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# General Education Workshop: Tips for Campus Reviewers

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Graduate, Undergraduate  
and Equity Affairs



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# GE Workshop: Overview

- GE Foundations
- CSU GE Breadth and IGETC Review: COR
- Learning from GE review:
  - Humanities
  - Social Sciences
  - Ethnic Studies
- IGETC Ethnic Studies Update

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# The Purpose of General Education

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

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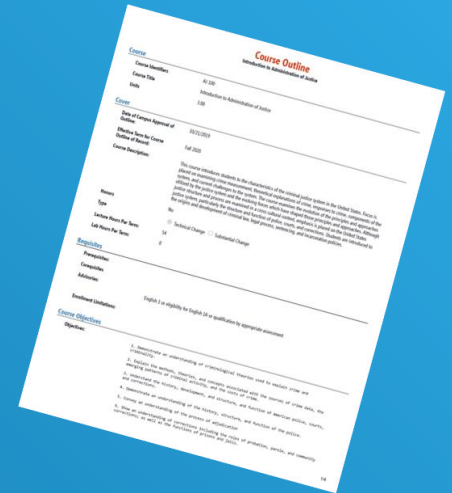
# What is important in your COR?

*GE reviewers look for an integrated COR with a focus on the GE area.*

# Course Outline of Record (COR) in ASSIST

## Components for Courses

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



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# Let's take a closer look

*Tips for approval in any GE Area – starting  
with the COR*

# Here is a snip from a sample course outline

## Course Outline

### Art History: American Art

#### Course

|                    |                           |
|--------------------|---------------------------|
| Course Identifiers | ART 109                   |
| Course Title       | Art History: American Art |
| Units              | 3.00                      |

#### Cover

|  |  |
|--|--|
| Date of Campus Approval<br>Of Outline: | 12/13/2018   |
| Effective Term for Course              |  |
| Outline of Record:                     | Fall 2019  |
| Course Description:                    | A comprehensive survey of the rich cultural diversity of American art from Colonial times to the present. Major artists and styles will be studied in the context of American culture. |
| Honors                                 | No   |
| Type                                   | Technical Change Substantial Change  |
| Lecture Hours Per Term:                | 48   |
| Lab Hours Per Term:                    | 48   |

CORs must have accurate hours per term based on units:  
The only area of concern here is the lab hours. While an art history course may have lab hours, it's not typical and so we'd want to look further to determine whether this is a mistake.

# Requisites

## Requisites

|                         |      |
|-------------------------|------|
| Prerequisites:          | None |
| Corequisites:           | None |
| Advisories:             | None |
| Enrollment Limitations: | None |

This is where we would expect to see a prerequisite, if appropriate.

- A prerequisite is required for IGETC Area 2A.
- A prerequisite is required for CSU GE B4.
- Corequisites are required in some disciplines and GE areas.
- Advisories are not required but may be necessary for some courses. For example, *Personal Finance* courses without a prerequisite must have an appropriate mathematics skills advisory (CSU GE B4).
- Enrollment limitations are not considered in the review process.



# Course objectives

## Course Objectives

Objectives:

### At the end of the course, the student will be able to:

- identify the functions of art in various civilizations and stylistic periods of American art history.
- analyze individual artwork in terms of form, content, media, social context, function, and significance in relation to American art history as a whole.
- distinguish various cultures, styles, periods and movements in American art and identify important artworks for each.
- explain the effect of discrimination on certain aspects of American life detailing the effects this has had on the arts.
- understand the diversity of indigenous American art.
- describe the evolution in the status of artists and the definition of art from early Native Americans to the present supported by appropriate examples.
- distinguish various media used in creating works of art and the technical innovations that have affected the way artists use materials.
- date within reasonable limits the major periods and monuments of American art.

We expect to see correlation between the course objectives and course content (which we'll get to in a minute), but this is also the first place where we get a substantive idea of what students are learning.

Complete sentences rather than brief laundry lists are always preferable because it gives the reviewer a more complete idea of what is being taught.

# Course Content

## Course Content

Course Content:

### Lecture

1. Introduction and overview of course, course mechanics, art terminology
2. Art & Conquest: New Spain, Mississippian Cultures, Northern British and Dutch Colonies. Decorative Arts.
3. Defining America Narrative and Portrait painting, Architecture, Nationhood and Native Americans
4. Nature and America – Romantic Period Nature and Scared in Native American life, Hudson River School
5. War between US and Mexico – Narrative Painting [Santeros](#)
6. Civil War Prelude – Narrative and Protest painting
7. Race and Civil War – Narrative Painting, Photography, Images of Reconstruction, Native American Culture
8. Work and Art Redefined – 100 years of Independence Portraits and Trompe l'Oeil
9. Vanishing American West
10. End of the Century American Impressionism
11. Chicago School Architecture
12. Early Modernism, Ash Can School, Modernism and Avant Garde, Synchronism, Armory Show of 1913, Abstraction and Figurative, American Artists in Mexico, Imaging in the Southwest, Harlem Renaissance
13. The New Deal Era and WWII Federal Programs for the Arts, Modernist Architecture - Mexican Muralists in America, Painting Injustice
14. Alternative Visions – Corporate View of Industrial America, Women at Work, Rural America – American Scene, Black Poverty
15. Post-Modernism and Art – Art Stars and Art Activism

The course content is really the heart of the outline for a reviewer, and this one contains enough detail to determine that the course objectives and content are in line, and to have a solid idea of what students are learning. **Main topics** and **subtopics** also help put the learning into context.

Course content sections can be too brief, but can they be too long? Generally, no, unless the material being taught seems unreasonably broad, to the point where there's a question about whether that much can be covered in the length of the course.

# Revisiting the Lab Hours!

Lab Content:

N/A

## **Methods of Instruction**

Methods of Instruction: Lecture

Going back to the issue in slide 7, in which 48 lab hours were listed – both of these sections above indicate that there is no lab content. Lab content can sometimes be found elsewhere in an outline, but we would expect to see “see course content” rather than “N/A” if that were the case.

This all suggests that the lab hours were listed in error, and we would expect that to be fixed before we could approve the outline. Luckily, this is a minor technical error, that likely could be remedied during the technical appeal period in June. The course would be **denied**.

# Methods of Evaluation and Assignments

## Methods of Evaluation

Methods of Evaluation:

Two essay papers, exploring different aspects of American Art, one midterm exam, 5 quizzes, discussion, and a final which includes objectives and short answer essays, as well as image identification.

1. Students will be asked to answer both objective and short answer essay questions central to American art.
2. Students will receive feedback in the form of numeric grades, written comments and discussion of their ability to meet these objectives.
3. Class participation and attendance

The following is an example of a short essay question: Identify a slide of a major artwork, including the title, artist, date, period or style, location and medium. Then write an essay that deals with:

- a. How the materials, subject matter and patronage affect the form of the work and the working conditions of artists of the particular period.
- b. Provide any other factors that might have influenced the creation of the piece
- c. The significance the work may have had in its own time and in the broader scope of American art.

**Examples of college-level assignments** give the outline a boost and can make the difference, in an otherwise thin outline, between **approval** and **denial**. Assignments help reviewers determine the rigor and scope of work inside and outside of class (if appropriate).

# Textbooks

## Texts & Readings

| Title           | Author          | Date |
|-----------------|-----------------|------|
| Framing America | Pohl, Frances K | 2002 |

Other Appropriate Texts:

### Supplemental Texts

Craven, Wayne; American Art, History and Culture. McGraw-Hill. 2002

Hughes, Robert; American Visions: The Epic History of Art. Knopf. 1999

Baigell; A Concise History of American Painting and Sculpture. Westview Press. 1996

This is an error, one that's unfortunately common. At least ONE textbook must be published within the past seven years \*or\* listed as a classic text in the field. Since none of these books are within the recency requirement and there is no "classics" notation, the outline would be **denied**.

This is another error that can be considered "technical" – and thus the outline could be resubmitted during the technical appeals period.

# College-Level Assignments

## Assignments

Out of Class Assignments:

Students will write two essay papers exploring different aspects of American Art Example:

1. Using examples in the text and outside sources, provide an analysis of an American artist, art period, art movement or indigenous culture before the 20th century.
2. Using examples from the text as well as outside sources, provide an analysis of American artist, art period, art movement or indigenous culture of the 20th or 21st century.
3. Reading of the textbook and other assigned articles.

We would more typically see the example of an assignment here (which was included under Methods of Evaluation in slide 12), but there's no strike for putting it elsewhere, and the information included here is solid. We will accept a generic list in this section, but a detailed list makes the outline more robust and increases the chances of it being **approved**.

**Examples of assignments or types of assignments** should be written to show the level of rigor for the course.

# The end of the outline

## **Other Information**

Other Information:

## **Student Learning Outcomes**

ART109 SLO1 - Identify and discuss the art, artists, and culture of a variety of civilizations and stylistic periods of American art history.

## **Version Info**

Last Saved:

12/3/2020

For Term:

F2021 - Fall 2021

The “Other Information” section can be used to give contextual information specific to the course. For example, you can include information that did not fit in the required COR text fields.

If you have submission information such as reason for resubmission, prerequisite changes, units changes, or want to note similar approved courses for IGETC/CSU GE Breadth, please include it in the submission comments. Thank you.

# IGETC and CSU GE Phase-Outs

## Warning: UC TCA Phase Outs Lead to IGETC Phase Outs

1. Something to be aware of: if a course is given a phase out for the UC TCA, it **automatically** receives a phase out for IGETC.
2. **Once the course loses TCA approval, it also loses IGETC approval.**
3. If the course is resubmitted for the TCA and the course is approved and the phase out removed, it **STILL** needs to be resubmitted for IGETC and approved for the IGETC phase out to be removed.
4. This is because significant course changes require re-review for both UC TCA and IGETC.

## CSU GE Breadth and IGETC Phase-Out (**approval end term**)

CSU Area F phase-out – one academic year (this GE requirement is mandated by the legislature)

All other GE Areas – two academic years



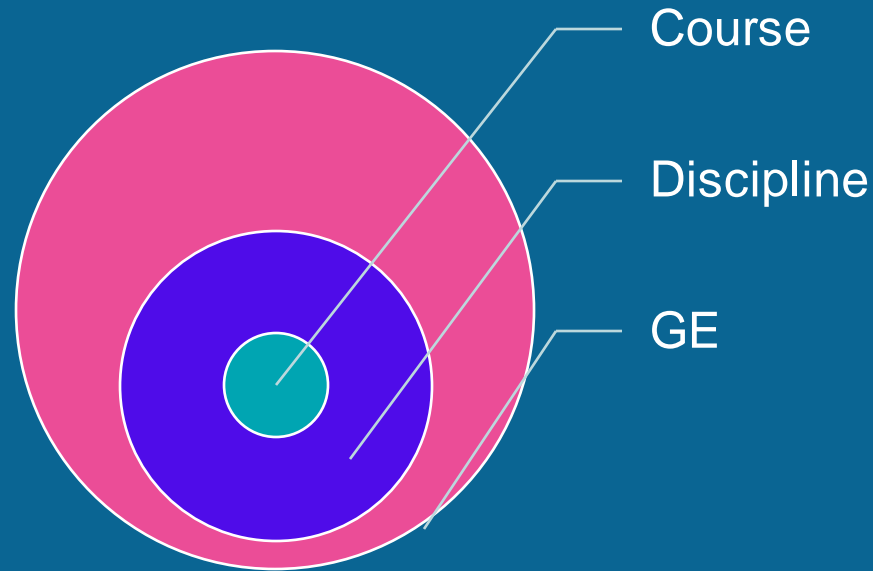
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# GE Area Highlights

*Connecting to the broader purpose of the course*

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# Clear connection; limited interdisciplinarity

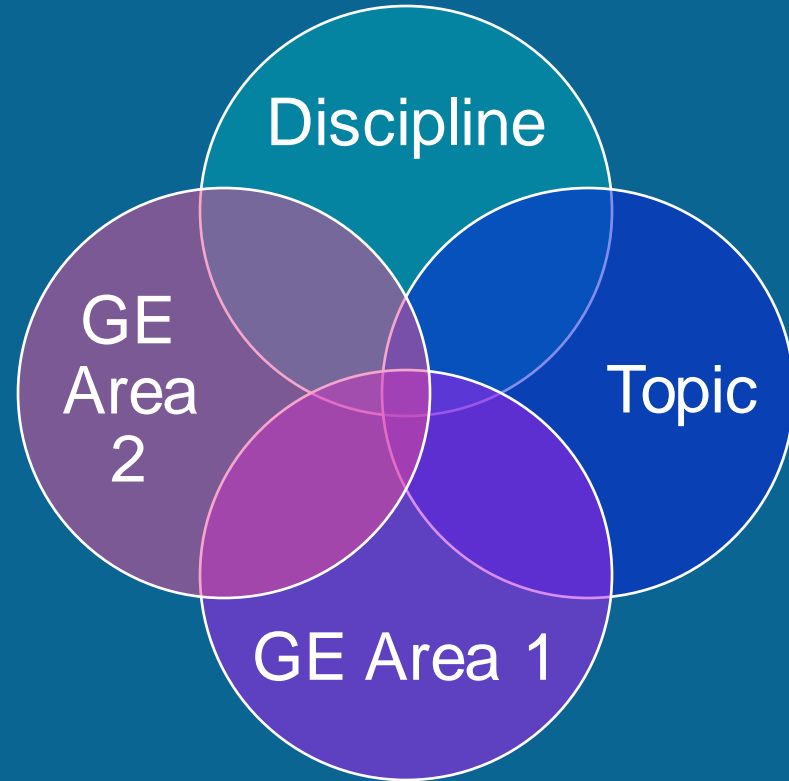


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# More disciplines



# Harder to review



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# Humanities *and* Social and Behavioral Sciences

## Humanities

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

## Social Sciences

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

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# CSU Ethnic Studies Area F

- Course must have an ethnic studies prefixes.
- Course may meet this requirement if cross-listed with a course with an ethnic studies prefix.
- Course must have at least 3 of 5 ethnic studies core competencies.
- Course has special focus on one or the four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina and Latino Americans.
- Focus is on ethnic studies foundations, concepts, and theories.
- Clear focus on ethnic studies (e.g., description, objectives/SLOs, content, college-level assignments, and current textbooks, readings, journals/articles). Also, ask if the course title reflects revised course content?

# Example Ethnic Studies Area F COR **Approved**

## **ETH S 121 - *Racial and Ethnic Minorities***

- ✓ Ethnic studies prefix
- ✓ Course description directly related to content
- ✓ Focus on four historically defined racialized core groups identified
- ✓ At least 3 of 5 core competencies clearly stated in objectives

### Course Objectives

#### Objectives:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, and anti-racism as analyzed in the following: Native American Studies, African American Studies, Asian American Studies, and Chicana Studies;
2. apply theory and knowledge produced by Native American, African American, Asian American, and/or Chicana/Latina 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 Chicana/Latina 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 Chicana/Latina are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, multiculturalism, language policies; demonstrate actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Chicana/Latina communities and a just and equitable society.

# Example Ethnic Studies Area F COR **Approved**

## ETH S 121 - *Racial and Ethnic Minorities*

- ✓ Clear ethnic studies topics with subtopics
- ✓ Ethnic studies concepts and theoretical frameworks
- ✓ Current and classic textbooks/readings on race and ethnicity and racism
- ✓ Relevant college-level assignments that align with content and objectives

**Course Content**

Course Content:

Concepts in Ethnic Studies

- Talking About Race
- Why Race Matters
- Race vs. Ethnicity
- Resisting Identities
- Understanding Race as a Social Construction
- Demographic Shifts in the United States
- Racial Identities, Politics, Ideologies, and Institutional Racism
- Intersectionality of Race, Ethnicity, Class, Gender, and Sexuality

The Social Construction of Whiteness

- White Privilege
- Ideologies, Identities, and Institutions
- White Fragility

Prejudice, discrimination, and institutional racism

- Prejudice and discrimination
- Merton's typology
- LaPiere's study
- Stereotypes and scapegoating
- Colorblind racism
- Racial and ethnic profiling

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9/16/2021 Print Report

- Racialized and ethnic violence and genocide

Theoretical Perspective on Minority-majority Relations

- Conflict theory
- Functionalist perspective
- Labeling
- Exploitation theory
- Stereotyping

# Example Ethnic Studies Area F Cross-Listed

## ETHN/SOCI – *Minority Relations*

- Course description appears more focused on sociology
- Not focused on the four historically defined racialized core groups
- At least 3 of 5 core competencies not clearly stated in objectives or SLOs
- Course content does not have clear focus on ethnic studies frameworks and theories

Examination of the relationships among dominant and minority groups and related concepts and theories: Review of the immigration of Northwestern Europeans, Southeastern Europeans, Asians, and North and South Americans, and resultant social patterns reflecting their acculturation and structural assimilation. Those experiences unique to African Americans, women, and religious groups are also included. Note: Not open to students who have successfully completed HMSV B45 or ETHN B45 C-ID: SOCI 150

### Course Objectives

Objectives:

1. Compare and contrast the experiences of groups that have been historically marginalized, particularly groups defined by ethnicity and race.
2. Identify, compare and contrast the experiences of major racial and ethnic groups
3. Analyze intersections of race and ethnicity with gender, class and other locations of identity
4. Differentiate concepts such as prejudice, discrimination, segregation, assimilation, and pluralism
5. Identify the cultural, political, historical, and institutional factors affecting the social construction of race and ethnic relations
6. Examine majority-minority group relations including issues such as power and privilege
7. Identify and analyze patterns of racial and ethnic interaction
8. Analyze the cultural and institutional factors involved in race and ethnic relations, relating the macro-level to the micro-level

Course SLOs



# Example Ethnic Studies Area F Cross-Listed

## ETHN/SOCI – *Minority Relations*

- No clear focus on the four core groups throughout COR - Native Americans, African Americans, Asian Americans, and Latina and Latino Americans
- Textbook okay; no ethnic studies articles or journals
- Assignments possibly focused on ethnic studies
- What will students learn about ethnic studies?

### Course Content

Course Content:

Week 1. The Study of Minorities  
The Stranger as a Social Phenomenon  
Minority Groups  
Racial and Ethnic Groups  
Ethnocentrism  
The Dynamics of Minority Relations  
Sociological Perspectives

Week 2. Culture and Social Structure  
The Concept of Culture  
Cultural Change  
Stratification  
Social Class  
Intergroup Conflict  
Theories of Stratification

Week 3. Prejudice and Discrimination  
Prejudice  
The Sociology of Prejudice  
Discrimination  
The Sociology of Discrimination

# UC IGETC Ethnic Studies Adoption Timeline

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## November 2021 (11/22/2021)

- Current UC IGETC Ethnic Studies structure and criteria will be reviewed at the Academic Council's **November 22, 2021** meeting

## December 2021

- UC Academic Assembly confirms approval/final adoption and change to Senate Regulation 478

## January/February 2022

- Final language proposed to IGETC Standards Sub-Committee

# UC and CSU GE Team

## Questions about IGETC

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## Questions about CSU GE Breadth

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[IGETC Standards 2.2](#)  
[Guiding Notes for Course Review](#)

