

PART FOUR: COURSES NOT APPROPRIATE FOR GENERAL EDUCATION

Common Examples of Corrections Needed to Align Courses with CSU GE Breadth and IGETC Criteria



All GE Areas
This outline contains insufficient detail in the content section for reviewers to determine how the course meets the area requirements.
Outlines submitted for CSU GE or IGETC course approval must be in English.
The course is primarily a skills course or focused on the development of technique and is not appropriate for general education.
The title does not match the course description or course content in the course outline.
The elements of the course outline do not appear to fit together as a cohesive, focused course. There appears to be a disconnect between the course objectives and the course content.
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The texts appear to be outdated. At least one textbook must have been published within the past 7 years or identified as a “classic text” or “discipline classic.” Outlines with texts more than 7 years old may be denied if more recently published texts are appropriate and readily available.
Incorrect lecture or lab hours per term on COR.
Variable-topics courses (or directed-studies courses) are not accepted for IGETC or CSU GE.

CSU GE BREADTH AREA A and IGETC AREA 1

Oral Communication A1/IC
Course outline 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).

Common Examples (continued)

Written Communication A2/1A
Courses in this area must be conducted in English.
A revised outline should 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.
Courses designed exclusively for skills development cannot be counted toward fulfillment of the English composition requirement, whether they are in the CCC or in the CSU.

Critical Thinking, Critical Thinking and Composition 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.
Literary criticism courses are typically not accepted in Area A3.
Area 1B courses must include evaluation of information.

CSU GE BREADTH SUBAREA B4 and IGETC AREA 2

Scientific Inquiry, Physical and Biological Sciences B1/5A and B2/5B
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, it is appropriate for neither Area 5A nor Area 4.
Science courses should cover basic scientific principles and not just include memorization of facts or skills practice.

Common Examples (continued)

Laboratory Science B3/5C
Lecture-and-Lab science outlines should distinguish and delineate the lecture content from lab activity for approval in this area.
A lab manual is required for courses in this area, and none is listed on the course outline.
Laboratory course is acceptable in Area B3/Area 5C only if the corresponding lecture is adopted as its pre- or co-requisite.

Mathematics/Quantitative Reasoning, Mathematical Concepts and Quantitative Reasoning B4/2A
This course is remedial work in quantitative reasoning or the first part of “stretch,” co-requisite, or pathway portion of a quantitative reasoning course and is not acceptable for CSU GE Breadth or IGETC.
This statistics course lacks conceptual or computational skills in basic inferential statistical methods, probability as it relates to statistical inference, or attention to statistical literacy.
Remedial work in mathematics, defined as work in topics from arithmetic, beginning and intermediate algebra, high school geometry, or trigonometry if taught as a separate course are not acceptable for CSU GE Breadth or IGETC.

CSU GE BREADTH AREA C and IGETC AREA 3

Arts C1/3A
Performance and studio classes may be credited toward satisfaction of this subject area only if they include substantial integration of history, theory, and criticism.
Strong focus on technical and performance skills precludes its acceptance in Subarea C1/Area 3A.
This course appears to be for Art majors, not general education students and is thus denied for general education.

Humanities C2/3B
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.
Children’s literature courses that appear 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.
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 unlikely to be accepted in IGETC Area 3B.
Strong focus on skills and techniques precludes it from being accepted for Subarea C2.

CSU GE BREADTH AREA D AND IGETC AREA 4

Common Examples (continued)

Social Sciences, Social and Behavioral Sciences Area D/4
Course emphasizes the application of social scientific findings in an occupationally oriented context, rather than principles, theories, and methods of social science.
The course appears to be devoted to career-oriented preparation, rather than social scientific concepts, theories, and methods.
Course appears to concentrate on the development of students' communication skills rather than on social scientific principles, theories, and research methods.
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 Learning and Self-Development Area E
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 library use.
Courses that teach specific job skills are not considered appropriate for Area E.
Course does not appear to integrate physiological, psychological, and sociological study to a sufficient extent to qualify for Area E.
The course is missing the three kinds of inquiry required for Area E: sociological, physiological, and psychological.
Courses should address all three areas of inquiry for more than a few years of a human lifespan.
Child development courses may qualify for Area E if they integrate physiological, psychological, and sociological study beyond adolescence.
This course does not expand beyond the college years as a GE course. Lifelong learning, physiological, social, and psychological integration is not the purpose of this course.
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.
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.
This is a pre-professional training course.
This is a single learning skill course and not appropriate for GE.
Courses in Area E must not focus on a single learning skill (e.g., library use, computer literacy, or first aid).

CSU GE BREADTH AREA F

Common Examples (continued)

Ethnic Studies Area F
Proposed course does not have an ethnic studies-related prefix (e.g., HIST 200 History of African Americans in the US would not be approved; unless it was cross-listed with an approved course from ethnic studies).
Course must have an Ethnic Studies prefix.
To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement.
At least 3 of 5 CSU core competencies for Ethnic Studies are not clearly stated in course objectives or SLOs.
Course does not have a special focus on one or the four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.
The course is not focused on the four historically defined racialized core groups.
The course does not focus on ethnic studies foundations, concepts, and theories.
Course content does not have a clear focus on ethnic studies frameworks and theories.
No clear focus on Ethnic Studies throughout course (e.g., description, objectives or SLOs, content, college-level assignments, and current textbooks, readings, journals/articles).
The course description and content appear more focused on sociology not Ethnic Studies. What will students learn about Ethnic Studies?
Course textbooks and readings do not include Ethnic Studies references or classics.

**UNITED STATES HISTORY, CONSTITUTION AND AMERICAN IDEALS
(AMERICAN INSTITUTIONS)**

American Institutions
US-1: It is not clear of the course content covers a minimum time span of approximately 100 years.
US-1: Course does not include enough attention to the major ethnic and social groups in the United States.
US-1: The outline does not indicate a strong enough focus on the requirements outlined in the Guiding Notes because it does not address: "the role of major ethnic and social groups" and "the continuity of the American experience" (i.e., not a string of isolated events).
US-1: The course content appears to focus largely on the American Southwest, not the entire area now comprising the United States.
US-2: The course content section of the outline does not address the political philosophies of the framers of the U.S. Constitution.
US-2: Course does not devote a significant amount of time to the study of the U.S. Constitution.
US-3: This COR is very unclear as to what or how students learn about California state and local government topics required for US-3.
US-3: Course does not include significant California state and local government content.
US-1, US-2, and US-3: It is unusual and highly unlikely for a single GE course to adequately address all three areas with significant attention to the required topics.