CSU GE-Breadth Area A and IGETC Area 1
Communication in the English Language & Critical Thinking

Area A emphasizes 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 Executive Order 595:

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.
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.”
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 595

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.
CSU Guiding Notes for General Education Reviewers

CSU GE-Breadth Area D and IGETC Area 4
Social, Political, and Economic Institutions & Behavior; History

From Executive Order 595:

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 categories specified as opposed to completion of the entire number of units required in one category.

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.

D5 Geography IGETC Area 4E
Most geography department courses fit here, but courses in physical geography are categorized in the physical sciences (GE-Breadth Area B or IGETC Area 5)
D6 History

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 31 for a complete listing of the possible approval combinations.

D7 Interdisciplinary Social or Behavioral Science

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

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 Do, below, and those that prepare students for specific professions are excluded from GE-Breadth.

D9 Psychology

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

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 C and IGETC Area 3
Arts, Literature, Philosophy, and Foreign Languages

From Executive Order 595:

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 595 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. 25 for a comparison of the two inquiry modes.) Art history courses are always reviewed in Area C2 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.
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.

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<tr>
<th>A course proposed in IGETC Area(s)</th>
<th>... and for GE Breadth Area(s) ...</th>
<th>... is considered for IGETC in Area(s) ...</th>
<th>... and for CSU GE Breadth in Area(s)</th>
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### Special Case #2: It’s a course in the history of a US ethnic group.

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<th>A course proposed in IGETC Area(s)</th>
<th>... and for GE Breadth Area(s) ...</th>
<th>... is considered for IGETC in Area(s) ...</th>
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### 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.

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<tr>
<th>A course proposed in IGETC Area(s)</th>
<th>... and for GE Breadth Area(s) ...</th>
<th>... is considered for IGETC in Area(s) ...</th>
<th>... and for CSU GE Breadth in Area(s)</th>
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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.”

“Most of the content seems to focus on developing students’ creative writing technique, and the outline does not make clear the extent to which the texts and the lectures involve analysis and criticism of works of established literary merit.”

“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.”
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: a science lecture, an accompanying laboratory, and a math class.

From Executive Order 595:

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 IGETC Area 5A
B2 Biological Sciences 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, who would be expected already to be somewhat familiar with the scientific method. EO 595 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 (not on-line)
⇒ 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.

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.”
B4 Quantitative Reasoning

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.

Certain kinds of course are always excluded from Area B4:

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

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.”
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.”
A3  Critical Thinking

Executive Order 595 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.

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

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.