



17/AS/25/UEPC

Resolution for GE Courses in One GE Area

BE IT RESOLVED: Courses may be approved for only one General Education (GE) Area designation; and be it further

RESOLVED: this resolution supersedes AA/10/AS/21/UEPC *only* in the section that states:

“Students can elect to list a specific course as fulfilling General Education area C, D, or F (given that designation in the Catalog), but cannot use the same course for multiple General Education requirements.” and be it further

RESOLVED: that any courses currently approved for designation in more than one GE area shall be given a transition period of two years from the date of this policy’s approval to come into compliance with the new requirement that each course be designated in only one GE area; and be it further

RESOLVED: that this resolution take effect upon approval by the President.

Rationale: The GE Subcommittee identified a lack of current policy regarding the designation of GE courses across multiple areas when new course proposals came to them for approval in multiple GE designations. It was brought to the attention of UEPC that we do not currently have a policy that specifically precludes some GE courses from being double listed. Courses in GE area A and B must only be designated in one area according to the Chancellor's Office policy (EO 1100). Double-listing means a course is approved for two GE areas, but the student may use it to fulfill only one of them, not both. Double-counting, on the other hand, means a course fulfills the requirements of both GE areas at the same time.

A policy limiting courses to a single designation is needed to maintain the integrity of the distinct GE categories. Listing a course in more than one GE area dilutes the intended breadth of the GE program by allowing one course to satisfy multiple GE requirements even though each GE area is structured to expose students to different modes of inquiry, disciplines, and intellectual skills; combining them within a single course diminishes that diversity and weakens the overall educational foundation.

In addition, each GE area is designed around clearly defined and unique learning goals and outcomes. When a course attempts to fulfill more than one GE area, it compromises the depth and rigor expected within each category, blurring curricular intent and making

meaningful evaluation, assessment, and certification significantly more difficult. Furthermore, permitting multiple GE designations opens the door to inconsistencies in course approval, such as subjective determinations around what percentage of a course must be devoted to a particular GE area to be approved for that area.

In a climate where legislative actions are already reducing or eliminating GE requirements, allowing internal practices like double-listing only exacerbates the erosion of GE breadth. It sends a conflicting message that a single course can fully meet the distinct objectives of multiple GE areas. This message can lead to increased pressure on legislators and higher education systems to allow such courses to be *double counted*—further diminishing the intent and scope of the GE curriculum.

This slippery slope undermines not only the educational experience but also institutional credibility in articulating why a robust, broad-based GE program is essential. Protecting the separation of GE categories ensures that students engage with a wider range of disciplines and promotes clarity, equity, and consistency in curriculum planning and advising.

This policy will also help avoid confusion for faculty and students and increase work for advisors. If a course is designated to fulfill requirements in multiple GE areas, students and faculty might think it double counts towards more than one GE requirement. For example, a course might be double listed as both a humanities requirement and a social science requirement. This means the student can use the same course to fulfill either of the two requirements. However, if the student and/or faculty mistakenly double counts it, the student may not have enough units or courses to fulfill the required GE areas. This can lead to delays in graduation as the student scrambles to fulfill the required missing GE area in their last semester. From an advising perspective, allowing courses to fulfill requirements in multiple GE areas requires careful oversight and more time and effort before and after courses are completed. Before registration helps students know which courses are needed. Afterward, the computer may place courses in the incorrect GE area than what was intended by the student and advisor, creating increased diligence and work by both the student and advisor. The increased complexity also requires faculty and staff advisors to know which courses count for a single area and which courses count for more than one area.

Allowing courses to only have one GE designation aims to enhance curricular clarity and assessment, streamline degree planning, and ensure that each GE area is fulfilled with a distinct and dedicated course.

Resources:

[AA/10/AS/21/UEPC - The Joint UEPC-1460 Ad Hoc Committee ES Implementation Resolution, Part I](#)

All courses offered towards satisfaction of the requirements of the California General Education Transfer Curriculum (Cal-GETC) must be baccalaureate in level and must be acceptable for transfer among all segments of California public postsecondary education. Courses listed in more than one area can only be applied in one area (Laboratory exception, see Section 9.5.3)

[CSU General Education \(GE\) Requirements](#)

[Executive Orders 1100 and 1110 Policy Changes](#)

Approved by the Academic Senate on May 13, 2025

Approved by President Britt Rios-Ellis on June 3, 2025