Excerpt of the GE Policy relevant to Mathematics/Quantitative Reasoning (B2)

For the complete GE policy, please visit the Academic Senate website

3. STRUCTURE OF THE GENERAL EDUCATION CURRICULUM

3.1. The General Education curriculum is organized as three (3) sequential phases. The first is the Foundation: a group of courses designed to provide fundamental learning skills...

3.5. Foundation

3.5.7. Courses in the Foundation curriculum will be numbered from 100 to 199... A Foundation course may have a pre- or co-requisite of another Foundation class, if educationally justified.

4. GENERAL REGULATIONS

4.2. To ensure that every course in the General Education program contributes to student achievement of the goals of the entire program, all course syllabi for approved General Education courses must include information on the expected GE learning outcomes to be addressed in the course. It is not expected that every GE course will address every outcome; faculty are strongly encouraged to tailor specific course learning outcomes to a subset of the GE learning outcomes and to explain how those will be addressed in the particular course.

7. GENERAL EDUCATION COURSE CONTENT CRITERIA

7.2. Foundation Courses: Because of the nature of the courses that constitute the Foundation, it is expected that classes will be organized either as small groups or as large lectures with small group discussions, activities, or workshops. Although no explicit class size limit will be set for other General Education classes targeted to first-year students, the GEGC will consider whether the proposed modes of instruction are consistent with the learning objectives of the course and the level.

7.6. Category B: Science, Technology, and Mathematics/Quantitative Reasoning

7.6.2. Category B.2., Mathematics / Quantitative Reasoning Criteria: In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

EFFECTIVE: Fall 2012