I. Minutes: none.

II. Communication(s) and Announcement(s):
Nominations are being accepted for the 1997-1998 positions of Academic Senate Chair, Vice Chair, and Secretary. If you are interested in serving in one of these positions, please contact the Senate office for a nomination form.

III. Reports:
A. Academic Senate Chair:
B. President’s Office:
C. Provost’s Office:
D. Statewide Senators:
E. CFA Campus President:
F. Staff Council representative:
G. ASI representatives:
H. IACC representative:
I. Athletics Governing Board representative:
J. Other:

IV. Consent Agenda:

V. Business Item(s):
Resolution on Proposed Model of Unit Distribution for General Education and Breadth:
Hampsey, Chair of the GEB Ad Hoc Committee, second reading, (Resolution and Proposed Model on pp. 2-4; Alternative Reports on pp. 5-17; Appendix A on pp. 18-30; Appendix B on 31-33).

VI. Discussion Item(s):

VII. Adjournment:
RESOLVED: That the Academic Senate of Cal Poly approve the attached "Proposed Model of Unit Distribution for General Education and Breadth" and all accompanying alternative reports; and, be it further

RESOLVED: That the attached "Proposed Model of Unit Distribution for General Education and Breadth" and all accompanying alternative reports be forwarded to President Baker and Provost Zingg for approval and implementation.

Proposed by the General Education and Breadth Ad Hoc Committee
January 8, 1997
The proposed General Education and Breadth model addresses the primary objectives to be accomplished by the faculty and the General Education Committee:

1. create a model to accommodate a 4-unit standard course
2. keep the total required units in the program at 72
3. fulfill the conditions of Executive Order 595
4. encourage flexibility

**AREA I: COMMUNICATION**
Communication in the English language, to include both oral and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

- Composition = 4 units
- SPC & Crit Think = 4 units
- Comp & Crit Think = 4 units

**AREA II: SCIENCE AND MATHEMATICS**
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

- Math/Stat = 4 or 8 units
- Life Science = 4 units
- Physical Science = 4 units
- area elective = 4 units

**AREA III: ARTS AND HUMANITIES**
Study among the arts, literature, philosophy, and foreign languages

- Literature = 4 units
- Philosophy = 4 units
- Arts = 4 units
- area elective = 4 units

**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**
Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

- Am Hist/Pol = 4 units
- Economics = 4 units
- Psyc/Health/etc. = 4 units
- Social Sciences = 4 units
- area elective = 4 units

**TECHNOLOGY ELECTIVE**
Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

- 4 units

**GEB ELECTIVE**
For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

- 4 units

**TOTAL**
72 units

(1) At least 12 units must be upper division
(2) All courses must have a writing component as appropriate
(3) Information competency and technology should be an educational outcome of the university curriculum
(4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category
(5) U.S. Cultural Pluralism is to be infused appropriately throughout the program
(6) Double counting courses with major or support requirements is acceptable
(7) Global and international issues are to be integrated appropriately into the program, and
(8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model addresses the primary objectives to be accomplished by the faculty and the General Education Committee:

1. create a model to accommodate a 4-unit standard course
2. keep the total required units in the program at 72
3. fulfill the conditions of Executive Order 595
4. encourage flexibility

**AREA I: COMMUNICATION**

Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

- Composition 4
- SPC & Crit Think 4
- Comp & Crit Think 4

**AREA II: SCIENCE AND MATHEMATICS**

Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

- Math/Stat
- Physical Science

**AREA III: ARTS AND HUMANITIES**

Study among the arts, literature, philosophy, and foreign languages

- Literature 4
- Philosophy 4
- Arts 4
- area elective 4

**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**

Study dealing with human social, political and economic institutions and their historical backgrounds and global context

- Am Hist/Pol 4
- Economics 4
- Psyc/Health/etc. 4
- Social Sciences 4

**TOTAL** 72 units

---

(1) At least 12 units must be upper division (2) All courses must have a writing component as appropriate (3) Information competency and technology should be an educational outcome of the university curriculum (4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category (5) U.S. Cultural Pluralism is to be infused appropriately throughout the program (6) Double counting courses with major or support requirements is acceptable (7) Global and international issues are to be integrated appropriately into the program, and (8) The model should be implemented flexibly and creatively.
ALTERNATIVE REPORT NO. 1

The proposed General Education and Breadth model...

AREA I: COMMUNICATION
Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

Composition 4
SPC & Crit Think 4
Comp & Crit Think 4

(12 units)

AREA II: SCIENCE AND MATHEMATICS
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

Math/Stat 4
Life Science 4
Physical Science 4
area elective 4

(16 units)

AREA III: ARTS AND HUMANITIES
Study among the arts, literature, philosophy, and foreign languages

Literature 4
Philosophy 4
Arts 4
area elective 4

(16 units)

AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT
Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

Am Hist/Pol 4
Economics 4
Psyc/Health/etc. 4
Social Sciences 4
area elective 4

(20 units)

TECHNOLOGY ELECTIVE
Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

(4 units)

GEB ELECTIVE
For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

(4 units)

TOTAL 72 units

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The proposed General Education and Breadth model...

**AREA I: COMMUNICATION**
Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

**AREA II: SCIENCE AND MATHEMATICS**
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

**AREA III: ARTS AND HUMANITIES**
Study among the arts, literature, philosophy, and foreign languages

**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**
Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

At least 8 units of the classes taken in this area must have a global/international focus.

**TECHNOLOGY ELECTIVE**
Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

**GEB ELECTIVE**
For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

**TOTAL**
72 units

(1) At least 12 units must be upper division
(2) All courses must have a writing component as appropriate
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(4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category
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(7) Global and international issues are to be integrated appropriately into the program, and
(8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model...

**AREA I: COMMUNICATION**
- Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning
- Composition 4
- SPC & Crit Think 4
- Comp & Crit Think 4

**AREA II: SCIENCE, AND MATHEMATICS AND TECHNOLOGY** (16 to 28 units)
- Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and inquiry into mathematical concepts and quantitative reasoning and their implications. The application of the above through a study of technology.
  - Math/Stat 4 or 8
  - Life Science 4 4
  - Physical Science 4 4
  - area elective 4

**AREA III: ARTS AND HUMANITIES** (16 to 20 units)
- Study among the arts, literature, philosophy, and foreign languages
  - Literature 4
  - Philosophy 4
  - Arts 4
  - area elective 4

**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT** (20 to 28 units)
- Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities
  - Am Hist/Pol 4
  - Economics 4
  - Psyc/Health/etc. 4
  - Social Sciences 4
  - area elective 4

**TECHNOLOGY ELECTIVE** (4 units)
- Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

**GEB ELECTIVE** (4 units)
- For students majoring in science-based curricula, one additional course in arts and humanities (Area III).
- For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

**TOTAL 72 units**

(1) At least 12 units must be upper division
(2) All courses must have a writing component as appropriate
(3) Information competency and technology should be an educational outcome of the university curriculum
(4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category
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(7) Global and international issues are to be integrated appropriately into the program
(8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model...

**AREA I: COMMUNICATION**
Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

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**AREA II: SCIENCE AND MATHEMATICS**
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

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**AREA III: ARTS AND HUMANITIES**
Study among the arts, literature, philosophy, and foreign languages

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**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**
Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

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**TECHNOLOGY ELECTIVE**
Study of technology and how it influences today’s world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

**GEB ELECTIVE**
For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

**TOTAL** 72 units

(1) At least 12 units must be upper division (2) All courses must have a writing component as appropriate (3) Information competency and technology should be an educational outcome of the university curriculum (4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category (5) U.S. Cultural Pluralism is to be infused appropriately throughout the program (6) Double counting courses with major or support requirements is acceptable (7) Global and international issues are to be integrated appropriately into the program, and (8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model...

**AREA I: COMMUNICATION**
Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

**AREA II: SCIENCE AND MATHEMATICS**
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

**AREA III: ARTS AND HUMANITIES**
Study among the arts, literature, philosophy, and foreign languages

**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**
Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

**TECHNOLOGY ELECTIVE**
Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

**GEB ELECTIVE**
For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in physical, biological, or technological science and mathematics (Area II).

**TOTAL** 72 units

(1) At least 12 units must be upper division
(2) All courses must have a writing component as appropriate
(3) Information competency and technology should be an educational outcome of the university curriculum
(4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category
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(6) Double counting courses with major or support requirements is acceptable
(7) Global and international issues are to be integrated appropriately into the program, and
(8) The model should be implemented flexibly and creatively.
### PROPOSED GENERAL EDUCATION AND BREADTH MODEL
for the COLLEGE OF ENGINEERING

The proposed General Education and Breadth model addresses the primary objectives to be accomplished by the faculty and the General Education Committee:

1. create a model to accommodate a 4-unit standard course
2. keep the total required units in the program at 72
3. fulfill the conditions of Executive Order 595
4. encourage flexibility

#### AREA I: COMMUNICATION

| Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning | Composition | 4 |
| SPC & Crit Think | 4 |
| Comp & Crit Think | 4 |

#### AREA II: SCIENCE AND MATHEMATICS

| Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications | Math/Stat | (16 to 28 units) |
| Physical/ Biological/ or |  |
| Technological Science |  |

#### AREA III: ARTS AND HUMANITIES

| Study among the arts, literature, philosophy, and foreign languages | Literature | 4 |
| Philosophy | 4 |
| Arts | 4 |
| area elective | 4 |

#### AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT

| Study dealing with human social, political and economic institutions and their historical backgrounds and global context | Am Hist/Pol | 4 |
| Economics | 4 |
| Psyc/Health/etc. | 4 |
| Social Sciences | 4 |
| area electives | 8 |

**TOTAL** 72 units

(1) At least 12 units must be upper division (2) All courses must have a writing component as appropriate (3) Information competency and technology should be an educational outcome of the university curriculum (4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category (5) U.S. Cultural Pluralism is to be infused appropriately throughout the program (6) Double counting courses with major or support requirements is acceptable (7) Global and international issues are to be integrated appropriately into the program, and (8) The model should be implemented flexibly and creatively.
The required number of units and the unit distribution of the General Education and Breadth program be at the discretion of the faculty in the individual colleges.

The proposed General Education and Breadth model...

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At least 8 units of the classes taken in this area must have a global/international focus.

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TOTAL 72 units

(1) At least 12 units must be upper-division (2) All courses must have a writing component as appropriate (3) Information competency and technology should be an educational outcome of the university curriculum (4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category (5) U.S. Cultural Pluralism is to be infused appropriately throughout the program (6) Double-counting courses with major or support requirements is acceptable (7) Global and international issues are to be integrated appropriately into the program, and (8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model addresses the primary objectives to be accomplished by the faculty and the General Education Committee:

1. create a model to accommodate a 4-unit standard course
2. keep the total required units in the program at 72
3. fulfill the conditions of Executive Order 595
4. encourage flexibility

\section*{AREA I: COMMUNICATION}
Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

\begin{itemize}
  \item Composition \hspace{1cm} 4 units
  \item SPC & Crit Think \hspace{1cm} 4 units
  \item Comp & Crit Think \hspace{1cm} 4 units
\end{itemize}

This is the material presently covered in the present ENGL 114(4), SPC 210/202 (3), and ENGL 215/218 (4), with no materials removed for critical thinking emphasis. CENG will double-count engineering courses for critical thinking.

\section*{AREA II: SCIENCE AND MATHEMATICS}
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

\begin{itemize}
  \item Math/Stat \hspace{1cm} 19 units
  \item Physical Science \hspace{1cm} 5 units
\end{itemize}

This may include "life forms" but not require it.

\section*{AREA III: ARTS, AND HUMANITIES, AND SOCIAL SCIENCE}
Study among the arts, literature, philosophy, and foreign languages

\begin{itemize}
  \item Literature \hspace{1cm} 4 units
  \item Philosophy \hspace{1cm} 4 units
  \item Arts \hspace{1cm} 4 units
  \item area elective \hspace{1cm} 4 units
\end{itemize}

This includes all U.S. Cultural Pluralism, upper division and Title 5 requirements and must have one non-introductory course in one of the three areas, with the introductory course as prerequisite for depth.

\section*{AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT}
Study dealing with human social, political and economic institutions and their historical backgrounds and global context

\begin{itemize}
  \item Am Hist/Pol \hspace{1cm} 4 units
  \item Economies \hspace{1cm} 4 units
  \item Psy/Health/etc. \hspace{1cm} 4 units
  \item Social Sciences \hspace{1cm} 4 units
\end{itemize}

\begin{center}
\textbf{TOTAL} \hspace{1cm} 72 units
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(1) At least 12 units must be upper division (2) All courses must have a writing component as appropriate (3) Information competency and technology should be an educational outcome of the university curriculum (4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category (5) U.S. Cultural Pluralism is to be infused appropriately throughout the program (6) Double counting courses with major or support requirements is acceptable (7) Global and international issues are to be integrated appropriately into the program, and (8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model...

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Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

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**AREA II: SCIENCE AND MATHEMATICS**
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

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**AREA III: ARTS AND HUMANITIES**
Study among the arts, literature, philosophy, and foreign languages

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**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**
Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

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**TECHNOLOGY ELECTIVE**
Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

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</table>

**GEB ELECTIVE**
For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL** 72 units

---

1. At least 12 units must be upper division
2. All courses must have a writing component as appropriate
3. Information competency and technology should be an educational outcome of the university curriculum
4. The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category
5. U.S. Cultural Pluralism is to be infused appropriately throughout the program
6. Double counting courses with major or support requirements is acceptable
7. Global and international issues are to be integrated appropriately into the program
8. The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model...

**AREA I: COMMUNICATION**
Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>4</td>
</tr>
<tr>
<td>SPC &amp; Crit Think</td>
<td>4</td>
</tr>
<tr>
<td>Comp &amp; Crit Think</td>
<td>4</td>
</tr>
<tr>
<td>Basic Comp</td>
<td>4</td>
</tr>
<tr>
<td>Speech</td>
<td>4</td>
</tr>
<tr>
<td>Advanced Comp</td>
<td>4</td>
</tr>
<tr>
<td>Crit Think</td>
<td>4</td>
</tr>
</tbody>
</table>

(Students are to take three of these courses, including Speech; depending on their writing skills, they might omit the basic composition course in favor of the advanced course.)

**AREA II: SCIENCE AND MATHEMATICS**
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/Stat</td>
<td>4 or 8</td>
</tr>
<tr>
<td>Life Science</td>
<td>4</td>
</tr>
<tr>
<td>Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>area elective</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
</tbody>
</table>

(Students are to take a two-course sequence in one science; this is to give them the depth necessary to find out what these sciences really do.)

**AREA III: ARTS AND HUMANITIES**
Study among the arts, literature, philosophy, and foreign languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Arts</td>
<td>4</td>
</tr>
<tr>
<td>area elective</td>
<td>4</td>
</tr>
</tbody>
</table>

**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**
Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Hist/Pol</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>4</td>
</tr>
<tr>
<td>Psyc/Health/etc.</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>area elective</td>
<td>4</td>
</tr>
<tr>
<td>World History</td>
<td>4</td>
</tr>
</tbody>
</table>

(World History is basic knowledge for an educated person today.)

**TECHNOLOGY ELECTIVE**
Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>4</td>
</tr>
</tbody>
</table>

**GEB ELECTIVE**
For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEB Elective</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL 72 units**

(1) At least 12 units must be upper division (2) All courses must have a writing component as appropriate (3) Information competency and technology should be an educational outcome of the university curriculum (4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category (5) U.S. Cultural Pluralism is to be infused appropriately throughout the program (6) Double counting courses with major or support requirements is acceptable (7) Global and international issues are to be integrated appropriately into the program, and (8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model addresses the primary objectives to be accomplished by the faculty and the General Education Committee: (1) create a model to accommodate a 4-unit standard course (2) keep the total required units in the program at 72. (3) fulfill the conditions of Executive Order 595 (4) encourage flexibility (5) at least 12 units must be upper-division (6) all courses must have a writing component as appropriate (7) Information Competency and technology should be an educational outcome of the university curriculum (8) the General Education Committee is to pursue development of interdisciplinary courses spanning more than one category (9) U.S. Cultural Pluralism is to be infused appropriately throughout the program (10) double counting courses with major or support requirements is acceptable (11) global and international issues are to be integrated appropriately into the program (12) the model should be implemented flexibly and creatively.

AREA I: COMMUNICATION
- Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

AREA II: SCIENCE AND MATHEMATICS
- Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

AREA III: ARTS AND HUMANITIES
- Study among the arts, literature, philosophy, and foreign languages

AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT
- Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

GEB ELECTIVES
- For students majoring in science based curricula, one additional course in Arts and Humanities (Area III) and one technology elective.
- For students majoring in non-science based curricula, one additional course in Science and Mathematics (Area II) and one technology elective.
- For students with majors in professional colleges, two additional courses in either Arts and Humanities (Area III) or Science and Mathematics (Area II).
- The Technology Elective is the study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with other courses in other areas. Students from the professional colleges are exempt from the Technology Elective but are required to take one additional course in Area III or Area II as outlined above.

TECHNOLOGY ELECTIVE
- Study of technology, and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

GEB ELECTIVE
- For students majoring in science based curricula, one additional course in science and mathematics (Area II).

TOTAL 72 units

(1) At least 12 units must be upper-division (2) All courses must have a writing component as appropriate (3) Information competency and technology should be an educational outcome of the university curriculum (4) The General Education Committee is to pursue development of interdisciplinary courses spanning more than one category (5) U.S. Cultural Pluralism is to be infused appropriately throughout the program (6) Double counting courses with major or support requirements is acceptable (7) Global and international issues are to be integrated appropriately into the program, and (8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model...

### AREA I: COMMUNICATION
- Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>4</td>
</tr>
<tr>
<td>SPC &amp; Crit Think</td>
<td>4</td>
</tr>
<tr>
<td>Comp &amp; Crit Think</td>
<td>4</td>
</tr>
</tbody>
</table>

(12 units)

### AREA II: SCIENCE AND MATHEMATICS
- Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/Stat</td>
<td>4 or 8</td>
</tr>
<tr>
<td>Life Science</td>
<td>4</td>
</tr>
<tr>
<td>Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>area elective</td>
<td>4</td>
</tr>
</tbody>
</table>

(16 units)

### AREA III: ARTS AND HUMANITIES
- Study among the arts, literature, philosophy, and foreign languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Arts</td>
<td>4</td>
</tr>
<tr>
<td>area elective</td>
<td>4</td>
</tr>
</tbody>
</table>

(16 units)

### AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT
- Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am Hist/Pol</td>
<td>4</td>
</tr>
<tr>
<td>Economics</td>
<td>4</td>
</tr>
<tr>
<td>Psyc/Health/etc.</td>
<td>4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>area elective</td>
<td>4</td>
</tr>
</tbody>
</table>

(20 units)

### TECHNOLOGY ELECTIVE
- Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

(4 units)

### GEB ELECTIVE
- For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

(4 units)

**TOTAL 72 units**

(1) At least 12 units must be upper division  
(2) All courses must have a writing component as appropriate  
(3) Information competency and Technology should be an educational outcome of the university curriculum. The development of an entrance level of Information Competence for all students is a responsibility of the General Education Program. Such skills will be demonstrated by either passing a competency test or an approved course(s) in the General Education curriculum. In addition to General Education requirements, all students must demonstrate a level of information competence appropriate for graduation in their respective majors. Students may demonstrate advanced competence by passing an approved course(s).  
(4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category  
(5) U.S. Cultural Pluralism is to be infused appropriately throughout the program  
(6) Double counting courses with major or support requirements is acceptable  
(7) Global and international issues are to be integrated appropriately into the program, and  
(8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model...

**AREA I: COMMUNICATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication in the English</td>
<td>4</td>
</tr>
<tr>
<td>oral communication and written communication</td>
<td></td>
</tr>
<tr>
<td>critical thinking, to include consideration</td>
<td></td>
</tr>
<tr>
<td>common fallacies in reasoning</td>
<td></td>
</tr>
</tbody>
</table>

**AREA II: SCIENCE AND MATHEMATICS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry into the physical universe</td>
<td></td>
</tr>
<tr>
<td>participation in laboratory activity,</td>
<td></td>
</tr>
<tr>
<td>mathematical concepts and quantitative</td>
<td></td>
</tr>
<tr>
<td>reasoning and their implications</td>
<td></td>
</tr>
</tbody>
</table>

**AREA III: ARTS AND HUMANITIES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study among the arts, literature,</td>
<td></td>
</tr>
<tr>
<td>philosophy, and foreign languages</td>
<td></td>
</tr>
</tbody>
</table>

**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study dealing with human social, political</td>
<td></td>
</tr>
<tr>
<td>and economic institutions and their</td>
<td></td>
</tr>
<tr>
<td>historical backgrounds and global context,</td>
<td></td>
</tr>
<tr>
<td>integrated physiological and psychological</td>
<td></td>
</tr>
<tr>
<td>entities</td>
<td></td>
</tr>
</tbody>
</table>

**TECHNOLOGY ELECTIVE**

| Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas | 4 |

**GEB ELECTIVE**

| For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II) or one additional course in Social, Political, and Economic Institutions and Human Life Development (Area IV). | 4 |

**TOTAL**

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
</tr>
</tbody>
</table>
The proposed General Education and Breadth model...

**AREA I: COMMUNICATION**  
(12 units)  
Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning

**AREA II: SCIENCE AND MATHEMATICS**  
(16 units)  
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications

**AREA III: ARTS AND HUMANITIES**  
(16 units)  
Study among the arts, literature, philosophy, and foreign languages

**AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**  
(20 units)  
Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities

**TECHNOLOGY ELECTIVE**  
(4 units)  
Study of technology and how it influences today’s world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas

**GEB ELECTIVE**  
(4 units)  
For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

In order to encourage breadth, GEB Electives should be satisfied with courses that are taught in a college other than the college which houses the student’s major. These courses should allow students the flexibility to integrate GEB requirements into their major curriculum in a creative manner.

**TOTAL**  
72 units

(1) At least 12 units must be upper division  
(2) All courses must have a writing component as appropriate  
(3) Information competency and technology should be an educational outcome of the university curriculum  
(4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category  
(5) U.S. Cultural Pluralism is to be infused appropriately throughout the program  
(6) Double counting courses with major or support requirements is acceptable  
(7) Global and international issues are to be integrated appropriately into the program, and  
(8) The model should be implemented flexibly and creatively.
APPENDIX A

COPIES OF THE 14 ALTERNATIVE REPORTS
AS ORIGINALLY SUBMITTED ARE
INCLUDED HEREIN AS APPENDIX A
To: Academic Senate
From: Harvey Greenwald
Subject: Alternative Report

March 6, 1997

Enclosed is an alternative report that would replace the Area II proposal from the Ad Hoc GEB Committee.

AREA II  SCIENCE AND MATHEMATICS

Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/stat</td>
<td>8</td>
</tr>
<tr>
<td>Life Science</td>
<td>4</td>
</tr>
<tr>
<td>Physical science</td>
<td>4</td>
</tr>
<tr>
<td>area elective</td>
<td></td>
</tr>
</tbody>
</table>

16 units
MEMORANDUM

To: Academic Senate

From: Jim Coleman
Social Sciences

Subject: Alternative Report: International/Global Curriculum

Whereas, in this evermore interdependent world, it is essential to provide all our students with an understanding of our place in the global community and current global/international issues; and

Whereas, the Chancellor’s Office in a report titled “The Future of the Pacific Rim is Now -- Opportunities and Challenges for The California State University” called for greater internationalization of CSU programs; and

Whereas, the newly revised Cal Poly Strategic Plan specifically calls for a globalization of our curriculum; and

Whereas, category D of the current GE&B program now requires at least 9 units of classes with an international/ global focus, but the proposed template has no specific international/global requirement; therefore be it:

Resolved that the following be added after the description of the subjects of study for Area IV: “At least 8 units of the classes taken in this area must have a global/international focus.”
# AGRICULTURE

PROPOSED GENERAL EDUCATION AND BREADTH MODEL

<table>
<thead>
<tr>
<th>AREA I</th>
<th>COMMUNICATION</th>
<th>12 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.</td>
<td>Composition 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speech</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Composition and Critical Thinking</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA II</th>
<th>SCIENCE, MATHEMATICS AND TECHNOLOGY</th>
<th>16-28 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry into the physical universe and its life forms, with some participation in laboratory activity. Inquiry into mathematical concepts and quantitative reasoning and their implications. The application of the above through a study of technology.</td>
<td>Math/Statistics 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biological, Physical or Technological Sciences 8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA III</th>
<th>ARTS AND HUMANITIES</th>
<th>16-20 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study among the arts, literature, philosophy, and foreign languages</td>
<td>Literature 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>area elective</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA IV</th>
<th>SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT</th>
<th>16-28 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study dealing with human social, political and economic institutions and their historical backgrounds and global context</td>
<td>Am Hist/Pol 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Psychology/health, etc.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social sciences</td>
<td>4</td>
</tr>
</tbody>
</table>

TOTAL 72

At least 12 units must be upper division.
All courses must have a writing component as appropriate.
Information competency and technology should be an educational outcome of the university curriculum.
U.S. Cultural Pluralism is to be infused appropriately throughout the program.
The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category.
U.S. Cultural Pluralism is to be infused appropriately throughout the program.
Double counting courses with major or support requirements is acceptable.
Global and international issues are to be integrated appropriately into the program.
The model should be implemented flexibly and creatively.
I would like to submit the following three "Alternative Reports" related to the Proposed General Education and Breadth Model. Each should be considered an independent report, and each may be treated as a modification to the ad-hoc committee proposal.

#4

1. Under the TECHNOLOGY ELECTIVE heading, I propose to strike the entire second sentence: "Courses must have...and sequenced with courses in other areas."

#5

2. Under the GEB ELECTIVE heading, the last sentence should be modified to read: "For students majoring in science-based curricula, one additional course in technological science and mathematics." The description of Area II should be modified to read:

   | Math/Stat | Physical/Biological/Technological Sciences | area-elective |
   | 4         | 8                                             | 4             |

#6

3. The following changes all refer to the ENGINEERING PROGRAMS model, and are submitted as a package to be voted on together.

   * Areas II and IV should both be changed to 16-28 units.
   * Area II courses should be described as:

   | Math/Stat |
   | Physical/Biological/Technological Sciences |

   * Area IV course unit delineation should read:

   | Am Hist/Pol | Econ | Psych/health/etc. | Social Sciences | Electives in Area |
   | 4           | 4    | 4                 | 4               | 8                 |

Thank you.
MEMORANDUM

TO: Harvey Greenwald, Chair
    Academic Senate

VIA: CENG Curriculum Committee (Russ Cummings, Gregg Fiegel, Joe
    Grimes Lew Hitchner, Mahmoud Nahvi, Larry Nelson, Jeff Sczechowski,
    Dick Strahl, Linda Vanasupa (Chair), Don White)

FROM: P. Lee, CENG Senators

SUBJECT: Revised Alternative Report for Resolution on General Education and
    Breadth Program: Proposed Unit Distribution

DATE: March 5, 1997

In light of the newly proposed template by the Ad Hoc Committee on General Education and Breadth, we are resubmitting our Alternative Proposal of February 4, 1997.

We propose

- that the required number of units and the unit distribution of the General Education & Breadth program be at the discretion of the faculty in the individual colleges.

- The College of Engineering GE program would have the following template:

<table>
<thead>
<tr>
<th>Proposed Category</th>
<th>Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Communication¹</td>
<td>12</td>
</tr>
<tr>
<td>II. Science and Mathematics²</td>
<td>36</td>
</tr>
<tr>
<td>III. Arts, Humanities and Social Science³</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

¹ This is the material presently covered in the present ENGL 114(4), SPC 210/202 (3), and ENGL 215/218 (4), with no materials removed for critical thinking emphasis. CENG will double-count engineering courses for critical thinking.

² This may include "life forms" but not require it.

³ This includes all USCP, upper division and Title 5 requirements and must have one non-introductory course in one of the three areas, with the introductory course as prerequisite for depth.

Received by: [Signature] date 3/6/97

Witness [Signature] date 3/6/97
Whereas members of the Area A advisory Committee (including the Director of the Writing Programs and the former Chair of Speech Communication) have discussed how the curricular objectives of Area A might be successfully met under a 4-unit standard course curriculum; and

Whereas in the carefully considered judgment of the GE&B Area A Advisory Committee the curricular objectives of courses in oral communication, written communication and critical thinking are distinct and equally important; and

Whereas Executive Order 595 indicates that the curricular objectives and learning outcomes for Area A are equally important; and

Whereas the Area A Advisory Committee has concluded that no two distinct sets of curricular objectives and learning outcomes can be successfully combined in a single 4 unit course in Area A; and

Whereas Area I (Communication) of the proposed General Education and Breadth model is inconsistent with these findings;

Be it resolved that Area I be modified as follows:

Composition 4
Public Speaking 4
Argumentative Writing or Critical Thinking 4
PROPOSED GENERAL EDUCATION AND BREADTH MODEL
(as revised by the CLA Curriculum Committee)
(Changes are underlined)

AREA I COMMUNICATION

(Students are to take three of these courses, including Speech; depending on their writing skills, they might omit the basic composition course in favor of the advanced course.)

- Basic Composition 4
- Speech 4
- Advanced Composition 4
- Critical Thinking 4

12 units

AREA II SCIENCE AND MATHEMATICS

(Students are to take a two-course sequence in one science; this is to give them the depth necessary to find out what these sciences really do.)

- Math/stat 8 4 4
- Life Science 4 8 4
- Physical Science 4 4 8

16 units

AREA III ARTS AND HUMANITIES

16 units

AREA IV SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT

(World history is basic knowledge for an educated person today.)

- World History 4
- Am Hist/Pol 4
- Econ 4
- Psych/health/etc. 4
- Social sciences 4

20 units
Memorandum

To: The Ad Hoc GE&B Committee

From: Walt Bethel, Chair, CLA Curriculum Committee

Date: Monday, March 10, 1997

Copies: Dr. Glenn Irvin, Vice Provost and Vice President for Academic Affairs
Dr. Susan Currier, CLA Associate Dean
CLA Curriculum Committee Members

Subject: Response to Proposed GE&B Model

In response to Dr. Irvin’s memo, this committee met and discussed the Proposed GE&B Model, with the following results:

General concerns: Without trying to provide a template of our own (we are very much aware of how much work must have gone into the present one), we note that the Proposed GE&B Model is unit driven and area driven, with the idea of cross-disciplinary courses now relegated to a footnote. Some members of this committee hoped for interdisciplinary core courses that would integrate different areas of study.

Area I: Members of this committee agreed that there ought to be a dedicated critical thinking course as well as a second dedicated composition course available as alternative options to meet the different needs of different students.

Area II: Some members felt that there is too much variety without the depth necessary to find out what these various disciplines really do, something that a one-quarter survey course can’t really convey, particularly in the sciences.

Area IV: Some members were surprised that no world history is required at all.
MEMORANDUM

TO: Harvey Greenwald, Academic Senate Chair
FR: Margot McDonald, Academic Senator, Asst. Prof., Architecture Dept., CAED
RE: Alternative Reports to Proposed GEB Model

The Architecture Department proposes the following changes to the current Proposed General Education and Breadth Model:

1. Replace Technology Elective and GEB Elective with "GEB Electives" below.

   - **GEB ELECTIVES**
     - For students majoring in science based curricula, one additional course in arts and humanities (Area III) and one technology elective.
     - For students majoring in non-science based curricula, one additional course in science and mathematics (Area IV) and one technology elective.
     - For students with majors in professional colleges, two additional courses in either arts & humanities (Area III) or science and mathematics (Area IV).
     - The technology elective is the study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with other courses in other areas. Students from the professional colleges are exempt from the Technology Elective but are required to take one additional course in Area III or Area IV as outlined above.

2. Change notes regarding double counting to read as follows

   - Courses with major and support requirements that are GEB-certified shall be double counted.
   - [Due to their importance, notes on the bottom of the Model should be numbered and inserted at the top as illustrated on the attached document.]
1. create a model to accommodate a 4-credit standard course.
2. keep the total required units in the program at 72.
3. fulfill the conditions of E.O. 595.
4. encourage flexibility.

### PROPOSED GENERAL EDUCATION AND BREADTH MODEL

<table>
<thead>
<tr>
<th>AREA I</th>
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<td>Study among the arts, literature, philosophy, and foreign languages.</td>
<td>Literature 4</td>
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<td>Philosophy 4</td>
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<table>
<thead>
<tr>
<th>AREA IV</th>
<th>SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT</th>
<th>20 units</th>
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<tbody>
<tr>
<td></td>
<td>Study dealing with human social, political and economic institutions and their historic backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities.</td>
<td>Am Hist/Pol 4</td>
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<td>Social sciences 4</td>
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**TECHNOLOGY ELECTIVE**

Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas.

**ART-ELECTIVE**

For students majoring in science-based curricula, one additional course in arts and humanities (Area III).

For students majoring in non-science-based curricula, one additional course in science and mathematics (Area II).

| Total | 72 |

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5. At least 12 units must be upper-division.
6. All courses must have a writing component as appropriate.
7. Information competency and technology should be an educational outcome of the university curriculum.
8. The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category.
9. U.S. Cultural Pluralism is to be infused appropriately throughout the program.
10. Double counting courses with major or support requirements is acceptable.
11. Local and international issues are to be integrated appropriately into the program.
12. The model should be implemented flexibly and creatively.
To the Senate Office:

This is a recommendation to change the wording at the bottom of the first page of the proposed GE&B template which refers to information competence and technology. Remove the reference to information competence in the statement and add the following two statements following the original reference.

1. The development of an entrance level of Information Competence for all students is a responsibility of the General Education Program. Such skills will be demonstrated by either passing a competency test or an approved course(s) in the General Education Curriculum.

2. In addition to General Education requirements, all students must demonstrate a level of information competence appropriate for graduation in their respective majors. Students may demonstrate advanced competence by passing an approved course(s).

John B. Connely
Chair, Information Competence Committee
The proposed General Education and Breadth model addresses the primary objectives to be accomplished by the faculty and the General Education Committee:

1. Create a model to accommodate a 4-unit standard course.
2. Keep the total required units in the program at 72.
3. Fulfill the conditions of E.O. 595.
4. Encourage flexibility.

**PROPOSED GENERAL EDUCATION AND BREADTH MODEL**

**AREA I COMMUNICATION**

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<td>Life Science</td>
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<td>Physical science</td>
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**AREA III ARTS AND HUMANITIES**

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**AREA IV SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT**

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<th>Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities.</th>
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**TECHNOLOGY ELECTIVE**

Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas.

**GEB ELECTIVE**

For students majoring in science-based curricula, one additional course in arts and humanities (Area III), **OR ONE ADDITIONAL COURSE IN SOCIAL, POLITICAL, AND ... (AREA IV)**

For students majoring in non-science based curricula, one additional course in science and mathematics (Area II).

Total 72

At least 12 units must be upper-division.
All courses must have a writing component as appropriate.
Information competency and technology should be an educational outcome of the university curriculum.
General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category.
U.S. Cultural Pluralism is to be infused appropriately throughout the program.
Double counting courses with major or support requirements is acceptable.
Global and international issues are to be integrated appropriately into the program.
The model should be implemented flexibly and creatively.
The COB’s Undergraduate Programs Committee (UPC) has the responsibility to review and recommend action related to all aspects of the College’s undergraduate programs. In this capacity the committee has been actively involved in reviewing the work of the Ad Hoc GEB Committee, first in the Fall and most recently with its Senate proposals.

Based on our review of the “Revised Resolution on Proposed General Education and Breath Model” the UPC is proposing the following changes outlined in the attached and summarized below:

- move from two GEB Models (Engineering and all others) to one by moving 4 units of Area IV to general GEB electives,
- broadening general GEB electives such that a student must take these classes outside the college of his/her major,
- eliminating the math or science prerequisite for the technology elective,
- waiving the technology elective for engineering majors,
The proposed General Education and Breadth model addresses the primary objectives to be accomplished by the faculty and the General Education Committee:

1. create a model to accommodate a 4-unit standard course.
2. keep the total required units in the program at 72.
3. fulfill the conditions of E.O. 595.
4. encourage flexibility.

PROPOSED GENERAL EDUCATION AND BREADTH MODEL

AREA I COMMUNICATION

Communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

AREA III SCIENCE AND MATHEMATICS

Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications.

AREA III ARTS AND HUMANITIES

Study among the arts, literature, philosophy, and foreign languages.

AREA IV SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT

Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities.

TECHNOLOGY ELECTIVE

Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas.

GEB ELECTIVE

In order to encourage Breadth, GEB Electives should be satisfied with courses that are taught in a college other than the college which houses the student's major. These courses should allow students the flexibility to integrate GEB requirements into their major curriculum in a creative manner.

For students majoring in science-based curricula, one additional course in science and mathematics (Area II).
At least 12 units must be upper-division. All courses must have a writing component as appropriate. Information competency and technology should be an educational outcome of the university curriculum.

General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category. U.S. Cultural Pluralism is to be infused appropriately throughout the program. Double counting courses with major or support requirements is acceptable. Global and international issues are to be integrated appropriately into the program. The model should be implemented flexibly and creatively.
APPENDIX B

A COPY OF AS-463-96/CLS
"RESOLUTION ON INFORMATION COMPETENCE"
AS BEEN INCLUDED HEREIN AS APPENDIX B
FOR INFORMATION ONLY
Background Statement: It is becoming increasingly apparent that information competence is a bedrock skill for all college students. This is the ability to find, evaluate, use, and communicate information in all of its various formats [Information Competence in the CSU, A Report submitted to the Commission on Learning Resources and Instructional Technology, December 1995].

WHEREAS, It is a primary responsibility to foster such information skills among the students at Cal Poly; and

WHEREAS, These skills should be mastered at levels appropriate to entering students, continuing students, and graduating students; and

WHEREAS, Such skills need to be integrated into all levels of instruction, both vertically and horizontally as regards the curriculum; and

WHEREAS, Such integration is beyond the purview of any single major or the General Education and Breadth program; therefore,

RESOLVED: That entering students be required to meet basic information competence skills, that continuing college students be required to meet university level information competence skills, and that graduating students be expected to meet advanced information competence skills related to their majors; and, be it further

RESOLVED: That a university-wide committee be formed to recommend appropriate skill levels and methods of assessing skill levels and assuring mastery of skills for entering students and continuing students; and, be it further

RESOLVED: That the recommendations be forwarded to the Provost for Academic Affairs, the Academic Senate, and the General Education and Breadth Committee; and, be it further
Resolution on Information Competence
AS-463-96/CLS
Page Two

RESOLVED: That the committee will encourage each major to develop and forward a list of skills and knowledge relating to the informational competence appropriate for their graduating students; and, be it further.

RESOLVED: That the membership should represent the key divisions at the university who are involved with information competence. All memberships are for three years, with staggered terms to be determined initially by drawing lots, and the chair shall be chosen annually by the committee; and, be it further.

RESOLVED: That the committee be appointed by the Provost for Academic Affairs on the basis of the following recommendations:
1. one member from each college, nominated by the dean of the college in consultation with its Academic Senate caucus;
2. one member from the Library, nominated by the Dean of Library Services in consultation with its Academic Senate caucus;
3. one member from the University Center for Teacher Education nominated by the Director of the UCTE;
4. one member from Information Technology Services, nominated by the Vice Provost for ITS; and
5. a representative of the Provost for Academic Affairs designed by the Provost;

and, be it further.

RESOLVED: That the university-wide committee submit an annual report on the university’s status concerning the three levels of informational competence to the following:
1. the Chair of the Academic Senate
2. the Provost for Academic Affairs
3. the deans of the individual colleges
4. the Director for the University Center for Teacher Education
5. the Dean of Library Services
6. the Vice Provost for Information Technology Services

and, be it further.

RESOLVED: That the first charge of the committee be a review of the issue of computer literacy in the new terms of information competence.

Proposed by the Computer Literacy Subcommittee
April 23, 1996
Revised May 28, 1996
RESOLVED: That the Academic Senate of Cal Poly approve the attached "Proposed Model of Unit Distribution for General Education and Breadth" and all accompanying alternative reports; and, be it further

RESOLVED: That the attached "Proposed Model of Unit Distribution for General Education and Breadth" and all accompanying approved alternative reports be forwarded to President Baker and Provost Zingg for approval and implementation.
The proposed General Education and Breadth model...

AREA I: COMMUNICATION
Communication in the English language, to include both oral and written communication, and in critical thinking, to include consideration of common fallacies in reasoning (12 units)

Composition 4
SPC & Crit Think 4
Comp & Crit Think 4

AREA II: SCIENCE AND MATHEMATICS
Inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their implications (16 units)

Math/Stat 4 or 8
Life Science 4
Physical Science 4
area elective 4

AREA III: ARTS AND HUMANITIES
Study among the arts, literature, philosophy, and foreign languages (16 units)

Literature 4
Philosophy 4
Arts 4
area elective 4

AREA IV: SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT
Study dealing with human social, political and economic institutions and their historical backgrounds and global context, and with human behavior as the product of integrated physiological and psychological entities (20 units)

Am Hist/Pol 4
Economics 4
Psyc/Health/etc. 4
Social Sciences 4
area elective 4

TECHNOLOGY ELECTIVE
Study of technology and how it influences today's world. Courses must have a math or science prerequisite and should be integrated and sequenced with courses in other areas (4 units)

GEB ELECTIVE
For students majoring in science-based curricula, one additional course in arts and humanities (Area III) or one additional course in Social, Political, and Economic Institutions and Human Life Development (Area IV), For students majoring in non-science based curricula, one additional course in science and mathematics (Area II) (4 units)

TOTAL 72 units

(1) At least 12 units must be upper division (2) All courses must have a writing component as appropriate (3) Information competency and technology should be an educational outcome of the university curriculum (4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category (5) U.S. Cultural Pluralism is to be infused appropriately throughout the program (6) Double counting courses with major or support requirements is acceptable (7) Global and international issues are to be integrated appropriately into the program, and (8) The model should be implemented flexibly and creatively.
The proposed General Education and Breadth model...

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<td>(4 units)</td>
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<td>GEB ELECTIVE</td>
<td>(4-8 units)</td>
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<td>For students majoring in science-based curricula, one additional course in arts and humanities (Area III). For students majoring in non-science based curricula, one additional course in science and mathematics (Area II). In order to encourage breadth, GEB electives should be satisfied with courses that are taught in a college other than the college which houses the student's major. These courses should allow students the flexibility to integrate GEB requirements into their major curriculum in a creative manner.</td>
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**TOTAL 72 units**

(1) At least 12 units must be upper division (2) All courses must have a writing component as appropriate (3) Information competency and technology should be an educational outcome of the university curriculum (4) The General Education Committee is to pursue development of interdisciplinary core courses spanning more than one category (5) U.S. Cultural Pluralism is to be infused appropriately throughout the program (6) Double counting courses with major or support requirements is acceptable (7) Global and international issues are to be integrated appropriately into the program, and (8) The model should be implemented flexibly and creatively.
MEMORANDUM

To: Harvey Greenwald, Chair of the Academic Senate, and Members of the Academic Senate

From: Warren J. Baker

Date: March 17, 1997

Copies: P. Zingg

Subject: Proposed GE&B Model

I am sorry that again I must be absent from an important meeting of the Academic Senate because of a conflict with this week's meeting of the Board of Trustees. Since I will not be able to engage in this discussion that is so vital to the future well being of our students, I want to state briefly my own view on the GE&B proposal before you.

First, let me say that this University has earned well deserved accolades for the outstanding work and the dedication of our faculty. These accolades have not diminished despite the resource challenges that our University, and all of higher education in California, have faced in the 1990s. These challenges, and the old formulaic way of doing business in the CSU, though, have created convenient excuses to hunker down in competitive isolation from one another, rather than to forge creative connections and to explore common ground. We will never achieve the full measure of our potential or the richness of our promise unless we work together as one university that is focused on the common tools and habits of mind and learning that we should share and pass on to our students.

Yes, we graduate capable engineers and worthy architects and skilled graphic artists, but what do we do about the common good, the values of humane living, the complications at the intersections of the disciplines we isolate one from the other? I say ... not nearly as much as we can and should.

We have an opportunity to set ourselves apart from the "run of the mill" institutions, to affirm distinctiveness of purpose and performance and to lay a foundation for our students that will help them lead meaningful lives, exercise critical judgment and provide the kind of sensitive leadership our increasingly complex society needs. The general education of our students is too important to be carved up by "turf fights" or sacrificed at the altar of minimum norms. Let us set aside these debilitating mind sets and give the Ad Hoc Committee's GE&B model a chance to develop. It is consistent with our recent decisions on course units and offers a real opportunity to develop through the governance structure a program that has coherence, flexibility, substance and quality. We should do no less for our students.
Excerpts from Executive Order 595

II. Campus Responsibility

A. The faculty of a CSU campus has primary responsibility for developing and revising the institution’s particular General Education-Breadth program…In undertaking this task, participants should give careful attention to …

Developing programs that are responsive to educational goals and students needs, rather than programs based on traditional titles of academic disciplines and organizational units.

III. Objective of CSU General Education-Breadth Requirements

General Education-Breadth Requirements are to be designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons…The intent is that General Education-Breadth Requirements be planned and organized to enable students to acquire abilities, knowledge, understanding and appreciation as interrelated elements, not as isolated fragments.

1 E.O. 595 is the order that came out of the Office of the Chancellor on November 20, 1992. It describes the goals of the CSU General Education and Breadth program and includes loosely-defined categories of general education.