

Guiding Notes for Cal-GETC Course Reviewers

These Guiding Notes have been developed based on recommendations from the faculty and staff who review California community college (CCC) course outlines proposed for California General Education Transfer Curriculum (Cal-GETC) transfer to the University of California (UC) and the California State University (CSU). They elaborate on state and systemwide policies, adding guidance from experienced reviewers.

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We make these Guiding Notes available to the public so our colleagues can see what the CSU and UC look for in proposals for Cal-GETC courses. For California community colleges, this may enhance course development for successful course submissions.

This document is continuously shaped by the faculty and staff in California's public colleges and universities who serve as general education course reviewers. California's Title 5, the Cal-GETC Standards, and CSU Policy (as pertains to CSU graduation requirements in United States History, Constitution and American Ideals) remain the official documents for general education. Links to those policies and to these annually updated Guiding Notes are available in Part Five.

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PART ONE: BACKGROUND

The Purpose of General Education

General education represents the universal curriculum of the degree, the learning expected of all baccalaureate-level students inclusive of every background and major. It develops these intellectual capacities and versatility that employers say they most value:

- Effective oral and written communication
- Critical thinking
- Familiarity with styles of inquiry from a range of disciplines
- Ability to work in groups
- Skills to solve complex problems
- Tolerance for ambiguity
- An understanding of a variety of cultures and ethnicities, including one's own

Effective Fall 2025, these Guiding Notes solely address the curriculum and subject area guidelines for Cal-GETC as the singular general education pathway from California community colleges. Please refer separately to CSU policy for [CSU General Education \(GE\) Requirements](#). Refer to UC policy and [Basic requirements](#) for admission.

The Cal-GETC transfer pattern began Fall 2025 at the beginning of the 2025-2026 academic year. CCC students who transfer into the CSU and UC may be “certified” by a CCC as having completed Cal-GETC lower-division general education requirements once they have completed Cal-GETC coursework.

Administration of the singular general education pattern is set by Title 5 of the California Code of Regulations and governed day-to-day by these policies:

	For CCC students Fall 2025 and beyond	Governing Policy	Policy and Guidelines
California General Education Transfer Curriculum (Cal-GETC)	Any UC or CSU campus	Cal-GETC Standards	Cal-GETC Standards Version 1.4 (May 2026)
United States History, Constitution and American Ideals	Transfer and articulation policies	CSU Graduation Requirements in United States History, Constitution and American Ideals	Guiding Notes (2026)

Cal-GETC Subject Areas

Cal-GETC	Subject Area	Descriptions
AREA 1	1A 1B 1C	English Composition Critical Thinking and Composition Oral Communication
AREA 2	2	Mathematical Concepts and Quantitative Reasoning
AREA 3	3A 3B	Arts Humanities
AREA 4	4	Social and Behavioral Sciences
AREA 5	5A 5B 5C	Physical Science Biological Science Laboratory
AREA 6	6	Ethnic Studies

Cal-GETC Course Publication and Database

CCC general education curriculum is defined by the set of courses approved for its subject areas, as published at assist.org and updated annually. After a course has been approved for Cal-GETC, it will be available on the Cal-GETC course list on ASSIST (assist.org).

Development and maintenance of the Cal-GETC database allow counselors and students seamless electronic access to all CCC articulated courses and help ensure accurate information when certifying coursework completed at other CCCs.

Certification of coursework completed for Cal-GETC will be honored provided that a course was on a college's approved Cal-GETC certification course list on the ASSIST site when it was completed.

Although CCC courses may be listed in more than one area, they can only be applied to one area during Cal-GETC certification for each individual student.

Lower-Division Certification and Upper-Division Requirements

The CSU will honor completion of lower-division general education coursework at a CCC provided the course was on the approved GE certification list in assist.org at the time the course was completed. Students transferring to a CSU who are Cal-GETC certified will still need to complete 9 semester units of upper-division general education (GE) after transfer and may also be held to other campus specific graduation requirements outside of general education and major coursework.

Cal-GETC Certification vs. Admission Requirements

Community college counselors can help students choose the most efficient way to complete their general education requirements. Students and their counselors should remember that Cal-GETC certification before transfer is separate from – and does not guarantee – admission. General education certification recognizes completed coursework, not eligibility to enroll.

For CSU, see Counselor Resources at
<https://www.calstate.edu/apply/counselor-resources>
or
CSU Apply at
<https://www.calstate.edu/apply>

For UC, see “Quick Reference Guide to UC Admissions” at
<https://admission.universityofcalifornia.edu/counselors>

Or

UC Admissions

<https://admission.universityofcalifornia.edu>

Certification via Completion of an Approved Associate Degree for Transfer (ADT)

For CSU: CCC students are considered fully certified for lower-division general education if they successfully complete Cal-GETC requirements and are awarded an ADT. For more information:

<https://www.calstate.edu/apply/transfer/Pages/ccs-associate-degree-for-transfer.aspx>

For UC: completing Cal-GETC may satisfy the seven-course pattern requirement and earning an ADT may be considered by some campuses in the comprehensive review process. For more information:

<https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/>.

STEM Majors

Completion of the Cal-GETC lower-division General Education Transfer pathway may not be appropriate for some engineering, math, or science students or for students completing majors that have a high number of lower-division unit requirements (especially those without a Transfer Model Curriculum for the Associate Degree for Transfer). Such students may be advised to focus on completing their lower-division major preparation requirements while meeting minimum admission requirements (e.g., the UC seven-course pattern for UC admissions). Such a student would not be Cal-GETC certified prior to transfer (Cal-GETC Standards 1.4, p. 5).

CSU American Institutions

The CSU U.S. History, Constitution, and American Ideals (AI) graduation requirement is not part of Cal-GETC. A course used to satisfy this requirement may also be listed and applied to Cal-GETC Subject Areas. As last verified on April 30, 2024, CA Ed Code Title 5, section 40404, allows CCCs to certify completion of the CSU graduation requirement in U.S. History, Constitution and American Ideals. CSU campuses have the discretion on whether to allow courses not certified by CCC to satisfy the CSU United States History, Constitution and American Ideals graduation requirement to also count for GE (Cal-GETC Standards 1.4).

UC Languages Other Than English (LOTE)

The UC Language other than English (LOTE) graduation requirement is not part of Cal-GETC. Upon transfer to UC, a course that is approved to fulfill a Cal-GETC subject area may be used to satisfy the LOTE requirement if it meets relevant UC criteria (Cal-GETC Standards 1.4).

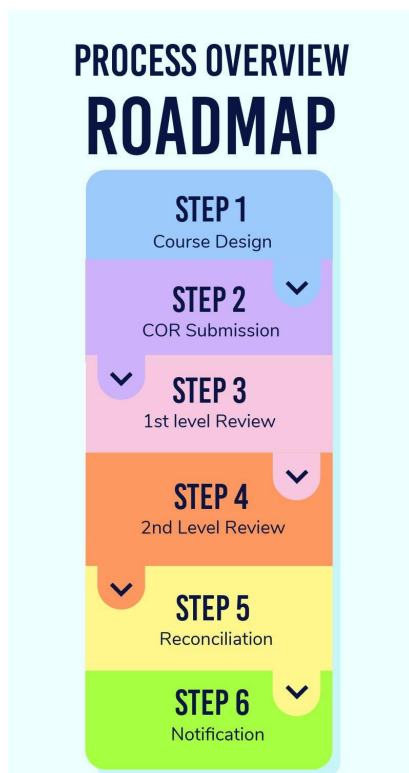
Course Submission and Review Process

The UC and the CSU conduct an annual, joint review of CCC courses submitted for Cal-GETC. Submission decisions are announced annually in the Spring to articulation officers and are updated on the ASSIST website (assist.org) each academic year (Cal-GETC Standards 1.4).

Process Overview: Faculty and Staff Review

CCCs submit new or revised course outlines of record (COR) to the CSU and UC system offices electronically via ASSIST. CORs must be approved by the college through the local curriculum approval process. Intersegmental faculty and staff then evaluate the outlines for alignment with **Cal-GETC Standards**. The reviewers who use these Guiding Notes and the Cal-GETC standards participate in annual training and updates before evaluating CCC course outlines proposed for GE credit.

CCCs are responsible for submitting accurate and current course outlines. If a course has a decrease in units or has changed substantially since its last review, a CCC should select “*Substantial Change*” during the course submission process. For a description of what counts as a “*substantial change*”, see the COR Submission section below.



Course Design

Courses are developed by faculty at CCC. Before courses can be offered (or submitted to a system office for GE transfer credit), courses must go through the standard process of local curriculum approval, **and only lower-division baccalaureate-level courses are eligible for GE transfer credit.**

CCC courses must be UC-transferable (approved for the UC TCA) to be approved for Cal-GETC. Subsequent determinations made by the UC and CSU relate only to the suitability of a course to an area of the Cal-GETC pattern, and even high-quality courses may be denied.

COR Submission

In the fall, CCC articulation officers submit courses by entering new or substantially revised course outlines into ASSIST. Course outlines submitted with “substantial changes” must include an explanation of revisions.

Substantial changes for re-review include any changes to the following aspects of a COR: cross-listing courses, or changes in content, student learning objectives, modes of

delivery (*only if* student learning objectives or content are affected), prerequisites, contact hours and/or decrease in units, or methods/criteria of assessment.

Technical changes include changes to the following aspects of a COR: prefix, number, increase in units, title changes and/or updates of representative texts and/or resource materials. Technical changes alone do not require re-review.

Cal-GETC Review Substantive Changes (requires re-review in ASSIST)
Change in hours from lecture to lab or lab to lecture
Course content
Course objectives/learning outcomes
Contact hours and/or decrease in units
Cross-listing courses (non-technical)
Prerequisites or corequisites

Technical Changes (no Cal-GETC review)
Course number
Course prefix/subject
Course title
Increase in units
Updates to representative textbooks

Note: Substantive and technical changes also apply to CSU American Institution (AI) course submissions.

After the course outline data has been submitted in ASSIST, it is then available to the CSU Office of the Chancellor (CSUCO) and the UC Office of the President (UCOP).

1st Level Review

Every submitted course undergoes a **1st level review** conducted by at least two readers. All courses are reviewed comprehensively; that is, if a course with current approval in biology is resubmitted for additional approval in social sciences, then reviewers will evaluate its fit for both areas of general education, and the pre-existing approval in biology may be phased out. Each **1st level review** ends with a preliminary recommendation.

2nd Level Review	For a minority of submitted courses, first-level reviewers may have differing recommendations regarding approval. These courses are referred to 2nd level review by additional staff or by faculty in the disciplines.
Reconciliation	Reviewer recommendations for courses in CSU American Institutions are reconciled in the CSUCO. Determinations of Cal-GETC congruence are made in discussions between the CSUCO and UCOP.
Decision and Notification in ASSIST	By May, CCC articulation officers will view decisions in ASSIST. Cal-GETC certification course lists are available at assist.org . CSU GE Breadth and IGETC historical lists will remain available to view and in ASSIST reports.

Effective Dates and Terms

If the course was active in the college's curriculum at the time of approval (or will be active in the next fall term), the to-be-approved course will start to carry Cal-GETC area certification effective the fall term of the academic year after the course was submitted (presuming the Cal-GETC application was successful).

Example: A course submitted in December of 2026, and approved by May 2027, becomes effective on Cal-GETC beginning Fall 2027. If a course is not approved for Cal-GETC inclusion, detailed reasons for denial will be provided to the CCC. The CCC may then modify their course outline of record and resubmit in the following cycle.

Evaluation of Existing Approvals

Occasionally, during the Cal-GETC review cycle certain existing Cal-GETC courses are reviewed to verify that they continue to meet the Cal-GETC standards. Courses resubmitted for review and found to not meet Cal-GETC standards will be scheduled for phasing out but allowed to remain on the CCC Cal-GETC approved list for two academic years. This allows the CCC time to submit a revised course outline for review, if appropriate.

Example: As a result of re-review, a CCC may be notified in Spring 2027 that their ART 195 course outline of record was determined to no longer meet the Cal-GETC Standard for 3A (Arts). The course will remain effective on Cal-GETC in area 3A (Arts) through Summer 2029.

Intra-Segmental Transfer of Cal-GETC Courses Towards Cal-GETC Certification

Given that students often attend multiple California Community Colleges, Cal-GETC coursework completed in specific subject areas of Cal-GETC will be used in the Cal-GETC area designated by the CCC at which the course was completed.

Example 1: If College A is certifying Cal-GETC completion using work completed at College B, College A should use the coursework according to the approved Cal-GETC certification course list from College B on the ASSIST site, regardless of where College A has certified their otherwise potentially similar course.

Example 2: A lower-division research methods course might be qualified (only) in the mathematical concepts and quantitative reasoning area for Cal-GETC at College A, but (only) in the Social and Behavioral Sciences area of Cal-GETC for College B. College A could not use the research methods course from College B to meet the quantitative reasoning requirement for Cal-GETC certification.

A course from a California Community College that does not carry Cal-GETC area approval, cannot be applied to Cal-GETC certification (exceptions are IGETC (see Cal-GETC Standards 1.4)).

Applying CSU and UC Courses to Cal-GETC

If a student has taken a course or courses at a UC or CSU counted for GE areas corresponding to, and which could qualify to meet the standards for, Cal-GETC areas, it is generally appropriate for CCCs to certify the course(s) towards completion of those corresponding areas of the Cal-GETC pattern.

If a course from a CSU or UC does not carry a GE designation, then it cannot be applied to Cal-GETC certification.

PART TWO: COURSE OUTLINE OF RECORD AND COURSE SUBMISSION CHECKLIST

COR Components

1. Course units
2. Course description
3. Total lecture hours per term
4. Total lab hours per term
5. Prerequisites, corequisites or advisories on recommended preparation (if any)
6. Course objectives and/or learning outcomes
7. Course content in terms of a specific body of knowledge
8. Methods of instruction
9. Methods of evaluation
10. Required textbooks and readings (representative texts)
11. College-level assignments (e.g., critical thinking, writing, reading, outside-of-class)

Cross-Listed Courses

GE review requires CCCs to have curriculum approved (e.g., college curriculum committee or college/district board) for cross-listing before submitting course outlines of record. Course outlines of record for cross-listed courses are **identical** in title, description, objectives, content, methods of instruction, methods of evaluation, textbooks/readings, and assignments but may have a different prefix and/or number. All approved cross-listed courses must appear together or with an annotation in official college publications.

Honors and Embedded Support Courses

Submission Process:

- Submit honors and non-honors courses in the same review cycle.
- If a course has both a "regular" and an "honors" version, separate outlines must be submitted for each version of the course in the same review cycle.
- Honors and support courses include relevant content and other components (e.g., textbooks, readings, college-level assignments) that are *distinct* from the non-honors and non-support course outlines.
- The honors and support content must be easily identifiable in the COR to help distinguish it from the non-honors and support version.

COR Submission Checklist

CCCs will indicate the pattern, Cal-GETC and/or CSU AI Areas to which proposed courses are applied. Reviewers use area-specific criteria as well as the following, which apply to all submitted courses:

- ✓ Any course submitted for Cal-GETC must be both CSU and UC transferable and lower-division baccalaureate level.
- ✓ Course has minimum unit value for the Cal-GETC Area.
- ✓ Honors marked as “Yes” or “No” on the course outline.
- ✓ Course content should reflect a balance between breadth and depth appropriate for lower-division work.
- ✓ Course outline includes at least one textbook; laboratory science must include a lab manual.
- ✓ Representative textbooks are current and published within 7 years of submission year or identified as a “classic text” or “discipline classic”.
- ✓ Course outline includes methods of instruction and methods of evaluation.
- ✓ Course outline includes examples or types of required reading and college-level assignments.
- ✓ Course outline contains enough detail to decide whether it is appropriate to fulfill the proposed Cal-GETC Area.
- ✓ Course outline should make sense to the reviewers.
- ✓ Course outline is in English.
- ✓ Course outline is complete.

PART THREE: REVIEW CRITERIA BY AREA

Criteria Applying to All Areas

Courses for general education shall be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization, and society that have been made by individuals and members of various ethnic or cultural groups. Courses shall also address the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained.

CCCs will indicate the Cal-GETC Area for which courses are proposed. Reviewers use area-specific criteria as well as the following, which apply to all submitted courses:

Any course submitted for GE must be baccalaureate level. Because CCCs serve multiple constituencies, not everything they teach is comparable in depth and rigor to courses at four-year universities; for example, some courses are instead meant to train students for specific jobs, or to prepare them for college.

The UC faculty have asked to review every community college course proposed for transferability, whether or not it is proposed for general education. Community college courses must be approved for the [UC Transfer Course Agreement](#) (UC TCA) to be submitted and approved for Cal-GETC.

CSU faculty chose instead to let CCCs decide which courses should transfer. In 1973, the CSU adopted [Transfer Credit Policy](#) to define transferability. Later the CSU's faculty senate elaborated on the definition in a document called "[What Constitutes a Baccalaureate Level Course](#)". 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.

Courses must have a minimum unit value. In the Cal-GETC pattern, courses must have a minimum unit value of 3 semester units or 4 quarter units to meet Cal-GETC requirements. *Stand-alone courses of less than 3 semester units (other than laboratory science) do not provide the depth and breadth that is required for Cal-GETC courses.*

Stand-alone lab science courses that have a prerequisite or corequisite of the corresponding lecture course must be a minimum 1 semester/quarter unit). For specific unit requirements, see [Cal-GETC Standards 1.4](#).

Course content should reflect a balance between breadth and depth appropriate for lower-division work. While it is 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 (Cal-GETC Area 3B Humanities) that focuses on a single book would not provide the breadth expected of GE.

Variable-topics courses are excluded. Variable-topics courses (or directed-studies courses) are not acceptable for Cal-GETC regardless of area. Work experience courses are not appropriate for general education.

Courses offered as variable-topics change too much from one term (and instructor) to the next. However, not all the topics in a course have to be specified in detail. For example, a course on Victorian-era English literature does not need to name every novel assigned but must include a representative reading list. A course in “Contemporary Controversies in Science” that examined a different controversy every term would be denied.

Courses may be approved in more than one area. One course may meet the criteria for more than one GE area (and most commonly a maximum of two) if it holistically delivers on every aspect of the two relevant subject areas. However, students will be able to count it toward only one area for certification.

Courses may be offered in any modality. The CSU and UC allow online and hybrid course offerings (e.g., distance education) across all areas of Cal-GETC provided that the courses have been approved by the CSU and UC during the Cal-GETC course review process. Delivery modality does not determine Cal-GETC approval.

Proposed courses shall include at least one textbook. Reviewers use the representative text as a way to confirm their understanding of course content. It's understood that the instructor in a given section may choose a different text, but the proposed one is still given close attention. It's expected that the structure of the text will be consistent with the course outline. Including additional reading is a good way to demonstrate that multiple points of view will be evaluated, as a means of developing critical thinking.

Courses and representative college-level textbooks should be current. Identifying the course textbook(s) (or equivalents) is a required element of the submission process. 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. Textbooks should be appropriate for the proposed area.

Texts do not need to be published in hard copy. The UC and CSU welcome the use of online texts and other Open Educational Resources (OER), so long as the resource is a stable, bona fide textbook with an identified author, and not just a collection of links to lecture notes or other web pages.

Textbooks must be dated within seven years of the course submission term or clearly identified in the outline as a "classic text" or "discipline classic" in the course outline. Lab science courses must include a clearly identified lab manual in the course outline.



Textbooks

At least one text must be published within seven years of the submission date (e.g., published in 2019 for course outlines submitted fall 2026).

Older books should be included if considered classics in the field and clearly identified as classics in the course outline (e.g., “classic text” or “discipline classic”).

CORs must include title, author, and publication date.

Course outlines lacking textbooks or with out-of-date textbooks will be denied for Cal-GETC.

Clearly Identified Lab Manuals

Lab manuals are required and must be explicitly listed on the COR for all lab science courses in Cal-GETC Area 5.

“Home-grown” lab manuals created by CCC faculty, are also acceptable (e.g., “CHEM 001 Lab Manual, CCC Chemistry department, 2023”).

Lab manuals from either a publisher or compiled by CCC faculty (e.g., “CHEM 001 Lab Manual, CCC Chemistry department, 2023”) are acceptable.

Open Educational Resources (OER)

Many CCC courses approved for CSU and UC transferability, and for articulation with CSU and UC campuses already use online texts.

OER or online/digital texts, are acceptable if they are stable and publicly available as published textbooks, not a list of web links.

CORs must include title, author, and publication date of any OER.

Textbooks, both online and traditional, must be current and dated within seven years for most course submissions. Older books should be included if they are considered classics in the field and clearly identified as classics in the course outline (e.g., “classic text” or “discipline classic”).

Open Educational Resources (OER continued)

Lab science courses must include a clearly identified lab manual.

All CSU and UC campus departments consider the content of textbooks when reviewing articulation proposals from the CCCs. The use of online texts is reviewed by campuses on a case-by-case basis for articulation with CCCs.

Course outlines should contain enough detail to make a decision possible. Lists of topics or chapter headings rarely give the reviewers enough information or detail on course content. Topics of instruction should appear in their appropriate sections in the course outline. Listed prerequisites are also good indicators of course content, rigor, and disciplinary grounding.

Course descriptions not only provide students with an overview of a course but also guide reviewers by clearly conveying the course's overall purpose, scope, and goals. Course objectives, content, methods of instruction, methods of evaluation, and college-level assignments are more informative when detailed and not boilerplate lists.

College-level assignments in the COR are representative. “They should be representative of the types of assignments used by faculty to promote and enhance student learning and achievement of course objectives” (PCAH, 2026, p. 21). Examples of assignments should be written to show the level of rigor for the course. Also, examples of college-level assignments give the outline a boost and can make the difference between approval and denial, in an otherwise scant outline. Assignments help reviewers determine the rigor and scope of work inside and outside of class (if appropriate).

Course outlines should make sense to the reviewer. Occasionally courses are not approved due to discrepancies in the course outline or there are gaps or contradictions in the submitted information. Reviewers are asked not to make assumptions based on their own disciplinary background or knowledge of the community college, course topic, or instructor. This is important because a COR in ASSIST is considered the official outline of record.

Course outlines in English—even when the course is taught in a language other than English.

Summary of Non-Applicable Courses: Courses not transferable to the CSU and UC using Cal-GETC include, but are not limited to, the following:

- Pre-baccalaureate courses (including developmental English composition)
- Courses not transferable to the CSU and UC
- Variable Topics
- Directed Study
- Independent Study
- Personal, Practical, Skills Courses
- Introductory courses to professional programs
- Performance Courses
- Creative Writing
- Logic
- Computer Science
- Trigonometry, unless combined with college algebra or pre-calculus
- Course outlines not written in, or translated to, English
- International coursework from institutions lacking accreditation from ICAS approved accreditors

CAL-GETC SUBJECT AREAS AND COURSE GUIDELINES**CAL-GETC AREA 1 – ENGLISH COMMUNICATION**[Cal-GETC Standards 1.4](#)

Cal-GETC Area 1A
English Composition The main focus of this area and its primary activities involve the practices of academic writing. The instructional goal of the course is to help students practice recursive stages of writing, to teach students how to make informed decisions in response to varied writing situations, and build rhetorical awareness that transfers across the curriculum. Course Content Appropriate Readings Courses must include a writing handbook or evidence of similar writing pedagogy. Courses should also require a substantial amount of reading. Processes and Practices of Writing • The course should help students develop varied and flexible strategies for generating, drafting, and revising in multiple genres for multiple communities/audiences. • The major writing assignments should receive formative peer and instructor feedback to support revision. Rhetorical Approach to Writing Instruction Courses must support student development by identifying and implementing explicit writing and reading strategies useful for navigating audience, purpose, context, genre, language conventions, and varied sources-as-evidence. Types of Writings • Examples of appropriate academic genres include synthesis-driven argumentative texts, literature reviews, and analytical essays. • Genre pedagogy should be central to the course, including for example activities where students transform writing from one genre to another (literature review becomes an op-ed or blog post, an academic article is rewritten for a lay audience, etc.).

- Main writing assignments should not include creative writing genres.

Quantity of Writing

Must include substantial instruction and practice in writing at the college level with a minimum of 5,000 words of scaffolded writing appropriate for academic contexts across major assignments.

Courses that do not fulfill the English Composition Requirement, include, but are not limited to:

- Literature courses
- Humanities content-focused courses
- Creative writing courses
- English Language for Multilingual Students courses (ELMS) with content that is exclusively language- acquisition focused.
- Writing courses designed to meet the needs of a particular major (e.g., Writing for Engineers, Journalism, Business Writing/Communication).

Additional Course Structures

“Stretch” or “intensive” English Composition courses (i.e., blended courses that include both transferable content and developmental content) may be approved for Cal-GETC Area 1A (*English Composition*) if both/all courses in the “stretch” course sequence are compliant with Section 7; and the transferable content is comparable to a Cal-GETC Area 1A (*English Composition*) course (Section 9.1.1).

English Composition for multilingual students courses may be approved for Cal-GETC Area 1A (*English Composition*) if the course content is not predominantly developmental and includes content comparable to a Cal-GETC Area 1A (*English Composition*) course (Section 9.1.1).

Interdisciplinary sequences can be used for Cal-GETC (cf., Section 9.4).

**Cal-GETC
Area 1B**

Critical Thinking and Composition

Successful completion of the course in Cal-GETC Area 1A (*English Composition*) develops reading and written composition skills that shall be prerequisite to the course in Cal-GETC Area 1B (*Critical Thinking and Composition*), which shall emphasize the development and refinement of critical thinking skills necessary to evaluate and produce academic and argumentative writing. Cal-GETC Area 1B (*Critical Thinking and Composition*) requirements may be met by those courses in critical thinking taught in a variety of disciplines which build on the rhetorical approaches to writing introduced in Cal-GETC Area 1A (*English Composition*) by providing, as a major component, instruction in methods of critical reasoning, inquiry-driven research, and argumentative writing.

Courses in Cal-GETC Area 1B (*Critical Thinking and Composition*) shall emphasize the formal and rhetorical components of argumentative writing that are necessary to:

- analyze, criticize, and generate complex ideas,
- reason inductively and deductively,
- identify the assumptions upon which particular conclusions depend,
- reflect critically on one's own thought processes,
- respond appropriately to texts, with attention to their intended audience, purpose, and social context,
- distinguish knowledge from belief and fact from judgment,
- recognize common logical errors or fallacies of language and thought,
- evaluate sources with respect to their relevance, reliability, and appropriateness to the rhetorical context.

Students will demonstrate their understanding of these critical concepts and processes through the analysis and construction of arguments, especially in research and written work that attends appropriately to audience, purpose, context, genre, and language conventions.

- A minimum of 5,000 words of writing is required. This 5,000-word requirement may include a combination of process drafts, written peer response, and other forms of informal writing which informs students' inquiry-driven research and writing process.
- Students should revise and receive feedback on at least one extended argument from their instructors.
- Courses should require significant reading and analysis of written texts and must use a writing handbook or similar writing pedagogy.

- Texts chosen for critical analysis should reflect an awareness of cultural diversity and instructors should attend to fairness, equity, and access as guiding principles for curricular design and assessment.
- Courses should offer opportunities for students to reflect on their learning, their knowledge, and their writing processes to enable the possibility of knowledge transfer across the curriculum.

**Cal-GETC
Area 1C**

Oral Communication

The Cal-GETC Area 1C (*Oral Communication*) requirement can only be fulfilled by a course taught in English. Cal-GETC Area 1C (*Oral Communication*) can be fulfilled by an approved course that provides students with the foundational knowledge and practice of public speaking in a democratic society, to enable them to successfully communicate ideas of an informative and persuasive nature in the public speaking mode, and to critically evaluate the speeches of others.

Students who have completed this requirement shall have been exposed to coursework that is designed to convey and provide practice in:

- understanding the theoretical foundations of creating and sharing knowledge, including the canons of rhetoric and the Aristotelian proofs of ethos, pathos, and logos
- finding, critically examining, and using supporting materials from primary and secondary sources for credibility, accuracy, and relevance in their speeches and presentations
- conceptualizing and effectively using compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts
- knowing and adhering to ethical communication practices which include truthfulness, accuracy, honesty, and reason as essential to the integrity of communication
- demonstrating rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility
- practicing and refining the concepts presented in the course through a variety of well-prepared faculty-supervised, faculty-evaluated speeches delivered to a live audience (one to many) using effective delivery techniques
- employing effective verbal and nonverbal practices while delivering a speech and managing communication apprehension

- listening critically to provide constructive criticism to peers
- applying rhetorical principles to analyze historical and contemporary public discourse

The course must have a substantial focus on rhetorical principles (e.g., *study of effective communication in formal speeches*). Discipline or career-specific oral communication courses are not a good fit.

Cal-GETC Area 2

Mathematical Concepts and Quantitative Reasoning

Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*) is met by completing a transfer-level⁴ course in mathematics, statistics, or other quantitative disciplines⁵.

- An approved course will have its primary purpose and content focused on mathematics and quantitative reasoning.
- Courses approved to fulfill this requirement must address students' ability to develop, present, use, and critique quantitative arguments.
- For example, a course in statistics must emphasize the mathematical basis of statistics, including probability theory, estimation, applications, and interpretation.

Symbolic Logic and Computer Programming courses are generally deemed unacceptable to fulfill the Cal-GETC Subject Area 2 requirement.

A course covering mathematical concepts for elementary school teachers is a valuable foundation for future educators. However, it will not be accepted for Cal-GETC Area 2 if the content primarily focuses on elementary school mathematical competencies or teaching pedagogy. A course must engage students with more advanced mathematical reasoning and quantitative skills essential to transfer-level coursework to be considered for Cal-GETC Area 2.

A sequence of courses may be approved only if students are required to pass all classes in the sequence and the transferable course content is equivalent to an approved Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*) course.

Adherence to these guidelines will ensure that all graduates are equitably prepared for an environment in which public and private decision making is regularly expressed in quantitative terms. We routinely confront raw information that requires quantitative calculation and analysis to make decisions and take actions. Post-secondary graduates need to be able to participate in such quantitative reasoning and have the capacity to critique quantitative arguments. For this reason, a growing list of disciplines requires a sound mathematical foundation. The guidelines for Cal-GETC Area 2 (*Mathematical Concepts and Quantitative Reasoning*) ensure that graduates are given a durable foundation preparing them to respond effectively and flexibly to the quantitative challenges they will face.

⁴The [UC special regulations for transfer courses](#) describe the requirements for mathematics courses to be approved for a UC Transfer Course Agreement (TCA).

⁵The California Common Core State Standards for Mathematics (CCSSM) specifies the content of the high school courses required for admission to the UC and CSU. Baccalaureate level courses deepen and reach beyond the content in these college prep courses.

CAL-GETC AREA 3 ARTS AND HUMANITIES**[Cal-GETC Standards 1.4](#)****Cal-GETC
Arts and Humanities**

The Arts and Humanities requirement shall be fulfilled by completion of at least two courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework that

- is designed to develop and advance historical understanding of major civilizations and cultures, both Western and non-Western, through the study of philosophy, language, literature, religion and the fine arts.
- recognizes the contributions to knowledge, civilization, and society that have been made by men and women as well as members of various ethnic or cultural groups.
- encourages students to analyze and appreciate works of philosophical, historical, literary, religious and cultural importance.
- historically constitutes the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person.

Note: CSU campuses have the discretion on whether to allow Cal-GETC Area 3A (*Arts*) courses and/or Cal-GETC Area 3B (*Humanities*) courses to also satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement.

Note: Not every class that meets the Arts and Humanities requirement needs to individually meet each element of the above standards. For example, a class meeting the standards might focus on works of historical but not literary importance or exclusively on Chinese art or philosophy.

Cal-GETC Area 3A
Arts Courses That Fulfill the Arts Requirement • Courses that have as their major emphasis the integration of history, theory, aesthetics, and criticism. • Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, aesthetics, and criticism (e.g., courses in dance history, film art, history of architecture, history of modern art, the history of or introduction to theatre, multicultural theatre, music history, the jazz experience, music theory and analysis). Courses That Do Not Fulfill the Arts Requirement Courses which focus on technique, skills or performance do not meet the Cal-GETC Area 3A (<i>Arts</i>) requirement (e.g., courses in beginning drawing, beginning painting, and readers theater and oral interpretation courses focusing primarily on performance and/or skills-building) (see Section 5.4.1).

Cal-GETC Area 3B
Humanities Courses That Fulfill the Humanities Requirement • Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious and cultural importance. • Advanced foreign language and ESL courses (which do not have a principal focus on skills acquisition) may be approved if they include substantial literary or cultural aspects. • Theater and film courses may be approved if taught with emphasis on substantial historical, literary, or cultural aspects.

Courses That Do Not Fulfill the Humanities Requirement

Courses such as English Composition⁶, logic, speech, creative writing, oral interpretation, readers theatre, and all elementary language other than English courses are skills or performance courses that do not meet the curricular specifications for Cal-GETC Area 3B (*Humanities*).

⁶ While English composition courses are, generally speaking, not to be included in this area as they are included in Area 1/A (English Composition) and 1/B (Critical Thinking and Composition), some advanced English composition courses may be approved if they include significant literary and humanities content and/or a methodological, epistemological, or theoretical focus.

Humanities and Social and Behavioral Sciences

Between them, these two areas cover 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 GE credit in California. To ensure the breadth of learning expected of a baccalaureate degree, it is important that courses in these two areas be distinguished from each other:

Study in Humanities	Study in Social and Behavioral Sciences
A personal and singular focus on the human condition: its limits, potential, and creative expressions	Uses social scientific techniques of experimentation and empirical evidence to explore human experiences
Relies on critical analysis of specific texts or works to support its claims	Focus on methodologies, examination of society, social scientific techniques
A pathway to a broader understanding of the human condition	Use empirical evidence to explore human experiences in civilizations, groups of people, social dynamics
Analysis and appreciation of works of philosophical, historical, literary, aesthetics, and cultural importance	Includes theoretical perspectives, methods of the discipline including quantitative and qualitative analysis

**Cal-GETC
Area 4****Social and Behavioral Sciences****Two academic disciplines are required.**

The Cal-GETC Area 4 (*Social and Behavioral Sciences*) requirement shall be fulfilled by completion of two courses focusing on how individuals, organizations, institutions, and societies interact and/or behave within socially-constructed dynamics. The two courses used must be from two academic disciplines or in an interdisciplinary sequence (e.g., an inherently interdisciplinary prefix [cf., Social Justice Studies or Global Studies] or if one of the two courses is cross-listed [cf., Psychology and Women's Studies]).

- The pattern of coursework completed shall provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences.
- Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings.
- Students who have completed this requirement will have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of individuals and groups, including but not limited to diverse genders, sexualities, races, ethnicities, classes, countries, cultures, and societies.
- The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects.

Courses in Cal-GETC Area 4 (*Social and Behavioral Sciences*) provide students with the opportunity to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives that have been made by different genders as well as members of various ethnic or cultural groups as part of such study will provide a more complete and diverse view of the world.

Note: CSU campuses have the discretion on whether to allow Cal-GETC Area 4 (*Social and Behavioral Sciences*) courses to also satisfy the CSU United States History, Constitution and American Ideals (AI) graduation requirement.

Note: Certification of an Introduction to American government course for Cal-GETC Area 4 (*Social and Behavioral Sciences*) does not necessarily imply that the course would meet the CSU American Institutions Graduation Requirement.

Courses That Do Not Fulfill the Social and Behavioral Sciences Requirement

- Courses that are not taught from the perspective of a social or behavioral science do not meet Cal-GETC Area 4 (*Social and Behavioral Sciences*) requirements.
- Consequently, courses such as Physical Geography and Statistics do not meet the Cal-GETC specifications for this area and are not approved. Community colleges should resubmit these courses in more appropriate subject areas.
- Courses with a practical, personal, career professional or applied focus are not approved (see [Section 5.4.4](#)).
- Courses in disciplines such as Administration of Justice may be approved if the content focuses on core concepts of the social and behavioral sciences.

Special cases in Social and Behavioral Science Research Methodology:

A growing number of CCCs propose courses such as “Research Methods in Psychology” or “Research Methods in Sociology” to satisfy both GE transfer requirements in social science, and major requirements for ADTs. Reviewers have found that for such courses to meet GE criteria, the challenge is often to “rise above technique,” to develop the student’s analytical capacity and understanding of social science in ways that would be useful to any educated citizen and transferable to many walks of life in addition to those of professional social scientists. Such courses often cover disciplinary fundamentals in addition to statistical techniques. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects.

CAL-GETC AREA 5 PHYSICAL AND BIOLOGICAL SCIENCES**[Cal-GETC Standards 1.4](#)**

Cal-GETC Area 5
Physical and Biological Sciences A minimum of one course in each area is required, and at least one must include a lab. The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses: one in Cal-GETC Area 5A (<i>Physical Science</i>) and one in Cal-GETC Area 5B (<i>Biological Science</i>). At least one of these two courses must be associated with a laboratory as defined in Cal-GETC Area 5C (<i>Laboratory</i>). Courses must emphasize experimental methodology, the testing of hypotheses, investigation, and the process of systematic questioning and assessment, rather than the recall of facts, data, and events. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors. The contemporary world is influenced by science, discoveries, and its applications. Many of the most difficult and relevant choices facing individuals, leaders and institutions concern the relationship of scientific advancements and capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic scientific concepts of the physical and biological aspects of the world as well as an understanding of science as a human endeavor including its limitations and power. Courses That Fulfill the Physical and Biological Sciences Requirement (Area 5A and 5B) Courses that focus on the core concepts of a physical or biological science discipline (e.g., observation, hypothesis testing, evidence-based reasoning, introduction, and application of fundamental theoretical principles) are appropriate to satisfy Areas 5A and 5B.

**Cal-GETC
Area 5C****Cal-GETC Laboratory Science Requirement**

Science laboratory courses should rely on hands-on or validated simulation of manipulations of matter, equipment, and instrumentation. Laboratories should introduce students to the safe use of equipment and instruments relevant to the particular subject.

The Cal-GETC physical and biological science area requires a minimum of two courses, at least one of which must include a minimum of one unit of laboratory content. This laboratory content must be either (i) a stand-alone laboratory course associated with a course having Area 5A or 5B approval listed as a prerequisite or corequisite or (ii) included in the course outline of an integrated lecture and laboratory course that carries Area 5A or 5B approval.

- The intent of the Cal-GETC laboratory science requirement is that students take at least one physical or biological science course incorporating a laboratory component.
- Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related.
- Lecture and lab courses may have separate course numbers.
- Lab science courses must include a clearly identified lab manual in the course outline.

Restriction on Unit Distribution including Unit Requirement for Laboratory Science Courses

Three semester or four quarter unit laboratory science courses may be used for Cal-GETC to meet the laboratory science requirement as long as the minimum unit value is met for this area (7 semester or 9 quarter units). Stand-alone lab courses which have a prerequisite or co-requisite of the corresponding lecture course must be a minimum of 1 semester/quarter unit.

Example 1:

1 Biological Science w/lab, 3 semester units

1 Physical Science, lecture, 4 semester units

Conclusion: Area 5 satisfied

Example 2:

1 Biological Science w/lab, 3 semester units
 1 Physical Science, lecture, 3 semester units
 1 Physical Science corresponding Lab, 1 semester unit
 Conclusion: Area 5 satisfied

Laboratory Science

- In the course outline, it is especially important for colleges to **clearly delineate laboratory activity from the lecture topics**.
- A simple list of topics to be covered in the lab sections is seldom enough to tell reviewers whether the activity warrants the additional lab approval.
- Reviewers rely in particular on the choice of textbooks, checking that it is appropriate for a course with lab activities.
- Lab science courses must include a **clearly identified lab manual**.
- Stand-alone lab courses are designated 5C only, and *only* when associated with a lecture course as either a prerequisite or corequisite.
- Lab manuals from either a publisher or compiled by CCC faculty (e.g., "CHEM 001 Lab Manual, CCC Chemistry department, 2023") are acceptable.

Cal-GETC Area 6
Ethnic Studies CCC courses for Area 6 could be written with both CSU and/or UC Ethnic Studies Core Competencies requirements in mind, but the courses must meet either the CSU or UC Ethnic Studies Core Competencies requirement. A course meeting the CSU Ethnic Studies Core Competencies requirement will be deemed to have met the UC Ethnic Studies Core Competencies requirement. Similarly, a course meeting the UC Ethnic Studies Core Competencies requirement will be deemed to have met the CSU Ethnic Studies Core Competencies requirement. CCC Ethnic Studies courses that existed prior to 2020, the passage of AB 1460 (Weber), will be given extra consideration during the Cal-GETC review process.

CSU's definition of the Ethnic Studies Core Competencies requirement

This lower-division, 3 semester (4 quarter) unit requirement fulfills CSU Education Code Section 89032. The requirement to take a 3 semester (4 quarter) unit course in Area 6 shall not be waived or substituted.

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. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix.

Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society. As described in Article 6 in the CSU General Education Breadth Requirements, CSU campuses may certify upper-division ethnic studies courses to satisfy the lower-division Area F (Ethnic Studies) requirement so long as adequate numbers of lower-division course options are available to students.

As described in Article 6 in the CSU General Education Requirements, CSU campuses may certify upper-division ethnic studies courses to satisfy the lower-division Subject Area 6 requirement so long as adequate numbers of lower-division course options are available to students. As described in Article 2 in the CSU General Education Requirements, Ethnic Studies courses required in majors, minors or that satisfy campus-wide requirements and are approved for Subject Area 6 credit shall also fulfill (double count for) this requirement.

UC's definition of the Ethnic Studies Core Competencies requirement

To be approved for the ethnic studies requirement, community college courses shall have the following course prefixes: African American, Asian American, Latina/o/x American, or Native American Studies (which reflect the specific named populations centered in ethnic studies, hereinafter referred to as the "Populations"). Similar fields and course prefixes (e.g., Black Studies, African Diaspora Studies, Pan African Studies, American Indian Studies, Indigenous Studies, Asian American & Asian Diaspora Studies, Asian American and Pacific Islander Studies, Chicana/o/x Studies, Latina/o/x Studies, Critical Race and Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. Courses that are approved to meet this requirement shall meet at least 3 of the 5 following core competencies.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, antiblackness, racial capitalism, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, exploitation colonialism, xenophobia, intersectionality, and anti-racism as studied in any one or more of the abovementioned fields.
2. Apply theory and knowledge produced by the above-mentioned Populations to understand the critical events, histories, cultures, intellectual traditions, contributions, lived experiences and social struggles of those groups with a

particular emphasis on subjection or subject formation, agency and group affirmation.

3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the communities of the above- mentioned Populations.
4. Critically situated, in historical context, how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by the above-mentioned Populations are relevant to current and structural issues at the local, national, international, and transnational levels. Such issues may include, for example, immigration, reparations, settler colonialism, multiculturalism, and language policies.
5. Describe and engage with anti-racist, abolitionist, and anti-colonial thought, issues, practices, and movements in communities of the above-mentioned Populations seeking a more just and equitable society.

Area 6 Ethnic Studies Essential Guidance for Course Outlines

- Ethnic Studies course prefix is required for Area 6.
- If the course does not focus on one or more core groups, it will not be approved for Area 6. Although, the course may be approved in another Cal-GETC area in the proposal.
- Develop course objectives from the core competencies with specific examples.
- Course objectives should align with core competencies and course content not copy and paste.
- Course appears to focus on agency of the people and aligns with at least 3 of the 5 core competencies.
- Specific examples from the course content and readings that illustrate connections to the core competencies will aid reviewers in their decisions.
- Representative texts expose students to a breadth of classical and/or seminal and contemporary Ethnic Studies literature and topics by disciplinary scholars.
- College-level assignments and community engagement that align with the course topics.

CSU AMERICAN INSTITUTIONS (CSU requirement)

CSU Graduation Requirements in United States History, Constitution and American Ideals

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, transfer students may fulfill six units in American Institutions coursework before or after matriculating to the CSU. Typically, students take courses that count for both AI and GE.

U.S History, Constitution, and American Ideals

The CSU’s Graduation Requirements in United States History, Constitution and American Ideals ([formerly Executive Order 1061](#)) are established separately from the areas of CSU GE Requirements. Title 5, Section 40404 of California’s Code of Regulations, 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 Graduation Requirements in United States History, Constitution and American Ideals does not set a unit or course minimum for these areas, it’s unusual for a single course to adequately address all three. Instead, participating CCCs 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 Graduation Requirements in United States History, Constitution and American Ideals policy, reviewers use these criteria for each of the three areas:

Area US-1: American History

Any course that addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following area. Students are expected to learn significant events from U.S. history, as follows:

- covering a minimum time span of approximately 100 years
- occurring in the entire geographic 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 and the context in which the events have occurred
- framework that illustrates the “continuity of the American experience” (i.e., not a string of isolated events) and its derivation from other cultures
- Courses should involve at least three of the following: the study of politics, economics, social movements, and/or geography (at least three of the four)

The U.S. Constitution and California State and Local Government

Any course that addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California state and local government must address all of the subject matter elements identified in US-2: The U.S. Constitution and US-3: California State and Local Government.

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

CSU Graduation Requirements in United States History, Constitution and American Ideals Course Outlines

Notice that these criteria for US-1: American History, US-2: U.S. Constitution, and US-3: California State and Local Government are extremely detailed.

- It is unlikely for a single course to adequately address all three graduation requirements.
- Courses with passing references or minimal emphasis on these criteria are typically not appropriate for this graduation requirement.
- Courses are expected to take into consideration a very broad examination of U.S. history and peoples. It is difficult for more narrowly defined courses outside of the history discipline to meet the criteria.
- Good courses are often turned down, as reviewers must consider not only their quality but also how closely they meet these exact criteria, as set by administrative law and CSU policy.

Note: CSU AI reviewers look for a strong foundation in these areas. Reviewers consider not necessarily the strength of a course as a history, government, or political science offering in general but consider its fit within the requirements.

PART FOUR: COURSES NOT APPROPRIATE FOR GENERAL EDUCATION**Common Examples of Corrections to Align Courses with Cal-GETC Criteria**

All Cal-GETC Areas
▪ The outline is too brief and/or lacking in detail to determine if the depth, scope, and rigor is appropriate for Cal-GETC.
▪ This outline contains insufficient detail in the content and representative college-level assignments for reviewers to determine how the course meets the area(s) requirements.
▪ 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 an integrated outline. There appears to be a disconnect between the course objectives and the course content.
▪ Courses proposed for Cal-GETC must have a minimum unit value of 3-semester or 4-quarter units.
▪ The required 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 (independent or directed-studies courses) are not accepted for Cal-GETC.

1A English Composition

- Courses in Area 1 must be conducted in English.
- The course must include substantial instruction and practice in writing at the college level and a minimum of 5,000 words of academic writing across major assignments.
- This course focuses on the development of students' creative writing skills and techniques rather than the development of academic writing.
- Courses designed exclusively for skills development cannot be counted toward fulfillment of the English Composition requirement.

1B Critical Thinking and Composition

- A minimum of 5,000 words of writing is required. This 5,000-word requirement may include a combination of process drafts, written peer response, and other forms of informal writing which informs students' inquiry-driven research and writing process.
- Course does not appear to emphasize the development and refinement of critical thinking skills necessary to evaluate and produce academic and argumentative writing.
- The course should provide, as a major component, instruction in methods of critical reasoning, inquiry-driven research, and argumentative writing.

1C Oral Communication

- Course does not appear to provide students with the foundational knowledge and practice of public speaking.
- The course must expose students to and provide practice in understanding the theoretical foundations of creating and sharing knowledge, including the canons of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
- Course must include practice and refining the concepts through a variety of well-prepared faculty-supervised, faculty-evaluated speeches delivered to a live audience (one to many) using effective delivery techniques.
- It does not appear that students will apply rhetorical principles to analyze historical and contemporary public discourse.
- Course does not appear to have a substantial focus on rhetorical principles.

2 Mathematical Concepts and Quantitative Reasoning

- Course does not appear to have its primary purpose and content focused on mathematics and quantitative reasoning.
- Courses approved to fulfill this requirement must address students' ability to develop, present, use, and critique quantitative arguments.
- This course is the first part of "stretch," corequisite, or pathway portion of a quantitative reasoning course and is not acceptable for Cal-GETC.
- 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.
- Below baccalaureate level 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 Cal-GETC.

3A Arts

- Course does not appear to have as a major emphasis the integration of history, theory, aesthetics, and criticism.
- Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, aesthetics, and criticism.
- Courses which focus on technique, skills or performance do not meet the Cal-GETC Area 3A requirement.

3B Humanities

- Course does not appear to encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, religious and cultural importance.
- Course does not appear to be taught with an emphasis on substantial historical, literary, or cultural aspects of the Humanities.
- All elementary language other than English courses are skills or performance courses that do not meet the curricular specifications for Cal-GETC Area 3B.

3B Humanities (continued)

- 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.
- English Composition⁶, logic, speech, creative writing, oral interpretation, and readers theatre courses are not appropriate for Cal-GETC 3B.

4 Social and Behavioral Sciences

- Course does not provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences.
- Course does not appear to help students examine from a theoretical point of view, problems, issues, core concepts, and methods of the social science discipline.
- Course is not presented from a theoretical point of view and focus on core concepts and methods of the social science discipline rather than on personal, practical, or applied aspects.
- Course does not appear to provide students with the opportunity to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies.
- The course appears to be devoted to career-oriented preparation, rather than social scientific concepts, theories, and methods.
- The primary emphasis of the course appears to be on pre-professional preparation.
- Course is unclear; reviewers do not see any social science theories introduced in this course or social scientific inquiry for general education.

5A and 5B Physical and Biological Sciences

- Courses must emphasize experimental methodology, the testing of hypotheses, investigation, and the process of systematic questioning and assessment, rather than the recall of facts, data, and events.
- Science courses must help students develop a comprehension of the basic scientific concepts of the physical and biological aspects of the world as well as an understanding of science as a human endeavor including its limitations and power.
- 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 Cal-GETC.

5C Laboratory Science

- Science laboratory courses should rely on hands-on or validated simulation of manipulations of matter, equipment, and instrumentation.
- Lecture-and-Lab science outlines should distinguish and delineate the lecture content from lab activity for approval in this area.
- Since the experimental methodology and hypothesis testing taught in a lab builds on the principles presented in the lecture portion of the course, the two must be related.
- A lab manual is required for courses in this area, and none is listed on the course outline.
- A laboratory course is acceptable in Area 5C only if the corresponding lecture course is adopted as its prerequisite or corequisite.

American Institutions (CSU requirement)	
▪	US-1: It is not clear if 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 these 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 does not appear to focus largely on 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.

PART FIVE: ELECTRONIC RESOURCES

These notes are available online at calstate.edu.

The documents cited in these Guiding Notes are those in effect as of Fall 2025. Readers are encouraged to refer to online sources, as these references are often revised or superseded.

The Intersegmental Committee of the Academic Senates (ICAS)

- [Cal-GETC Standards 1.4](#)
- [ICAS Standards, Policies, and Procedures Manuals](#)

CSU General Education Requirements, and CSU American Institutions

- [CSU General Education \(GE\) Requirements \(May 2024\)](#)
- [CSU Graduation Requirements in United States History Constitution and American Ideals](#)

Curriculum and Articulation in California

- [ASSIST](#)
- [ASSIST for Articulation Officers](#)
- [California Community Colleges](#) | [Districts](#)
- [CCC College Catalogs](#)
- [CCC Common Course Numbering Project](#)
- [CCC Program and Course Approval Handbook](#)
- [Course Identification Numbering System \(C-ID\)](#)
- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#)
- [UC Transferable Course Agreement \(UC TCA\) Process and Policy](#)

Transferability of Baccalaureate-Level Coursework

- [CSU Transfer of Credit](#)
- [Baccalaureate-Level Courses \(ASCSU May 1997\)](#)

Effective Fall 2025, these Guiding Notes solely address the curriculum and subject area guidelines for Cal-GETC as the singular general education pathway from California community colleges. Please refer separately to CSU policy for [CSU General Education \(GE\) Requirements](#).