WHEREAS, The Master Plan Renewed calls for a high priority to be placed on improving the rate of transfer of students from California community colleges to the University of California (UC) and The California State University (CSU); and

WHEREAS, The proposal for a general education transfer curriculum has tried to address transfers between all segments of public higher education; and

WHEREAS, The unwarranted expansion of the scope of general education transfer impedes its implementation and undermines the autonomy of individual campuses in the UC and CSU; therefore, be it

RESOLVED: That the California Polytechnic State University Academic Senate recommend that the application of the general education transfer curriculum be confined to transfer from community colleges to CSU or UC campuses.

Proposed By: George Lewis
April 5, 1988
REPORT OF THE INTERSEGMENTAL DRAFTING COMMITTEE
FOR A GENERAL EDUCATION TRANSFER CURRICULUM

October 28, 1987

RECEIVED

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Academic Senate CSU
Chancellor's Office
REPORT OF THE INTERSEGMENTAL DRAFTING COMMITTEE
FOR A GENERAL EDUCATION TRANSFER CURRICULUM

Following a careful, extended process of deliberation and analysis of existing criteria and requirements, the Intersegmental Drafting Committee for a General Education Transfer Curriculum is pleased to submit its recommendations. In doing so, it has been attentive both to its specific charge and to the broader concerns of our society with respect to the general education of our postsecondary student population.

The committee believes that the principal role of general education is to develop the students' abilities to think and that an effective way to meet this standard is to emphasize that most general education courses should require significant amounts of writing. General education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content. In addition, the committee also notes that speaking, listening, and reading are important abilities that a general education course should foster. Participation in the intellectual and cultural life of our society requires sound ability in verbal communication of all kinds.

The committee also believes that courses in the transfer curriculum should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach, and have a pronounced historical perspective.

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought: the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted and the nature and limitations of the answers obtained.

The preceding comments should make the clear the committee's intention that the General Education Transfer Curriculum be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our demanding four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. Finally, the committee takes this opportunity to reemphasize the importance of high school preparation, and to caution that poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

* * * * * *

Completion of the General Education Transfer curriculum prior to transfer should be recognized as satisfying all lower division general and breadth education requirements of the receiving institution. Any receiving institutions that insist upon the completion of certain of their general education requirements as a prerequisite for transfer must also accept completion of the full transfer curriculum as satisfying that screening requirement. However, the receiving institution may legitimately insist that transfer students complete any general education requirements that must be taken at the upper division level by non-transfer students, or that must be satisfied by all students by upper division course work. In addition, transfer students must fulfill all other admission requirements.
GENERAL EDUCATION TRANSFER CURRICULUM

Both the State University and the University have a specific American Institutions requirement that is separate from their general education requirements. Completion of the General Education Transfer Curriculum may not satisfy those requirements. Similarly, general education requirements are separate from lower division requirements for the major. Students pursuing majors which require extensive lower division preparation may not find the General Education Transfer Curriculum option to be advantageous.

All courses offered towards satisfaction of the requirements of the General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of public post-secondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable.

PROPOSED GENERAL EDUCATION TRANSFER CURRICULUM

Subject Area: English Communication (3 semesters or 4 quarters)

The English Communication requirement shall be fulfilled by completion of three semester or four quarters of lower division courses in English reading, critical thinking, written composition, and oral communication, at least two semesters or three quarters of which must be devoted to written composition. Courses in this area shall include close analysis of a variety of representative texts.

The inclusion of a sequence in English Communication in a program of general education is of basic importance to the remainder of the Curriculum. Ability to read at a mature level, to think critically, to write with clarity, and to speak effectively is fundamental to acquisition of knowledge in other areas of the liberal arts. Transmission and exchange of ideas is an essential part of the activity of a liberally-educated citizen. These courses should enable students to go beyond the level of reception and transmission of information and ideas to the more abstract conceptualization of ideas.

Subject Area: Mathematics/Quantitative Reasoning (1 semester or 1 quarter)

The Mathematics/Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester or one-quarter course in mathematics or statistics.

Courses on the application of statistics to particular disciplines may not be credited towards satisfaction of the Mathematics/Quantitative Reasoning requirement.

The increasingly complex, technological nature of the society in which we live routinely confronts us with a variety of information requiring calculation, comparison, and other forms of analysis for problem solving. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematics/Quantitative Reasoning is designed to prepare students to respond effectively to these challenges.

Subject Area: Arts and Humanities (3 semesters or 3 quarters)

The Arts and Humanities requirement shall be fulfilled by completion of three semesters or three quarters of coursework which encourages students to analyze and appreciate works of intellectual, literary, aesthetic and cultural importance. At least one course shall be taken in the Arts and one in the Humanities. Courses should provide students with some historical understanding of major civilizations and
cultures, both Western and non-Western, including those of ethnic minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

Courses that are primarily performance or studio classes in the Arts may not be credited towards satisfaction of the Arts and Humanities requirement.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Inclusion of this requirement is, therefore, grounded in the deepest traditions of Western education, with its emphasis on language, literature, and the fine arts. At the same time, the great diversity of contemporary American--especially Californian--society adds a vibrant dimension to our received definition of the Arts and Humanities that opens up great possibilities for expansion of that tradition. To focus on the received traditions of the West and the less familiar traditions of other cultures, including the minority cultures in our own society, is to enrich the education of future generations of Californian citizens.

Subject Area: Social and Behavioral Sciences (3 semesters or 4 quarters)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of three semesters or four quarters of coursework which reflects the integration of human social, political, and economic institutions and behavior. Problems and issues in these areas should be examined in their contemporary and historical setting, as well as present a comparative perspective on both Western and non-Western societies, including those of ethnic minorities. Courses should be presented from a theoretical point of view and focus on core concepts of the discipline rather than on personal, practical, or applied aspects.

Only one of the courses taken to satisfy the United States History, Constitution, and American Ideals Requirement (Title 5, California Administrative Code, Section 40404) shall be credited towards satisfaction of the Social and Behavioral Sciences Subject Area requirement.

Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. By taking courses in the Social and Behavioral Sciences students will gain a basic knowledge of the cultural behavior and social organizations in which they exist as well as the cultural behavior and social organizations of other human societies.

Subject Area: Physical and Life Sciences (2 semesters or 3 quarters)

The Physical and Life Sciences requirement shall be fulfilled by two semesters or three quarters of coursework which includes at least one course in the Physical Sciences and one course in the Life Sciences, at least one of which incorporates a laboratory. Courses should emphasize experimental methodology, the testing of hypotheses, and the power of systematic doubt, rather than the recall of "facts." Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.
The contemporary world is pervaded by science and its applications, and many of the most difficult choices facing individuals and institutions concern the interface of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

Respectfully submitted,

Carmen M. Decker, Committee Chair
Department of English and Spanish
Cypress College

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University of California, Los Angeles

Bernice Biggs
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Brian Federici
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The California State University

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Connie Anderson
Specialist, Chancellor's Office
California Community Colleges

Carla Ferri, Coordinator
Undergraduate Admissions & Articulation
University of California, Berkeley

Chuck Lindahl
Office of the Chancellor
The California State University

EAA/bs: 10/30/87
State of California

Memorandum

To: A. Charles Crabb, Chair
   Academic Senate

From: Warren J. Baker
   President

Subject: RESOLUTION ON GENERAL EDUCATION AND BREADTH TRANSFER CURRICULUM (AS-287-88)

This will acknowledge receipt of your June 3 memo with which you transmitted the resolution adopted by the Academic Senate on the General Education and Breadth transfer curriculum. As recognized in your transmittal, this is not only a system issue, but a statewide issue. The position of the Academic Senate, as expressed in the resolution, will be utilized as dialogue on this matter continues. I appreciate the attention which the Academic Senate has given to this concern.
To: Warren J. Baker  
   President

From: Malcolm W. Wilson  
   Vice President for Academic Affairs

Date: September 21, 1988

Subject: AS-246-87/SA&FBC (Revised Resolution on Cheating and Plagiarism)  
         AS-287-88/Lewis (Resolution on GE&B Transfer Curriculum)

Attached are comments provided by Glenn Irvin on the above subject Academic Senate resolutions. I concur with his comments, and recommend your approval of these two resolutions.

Attachment
State of California

Memorandum

To: Malcolm W. Wilson
Vice President for Academic Affairs
& Sr. Vice President

From: Glenn Irvin
Associate Vice President for Academic Affairs

Subject: AS-246-87/SA&FBC; AS-287-88/Lewis

Date: 15 June 1988

File No.: 

Copies: 

AS-246-87/SA&FBC: Revised Resolution on Cheating and Plagiarism.

I worked closely with the Fairness Board in developing this policy and procedure. It separates the issues of cheating and plagiarism and provides both university policy and definitions of each. It gives more autonomy to the instructor in matters of plagiarism, and prescribes procedures to ensure due process.

Although it underwent some modification on the floor of the Academic Senate, the policy is sound and should be accepted and implemented.

AS-287-88/Lewis: Resolution on General Education and Breadth Transfer Curriculum

The resolution is George Lewis' attempt to refocus the attention of the CSU and other segments on the GE&B transfer curriculum as a vehicle between the community colleges and the two university systems, but not between the two university systems. I have to confess, I have not been able to discern precisely what George's point is in this, although he and I have discussed it at length. He believes that once the discussions of the GE&B transfer curriculum were opened to the faculties of the segments, the scope of the original intent was enlarged—that they never should have been dealing with transfer between the CSU and the UC.

My sense is that if the GE&B courses in the community colleges transfer to the UC or the CSU, then they should transfer from CSU to UC and vice versa. In other words, if A = B and A = C, then B = C. In this context we are not talking about course equivalency (course-to-course articulation), we are talking about courses satisfying the descriptions in the GE&B areas, just as we are presently doing in GE&B transfer from the community colleges to the CSU.

The real problem as I see it is getting the UC to agree to anything, and having to modify existing CSU GE&B requirements to achieve that agreement with the UC. In any event, I see no problem for the campus in supporting the resolution.