GENERAL EDUCATION COMMITTEE RECOMMENDATION FORM

REQUEST FOR “AREA B4: QUANTITATIVE REASONING” DESIGNATION

**TO:**  **\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_, Chair, Curriculum Committee**

**FROM:**  **\_\_\_\_\_\_\_\_\_, (Interim) Chair, General Education Committee**

**DATE:**

# SUBJECT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed Course Subject:

Proposed Course Title:

Submitted by:

Date Submitted:

# GE COMMITTEE SUMMARY

*In the space provided, please include the following information: when the committee met, who was in attendance, who was absent (and for what reason), a record of the vote/decision, and a brief summary of the committee discussion (including justifications for decisions and dissenting opinions):*

When reviewing courses, the GE Committee considers how well a course accords with the description of the subject area in EO1100, and whether or not the course will require that students satisfy the Cal Maritime General Education Learning Outcomes:

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| EO1100 Description of Area B4:  Mathematics/Quantitative Reasoning | GE Committee Discussion Notes |
| Through courses in Subarea B4 students shall demonstrate the abilities to reason quantitatively, practice computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems. Courses in this Subarea shall include a prerequisite reflective only of skills and knowledge required in the course. In addition to traditional mathematics, courses in Subarea B4 may include computer science, personal finance, statistics or discipline-based mathematics or quantitative reasoning courses, for example.  Satisfaction of CSU GE Area B4 Mathematics /Quantitative Reasoning shall fulfill CSU graduation requirements for mathematics/quantitative reasoning, exclusive of mathematics/quantitative reasoning courses necessary for satisfaction of major requirements. |  |

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| Cal Maritime GE Learning Outcomes: Area B4 | GE Committee Discussion Notes |
| GELO 5: Demonstrate ability to reason quantitatively. |  |
| GELO 6: Explain and apply mathematical or quantitative reasoning concepts to solve problems. |  |

When reviewing courses, the GE Committee also considers the “IGETC Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 2.0” (updated May 2019) and the “Guiding Notes for General Education Course Reviewers” (updated October 2019) which were “developed based on recommendations from the faculty and staff who review course outlines proposed for lower division general education credit in the University of California (UC) and the California State University (CSU).”

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| IGETC Standard for Area B4 Courses | GE Committee Discussion Notes |
| 10.2 Mathematics and Quantitative Reasoning: The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-term course in baccalaureate level mathematics or statistics, with a stated prerequisite of intermediate algebra or equivalent.\* Courses outside the discipline of math using the application of statistics may be used to fulfill this requirement, as long as the course has intermediate algebra or equivalent\* as a prerequisite. An appropriate course in statistics must emphasize the mathematical basis of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.  The prerequisite for Mathematics courses is intermediate algebra or equivalent; the equivalent should cover the content and mathematical practices of the Common Core State Standards for Mathematics, or CCSSM. Statistics course prerequisites/co-requisites should be consistent with CCSSM math standards and teach the skills and knowledge without which the student is highly unlikely to succeed in college-level statistics. For details see the UCTCA Guidelines for Mathematics and Statistics: https://www.ucop.edu/transfer-articulation/transferable-course-agreements/tca- policy/regulations-by-subject-area.html  Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, Mathematics for Teachers and survey courses such as Math in Society, were deemed unacceptable to fulfill the Mathematical Concepts and Quantitative Reasoning requirement.  “Stretch” Mathematics or Statistics courses (i.e., blended courses that include both transferable content and remedial content) may be approved only if both/all courses in the “stretch” course sequence are successfully completed with “C” grade (2.0 on a 4.0 scale) or higher (or the equivalent) and the transferable course content is otherwise comparable to a ‘standard’ Mathematics or Statistics course. |  |

The GE Committee votes on whether or not a course should be classified as “General Education” based on the criteria above. However, the committee should preserve a record of any discussion regarding potential impact across the university, overlaps with existing courses, concerns about assessment (including recommendations regarding learning outcomes, assessment plans, etc.), and anything else the committee deems important for the Curriculum Committee to consider in the space below:

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| Additional Discussion Notes |
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