

Academic and Student Affairs Division

MATHEMATICS/QUANTITATIVE REASONING COURSE RE-DESIGN

“College-level courses with support” are courses with supplementary conceptual, procedural, and dispositional material to develop and clarify the skills and concepts of the college-level content necessary for the achievement of the learning outcomes in the college-level course.⁽¹⁾

Models that incorporate the additional support include: ⁽¹⁾

- a. **Expanded course model**—the number of units in the college-level course are increased so that the supplementary material may be integrated into the course.
- b. **Stretch course model**—the college-level course is expanded to two terms so that the supplementary material may be integrated into the course.
- c. **Co-requisite course model**—supplementary material aligned with the college level course is offered in a course scheduled concurrently with the college-level course.
- d. **External support model**—supplementary material aligned with the college level course is offered through support services such as supplemental instruction,⁽²⁾ tutoring, or workshops. *It is strongly recommended that such activities require student participation.*
- e. **Other innovative models** supported by successful practice and/or research.

Courses may use a combination of these models.

COURSE GUIDELINES

- The learning objectives in college-level courses with support are comparable to the learning objectives in equivalent college-level courses without support.
- The content and presentation of the support provided is responsive to the needs of the students. *Not all students have the same knowledge and skills, and the level of support needed may change from day to day, section to section, term to term.*
- Support content does not include topics unnecessary to meet the learning objectives of the college-level course.
- College-level course and support content are carefully coordinated to cover the same or similar topics concurrently, requiring regular communication between the course instructor and those responsible for the support. *Backmapping and a common syllabus are very useful to meet this objective.*
- The college-level course shall be most often a GE Subarea B4 course. ⁽¹⁾
It may be a course offered as preparation to a GE B4 course or part of a stretch GE B4 course.
- Support offered as a separate course may be pre-baccalaureate or baccalaureate level. A prebaccalaureate course must be 0-1 units if offered during the academic year, and may be 0-2 units if offered during Early Start. ⁽¹⁾
- The college-level course and support may be structured as lectures, labs, activities, workshops, *or combinations of these.*
- The support is likely to include active learning, offer skills development and purposeful disposition exercises, and may include the use of technology.
- College-level courses with support to complete the GE B4 requirement must total no more than 8 baccalaureate units. ⁽²⁾

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PLACEMENT

- Placement into GE B4 courses shall be determined by multiple measures. ⁽¹⁾
 - Category I: Fulfilled GE B4 Requirement
 - Category II: Placement in GE B4 Course
 - Category III: Placement in GE B4 course with support
 - Category IV: Placement in GE B4 course with support
- Participation in the Early Start Program also shall be determined by multiple measures. ⁽¹⁾
 - Early Start is required for students in Category IV.
 - Early Start is recommended for students in Category III, *particularly those pursuing STEM degrees.*
- Students in Categories I and II may choose to enroll in a supported course, but cannot be required to enroll in supported courses.
- Students in Category III may not be required to enroll in Early Start or be adversely affected by not enrolling in Early Start.
- Campuses may provide additional placement information or activities to guide students in informed self-placement.
- Students may request an exception to the multiple measures placement to advance to higher-level courses and/or courses without supplementary support. ⁽²⁾

RESOURCES

1. [Executive Order 1110](#)
2. [Coded Memorandum ASA 2017-27](#)

FOR MORE INFORMATION

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