended to achieve that minimum proficiency level, and so if they're listed as prerequisite to a course submitted for Area C2 in GE-Breadth, then the more advanced course could in principle have a strong enough cultural component to qualify. The prerequisite may be stated as:

- ⇒ a community college course that satisfies Area 6A of IGETC
- ⇒ two years of high school study of the language
- ⇒ some other measure of proficiency

There may be a rare exception, however, for a course that (1) is intended for students who may be just a little below proficiency level, (2) is designed to take them well beyond proficiency level, and (3) includes a significant cultural component.

- ⇒ **Creative writing courses** are acceptable for GE Breadth Area C2 only if they include reading and analysis of respected works of literature. Students should be learning to "read as writers" (focusing on how creative writing is developed, not just how readers interpret what is written), which is a different process than literary criticism. (Note that there is a difference here between the GE Breadth pattern and the narrower IGETC pattern: creative writing courses are *never* accepted for IGETC.)
- ⇒ **Courses in geography, history, and art** may satisfy Area C2 Humanities if the outline indicates a strong cultural content and an exploration of subjective human experience.

- ⇒ **Literature courses** may be disallowed because they are too narrow. A course in a single novel or literary movement (*e.g.*, postmodern American fiction) is probably more suitable for upper-division work, since it may not incorporate literary analysis from a variety of critical perspectives.
- ⇒ **Courses in mass communication or mass media** are not accepted in Area C2. (However, courses that study the interaction of mass communication and society are often appropriate for social studies in Area D.)
- ⇒ **Courses in English as a Second Language** may – despite their focus on proficiency and the acquisition of skills – be advanced enough to meet the objectives of Area C2.
- ⇒ **Logic courses** are categorically excluded from Area C2. Such courses are designed primarily to develop students’ reasoning skills, not their appreciation of “great works of the human imagination.”
- ⇒ Depending on their dominant mode of inquiry, **history courses** may be categorized in Area C2 Humanities, Area D6 History, or both. (See p. 19 for a comparison of the two inquiry modes.)
- ⇒ **Art history courses** are always reviewed in Area C1 Humanities, not as any of the social sciences in Area D.

Additional Criteria for IGETC: Area 3B

- ⇒ Creative writing courses are never approved for IGETC, not even under Arts and Humanities.

The faculty of the two segments determined that courses such as English composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theater, Spanish for Spanish Speakers, and all elementary foreign language courses were skills or performance courses that do not meet the specifications for IGETC. Advanced foreign language courses were approved if they include literature or cultural aspects. *from the IGETC Standards*

Special Cases for History Courses: Approving in Additional Areas

For each history course it submits, a community college may request GE designation under Humanities, Social Sciences, or both. In most cases reviewers accept that recommendation when categorizing the course.

However, there are several cases where reviewers *add* approval in an area of GE-Breadth where the course wasn't originally submitted:

1. **When the course is submitted differently for IGETC approval.** A course submitted under the Humanities area for one pattern but under the Social Sciences area for the other is approved in *both* the Humanities and Social Sciences areas for GE-Breadth. This protects transfer students who expect the IGETC pattern to work the same for both university systems, and switch to the GE-Breadth pattern before transfer.
2. **When the course is in the history of a U.S. ethnic group.** A course like "History of Native Americans" may be submitted in Area D6 History, and approved in Area D6 History *and* Area D3 Ethnic Studies. This facilitates graduation for students enrolled at CSU campuses which individually require coursework in cultural diversity, satisfied by Area D3.
3. **When a humanities-focused history course has been approved under the "U.S. history" objective of the CSU's United States History, Constitution, and American Ideals requirement.** For example, a course in the cultural influences of the major U.S. immigrant populations from 1840 to 2000 is submitted and approved under Area C2 Humanities, and had prior approval under Area US-1, Historical Development of American Institutions and Ideals. Reviewers will *add* approval under Area D6 History, for transfer students whose pre-major lower division coursework ("LDTP") relies on these areas double-counting.

For easy reference, charts of each possible combination begin on the following page.

Approving History Courses in Additional Areas

Special Case #1: The same course is submitted differently in GE-Breadth and IGETC.

<i>A course proposed in IGETC Area(s)</i>	<i>... and for GE Breadth Area(s) ...</i>	<i>... is considered for IGETC in Area(s) ...</i>	<i>... and for CSU GE Breadth in Area(s)</i>
3B Humanities	C2 Humanities	3B Humanities	C2 Humanities
3B Humanities	D6 History	3B Humanities	C2 and D6 both
3B Humanities	C2 and D6 both	3B Humanities	C2 and D6 both
4F History	C2 Humanities	4F History	C2 and D6 both
4F History	D6 History	4F History	D6 History
4F History	C2 and D6 both	4F History	C2 and D6 both
3B and 4F both	C2 Humanities	3B and 4F both	C2 and D6 both
3B and 4F both	D6 History	3B and 4F both	C2 and D6 both
3B and 4F both	C2 and D6 both	3B and 4F both	C2 and D6 both

Special Case #2: It's a course in the history of a US ethnic group.

<i>A course proposed in IGETC Area(s)</i>	<i>... and for GE Breadth Area(s) ...</i>	<i>... is considered for IGETC in Area(s) ...</i>	<i>... and for CSU GE Breadth in Area(s)</i>
3B (or 3B and 4C)	C2 (or C2 and D3)	3B (or 3B and 4C)	C2 and D3
3B (or 3B and 4C)	D6 (or D3 and D6)	3B (or 3B and 4C)	C2 and D3 and D6
3B (or 3B and 4C)	C2 and D6 (or C2 and D3 and D6)	3B (or 3B and 4C)	C2 and D3 and D6
4F (or 4C and 4F)	C2 (or C2 and D3)	4F (or 4C and 4F)	C2 and D3 and D6
4F (or 4C and 4F)	D6 (or D3 and D6)	4F (or 4C and 4F)	D3 and D6
4F (or 4C and 4F)	C2 and D6 (or C2 and D3 and D6)	4F (or 4C and 4F)	C2 and D3 and D6
3B and 4F (or 3B and 4C and 4F)	C2 (or C2 and D3)	3B and 4F (or 3B and 4C and 4F)	C2 and D3 and D6
3B and 4F (or 3B and 4C and 4F)	D6 (or D3 and D6)	3B and 4F (or 3B and 4C and 4F)	C2 and D3 and D6
3B and 4F (or 3B and 4C and 4F)	C2 and D6 (or C2 and D3 and D6)	3B and 4F (or 3B and 4C and 4F)	C2 and D3 and D6

Special Case #3: It's a history course already approved for US-1, the history objectives of the CSU's United States History, Constitution, and American Ideals requirement.

<i>A course proposed in IGETC Area(s)</i>	<i>... and for GE Breadth Area(s) ...</i>	<i>... is considered for IGETC in Area(s) ...</i>	<i>... and for CSU GE Breadth in Area(s)</i>
3B	C2	3B	C2 and D6
3B	D6	3B	C2 and D6
3B	C2 and D6	3B	C2 and D6
4F	C2	4F	C2 and D6
4F	D6	4F	D6
4F	C2 and D6	4F	C2 and D6
3B and 4F	C2	3B and 4F	C2 and D6
3B and 4F	D6	3B and 4F	C2 and D6
3B and 4F	C2 and D6	3B and 4F	C2 and D6

Note that in all three special cases, columns 1 and 3 stay the same: reviewers consider courses for IGETC approval only the areas submitted. But on the GE-Breadth side courses may qualify in areas beyond those requested.

Not every outline submitted for Area C2 needs to “include exposure to Western cultures and non-Western cultures” on its own; instead it’s hoped that students will gain such exposure over the course of completing this GE area.

Typical reviewer comments
applying to Areas C2 and 3B

“Courses for native (heritage) speakers must emphasize culture and cultural readings in the language rather than a focus on grammar and written language skills exclusively.”

“A significant cultural component (including the history and literature of the deaf community) needs to be made evident in the course outline.”

“This children’s literature course appears to focus too heavily on how to select books for children and how to read them to children, rather than on learning and applying the techniques of literary analysis and criticism to literature written for children.”

“This course focuses on the development of students’ creative writing skills and techniques rather than the critical analysis of literary genres.”

“Mass communication/mass media courses are not accepted in IGETC Area 3B.”

“The strong focus on skills and techniques precludes it from being accepted for Area C2.”

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. *from the IGETC Standards*

CSU GE-Breadth Area D and IGETC Area 4

Social, Political, and Economic Institutions & Behavior; History

From Executive Order 1033:

A minimum of 12 semester units or 18 quarter units dealing with human social, political, and economic institutions and behavior and their historical background is required to satisfy this area.

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions, and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical settings, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the subareas specified as opposed to completion of the entire number of units required in one subarea.

Coursework in GE Breadth Area D and IGETC Area 4 is intended to develop students' ability to apply the scientific method and empirical reasoning to the study of human behavior and institutions. For this area, reviewers look in particular for evidence that:

- ⇒ students will learn how to practice social science, and not just understand what social scientists have concluded.
- ⇒ the course has a specific disciplinary focus. Because the Executive Order requires coursework in more than one subarea of Area D, it's important for each course to keep a distinct, discipline-based perspective. Often the choice of textbook is used as evidence of this.
- ⇒ students are learning more than pre-professional skills. At the extreme, Area D courses can look too much like training for careers in criminal justice or social work, with learning objectives different from those of general education.

Areas D and 4 group disciplines into ten subareas:

D1 Anthropology & Archaeology **IGETC Area 4A**

D2 Economics **IGETC Area 4B**

D3 Ethnic Studies **IGETC Area 4C**

Ethnic studies courses must focus on one or more ethnic groups in the U.S. Courses with a focus outside the U.S. and that integrate anthropological perspectives, theories, and methods may qualify for Area D1 (or Area 4A under IGETC).

Because some CSU campuses will consider any Area-D3 course to have satisfied their campus-specific cultural diversity requirement, reviewers add the D3 designation to courses in the history, sociology, or literature of a U.S. ethnic group, whether or not the college proposed it.

D4 Gender Studies **IGETC Area 4D**

Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives (rather than social scientific analysis) are categorized in Area C. See page 19 for a discussion of the difference.

D5 Geography

IGETC Area 4E

Many geography department courses fit here, but courses depending on the emphasis may be better suited to the physical sciences or life sciences (GE-Breadth Area B or IGETC Area 5).

D6 History

IGETC Area 4F

For a number of reasons, course approvals for this area of GE-Breadth may be affected by approvals in IGETC or American Institutions. See page 25 for a complete listing of the possible approval combinations.

D7 Interdisciplinary Social or Behavioral Science

IGETC Area 4G

Interdisciplinary courses must specify which disciplinary perspectives are informing the course (through readings, coverage of theory and methods, and texts specific to the discipline).

D8 Political Science, Government, and Legal Institutions

IGETC Area 4H

These courses focus on social scientific analysis of the *institutions* responsible for law enforcement, justice, and corrections. Courses that emphasize *individual* criminal behavior are considered for Area D0, below, and those that prepare students for specific professions are excluded from GE-Breadth.

D9 Psychology

IGETC Area 4I

It's particularly important that psychology courses focus on the methods, approaches, and foundations of the discipline. At their weakest, submissions in Areas D9/4I may appear like self-help classes: how to be happy in marriage, conflict resolution for teens, etc.

D0 Sociology and Criminology

IGETC Area 4J

Criminology courses should focus on social scientific analysis of the etiology (causation) of crime and criminal behavior, rather than emphasizing professional skills. Note also the distinction from courses in Criminal Justice, which focus on the institutions responsible for law enforcement, justice, and corrections), and are categorized within Political Science (Area D8).

Typical reviewer comments
applying to Areas D1-D0 *and* 4A-4J

“This course emphasizes the application of social scientific findings in an occupationally oriented context, rather than principles, theories, and methods of social science.”

” Attention to the integration of physiological, psychological, and social considerations does not appear to be sufficient; most of the course appears to be devoted to career-oriented teacher preparation.

“The sociological perspective makes the course more appropriate for Area 4J than Area 4I.”

“With no prerequisites or co-requisites in archaeology or anthropology to provide a conceptual and theoretical context, this course's attention to archaeological methods is not sufficiently grounded in disciplinary perspectives to meet the objectives of Area D1.”

“This course appears to concentrate on the development of students' communication skills rather than on social scientific principles, theories, and research methods. Its objectives are more appropriate for Area A1, but A1 courses cannot be specific to a single field of study (in this case, Business).”

“The course outline does not make clear how sociological concepts, theories, and methodology underlie the examination of marriage and the family as social institutions.”

CSU GE-Breadth Area E

Lifelong Understanding and Self-Development

Courses that meet the learning objectives of Area E draw on findings from the biological, behavioral, and social sciences to study humans from psychological and physiological perspectives.

From Executive Order 1033

This area requires a minimum of 3 semester units or 4 quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Suitable Content

With the exception of courses in physical activity (detailed below), reviewers expect courses in Area E to include three kinds of inquiry:

- ⇒ **Sociological:** in this context, the relationships between an individual and broader society.
- ⇒ **Physiological:** the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging.
- ⇒ **Psychological:** the study of the mental processes that create consciousness, behavior, emotions, and intelligence.

Any single course should address all three – though not necessarily with equal emphasis. Submissions in this area fail when they focus on a single learning skill (e.g. library use, computer literacy, or study skills for college success).

Second, any course submission should address all three areas for *more than a few years of a human lifespan*. The consideration doesn't need to extend from cradle to grave, but study should include more than early childhood or the octogenarian experience, in order to provide the breadth expected of general education.

Physical Activity

Physical activity courses (except for special-topics or directed studies courses) are acceptable in Area E, if the students move and are instructed (or supervised or coached) by a faculty member or a designee when doing so. Varsity sports may be included, and so may basic training in the military, in cases where they are awarded academic credit.

However, 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.

(Note the wording: a community college 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.)

Typical reviewer comments applying to Area E

"This course is accepted in Area E with the usual unit limitation on physical-activity courses."

"For physical-activity courses to qualify for Area E, the activity has to be under the supervision of the instructor (or appropriately qualified staff members working with the instructor)."

"It is not clear that an instructor or qualified assistant observes the students' physical activity and provides instruction, supervision on the students' performance."

"Attention to the integration of physiological, psychological, and social considerations does not appear to be sufficient; most of the course appears to be devoted to college-specific material, study skills, and educational planning."

"Courses that teach specific job skills are not considered appropriate for Area E."

"This course does not appear to integrate physiological, psychological, and sociological study to a sufficient extent to qualify for Area E."

"Child development courses qualify for Area E only if they cover birth through adolescence."

"Although there is some mention of "behavior" in the outline, the extent to which the course integrates psychological and socio-cultural considerations with its physiological content is not clear."

"Although this course has some topics that draw clearly on findings and principles of psychology and sociology, it hardly touches on physiological (e.g., health) considerations and appears to be devoted to too great an extent to college-specific material and educational planning."

There is no IGETC Counterpart to Area E.

Students using the IGETC pattern to meet their lower-division general education before transfer to the CSU are exempted from this systemwide requirement.

IGETC Standards Area 6A

Language Other Than English

Because only the UC system uses this part of the IGETC pattern, CSU reviewers automatically “approve” courses for this area, effectively forwarding them to UC reviewers without comment.

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer. *from the IGETC Standards*

Courses approved for this area are deemed “proficiency,” *i.e.*, equivalent to two years’ high school foreign language. This means that language courses above this level could in theory have a strong enough cultural component to qualify under Area C2 in GE-Breadth (or Area 3B in IGETC).

Typical reviewer comment
applying to Area 6A

“Approved without review for consideration by UC reviewers.”

CSU “American Institutions” U.S History, Constitution, and American Ideals

The CSU’s graduation requirements in American Institutions were established in Executive Order 405, separately from the areas of GE Breadth. (The full text of EO 405 is in the appendix to these Guiding Notes.) EO 405 created policy to implement Title 5 Section 40404 of California’s Civil Code, which calls for study in three areas:

1. The historical development of American institutions and ideals (Area US-1),
2. The Constitution of the United States and the operation of representative democratic government under that Constitution (Area US-2), and
3. The process of California state and local government (Area US-3).

While the Executive Order doesn’t set a unit or course minimum for these areas, it’s unusual for a single course to adequately address all three. Instead participating community colleges submit a sequence of courses – typically including courses from their history and/or political science departments – that together meet the graduation requirement in American Institutions.

Following the executive order, reviewers use these criteria for each of the three areas:

Area US-1: American History

Students are expected to learn significant events from U.S. history, as follows:

- ⇒ covering a minimum time span of approximately one hundred years
- ⇒ occurring in the entire area now included in the United States of America
- ⇒ including the relationships of regions within that area and with external regions and powers
- ⇒ the role of major ethnic and social groups
- ⇒ the “continuity of the American experience” (i.e., not a string of isolated events) and its derivation from others cultures, including study of politics, economics, social movements, and/or geography (at least three of the four)

Area US-2: The U.S. Constitution

Course outlines should reflect content that teaches:

- ⇒ the political philosophies of the framers of the Constitution
- ⇒ the operation of United States political process and institutions under the U.S. Constitution
- ⇒ the rights and obligations of individual citizens in the political system established under the Constitution

Area US-3: California State and Local Government

Courses in this area will address:

- ⇒ the Constitution of the State of California
- ⇒ the nature and processes of California state and local government

- ⇒ the relationships between the U.S government and California's state and local governments

Notice that these criteria are extremely detailed. Good courses are often turned down, as reviewers have to consider not only their quality but also how closely they meet these exact criteria, as set by administrative law and CSU policy.

Typical reviewer comments applying to American Institutions

"The outlines will have to be revised to include considerably more information about the courses' coverage of the U.S. and California state constitutions and the nature and processes of the federal, state, and local governments."

"The course content section of the outline does not address the political philosophies of the framers of the U.S. Constitution or the Constitution of the State of California"

"The course content appears to focus largely on the American Southwest, not the entire area now comprising the U.S."

"This course covers a time span of 62 years, which is considerably less than the 100-year time span that is expected of courses meeting the historical elements of the requirement."

"This course in the history of Armenian Americans is too narrowly focused on a single population to qualify for US-1."

ELECTRONIC BIBLIOGRAPHY

The documents cited in these Guiding Notes are those in effect as of January, 2009. Readers are encouraged to refer to on-line sources, as these references are often revised or superseded.

General Education Breadth, IGETC, and American Institutions

- ⇒ **CSU Executive Order 1033: General Education Breadth**
www.calstate.edu/eo/EO-1033.pdf
- ⇒ **IGETC Standards**
www.ccctransfer.org
- ⇒ **CSU Executive Order 405: American Institutions**
www.calstate.edu/eo/EO-405.pdf

Courses and Articulation in California

- ⇒ **ASSIST**
www.assist.org
- ⇒ **College Catalogs**
www.collegesource.org
- ⇒ **California Community Colleges and Districts**
www.cccco.edu

Transferability of Baccalaureate-Level Coursework

- ⇒ **CSU Executive Order 167: Transfer of Credit**
www.calstate.edu/eo/EO-167.pdf
- ⇒ **Working Definition of Baccalaureate Credit (Faculty Senate Resolution of 1987)**
www.calstate.edu/app/general_education