

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE

FILE COPY

Academic Senate Executive Committee  
Tuesday, April 23, 1996  
UU 220, 4:00-5:00pm

***PLEASE NOTE THIS MEETING WILL START AT 4PM***

- I. Minutes:
- II. Communication(s) and Announcement(s):
- III. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Vice President for Academic Affairs:
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. Staff Council representative:
  - G. ASI representatives:
  - H. IACC representative:
  - I. Other:
- IV. Consent Agenda:
- V. Business Item(s):
  - A. **Resolution to Approve General Education and Breadth Program Proposed Administrative Structure (4/16/96 Proposal):** Hampsey, Chair of the GEB Ad Hoc Committee, (cover memo on pp. 2-5, resolution on pp. 6-9).
  - B. **Resolution to Approve Proposed General Education and Breadth Four Unit Template (4/16/96 Proposal):** Hampsey, Chair of the GEB Ad Hoc Committee, (cover memo on pp. 2-5, resolution on pp. 10-11).
- VI. Discussion Item(s):
- VII. Adjournment:

**Memorandum**

Date : April 16, 1996

To : Executive Committee  
of the Academic Senate

File No. :

Copies :

From : GEB Ad Hoc Committee

 John Hampsey (Chair), Phil Bailey, John Connelly, Glenn Irvin  
Steve Kaminaka, and Paul Murphy

Subject : Final GEB Governance and Template Proposals

Please find accompanying this memo our final proposals for a General Education and Breadth governing structure and template as charged to our committee by the Academic Senate Executive Committee. We suggest the proposals be agendized as soon as possible to allow, if they are approved by the Senate, the formation of the governance structure prior to the end of this academic year.

Our 3/25/96 draft proposals were distributed to the campus and generated much discussion and more that 60 responses. We have attempted to address the issues raised by the Cal Poly community in our revised proposals and wish to offer additional explanation and suggestions in this memo.

1. **Governance Structure:** We have changed our proposal to allow for election of board members; to ensure that there are two members from the College of Liberal Arts, two from the College of Science and Mathematics (which will include the UCTE in its unit for purposes of the governance structure) and two from the professional colleges (Agriculture, Architecture, Business, and Engineering with no more than one board member from a single college); and to make the term of the director three years rather than five.

Our concept of the governance structure creates an academic unit to administer the GEB program just as departments administer individual degree programs. This unit is two-thirds composed of faculty members from the Colleges of Liberal Arts and Science and Mathematics because the academic composition of the program largely involves courses from these colleges. It is reasonable to have such an organizational unit responsible for the content and quality of GEB

since this program composes at least one-third of the degree requirements of Cal Poly students. The governance structure will ensure that initiative, innovation, and accountability abound in our GEB program; departments offering academic programs will have a place to voice concerns and propose ideas. The governance structure does not usurp the responsibilities of the Academic Senate in curriculum. Any new courses and substantial changes to existing courses proposed by departments must go through the curriculum review process of the Academic Senate. Likewise, any programmatic changes or innovations proposed by the governing board to the vice-president will be submitted, by the vice-president, to the Academic Senate for timely consultation; the method in which the Academic Senate considers this consultation is its choice. The governance structure gives the GEB program, the core of Cal Poly's curriculum, an academic/administrative home, much like that of our degree programs.

2. **The GEB Template:** The proposed four-unit course GEB template is intended as a guide to account for the manner in which credit units satisfy the requirements of CSU Executive Order 595; it is not a program in itself. The general education program may take several forms; it may include courses that satisfy more than one area simultaneously, it may include upper-division courses that address writing and critical thinking, it may have a series of core courses in the history of ideas. There may be more than one "track" or pathway to satisfy GEB requirements. Some of these possibilities are already under discussion: both the Liberal Studies program and the new University Honors Program have developed a series of interdisciplinary, team-taught courses that would satisfy much of the GEB requirement. Others have suggested integrated courses that present mathematics, science, and technology together.

Not surprisingly, our ad-hoc committee has discussed a variety of ideas that we hope eventually to share with the governing board and interested departments. However, it was neither our charge, nor would it have been reasonable, to have proposed massive changes to the GEB program in either content or structure; that should be the challenge of the university community in concert with the governing board, academic senate, and university administration. To clarify this, and in response to campus concerns, we have revised our template to more clearly appear as it should, a guideline for the construction of an innovative and flexible GEB program that addresses the premises of Executive Order 595. The proposed template now is organized into four areas, each described with the summary wording found Executive Order 595. It displays the Cal Poly technology elective and GEB elective separately.

We anticipate that the GEB Governing Board will call for courses, course sequences, templates, and programs to fulfill the general education requirements and we expect that the proposed template will act as an initial and flexible guide.

### 3. Further Ideas for the Cal Poly Community

**A. Information Competency and Information Technology:** We recommend that information competency and information technology be an educational outcome of the Cal Poly education and that they be infused throughout the curriculum as are written and verbal communication. Cal Poly graduates should be able to access, analyze, and productively utilize a variety of forms of information relevant to any topic under consideration. This capability touches all disciplines and is increasingly a central issue of undergraduate education. In addition to requiring familiarity with information technology and computing, information competence involves such skills as: (1) formulating and stating problems and issues within the conceptual framework of a discipline so others can readily understand and cooperatively engage in the search; (2) determining information requirements, formulating and implementing a search strategy; (3) locating and retrieving relevant information using appropriate technological tools; (4) organizing information to permit analysis, evaluation, synthesis, and understanding using appropriate technological tools; (5) creating and communicating information effectively using various media; (6) understanding the ethical, legal, and socio-political issues surrounding information and information technology; and (7) understanding the techniques, points of view, and practices employed in the presentation of information including the mass media. Information competence is an essential element in providing graduates the capability for self-guided, life-long learning.

**B. U.S. Cultural Pluralism and Internationalization:** Cal Poly graduates should be able to understand and function in an increasingly multicultural, multiracial, and international environment. To the extent possible, students should be able to complete the U.S. Cultural Pluralism requirement through course work in general education. In addition, international topics need to be addressed appropriately throughout the general education program. Experience and understanding of cultural pluralism and internationalization encourage among Cal Poly's graduates a tolerance for, and support of, constructive ideas, attitudes, and behaviors that differ from their own.

**C. Writing Across the Curriculum:** Cal Poly graduates should be able to communicate effectively with others orally, visually, and in writing. Requiring composition courses and an upper-division writing examination are not adequate to accomplish this goal. Developing skill in written communication requires regular practice and needs attention not only in general education but in the major as well. Writing should be required throughout the courses satisfying general education as appropriate to the subject. This does not mean that every course should include essays and

papers, but students' writing ability should be attended to where appropriate and possible. Nearly every discipline can use writing as a pedagogical strategy to encourage greater understanding of the subject (for example, in explaining the process for solving problems, in reporting the results of observations and experiments, and in communicating with others).

**D. Upper-Division and Campus Residency Requirement:** Executive Order 595 requires all students to complete 12 quarter units in residence on the campus offering the degree, and to complete 12 upper division units of general education. For practical purposes, these requirements are handled simultaneously by making the upper-division units the same as the units to satisfy the residence requirement. This proposal recommends that the upper-division residence requirement be satisfied throughout the general education program. Further, the faculty is encouraged to propose upper-division clusters of courses addressing topics appropriate to general education.

**E. Technological Literacy:** All Cal Poly graduates should have a sound understanding of science and technology, and where that is not part of the major, the general education program should require the study. This knowledge of science and technology reflects the unique character of the university and is the special stamp of its graduates. The Technology Elective address this requirement, but the Ad Hoc Committee believes it must be addressed even beyond the general education program. We believe this goal can best be addressed through minors and concentrations focused on technology. As the campus restructures the curriculum based on 4-unit courses, reduces the number of units required for the bachelor's degree, and reduces required courses, those programs in the liberal arts and sciences in particular should include enough free electives or program-approved electives in the major to permit students to take a minor in a technology related subject. Professional and technical programs should develop minors (16-20 units) that are accessible and useful to students in basic arts and sciences.

Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS- -96/  
RESOLUTION TO  
APPROVE GENERAL EDUCATION AND BREADTH PROGRAM  
PROPOSED ADMINISTRATIVE STRUCTURE**

**RESOLVED:** That the Academic Senate of Cal Poly approve the administrative structure of the General Education and Breadth Program as outlined in the attached document.

Proposed by the GEB Ad Hoc Committee  
April 16, 1996

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo

GENERAL EDUCATION AND BREADTH PROGRAM  
PROPOSED ADMINISTRATIVE STRUCTURE  
(4/16/96 Proposal)

Conceptual Goals of the General Education and Breadth Program

The California State University requires General Education and Breadth programs designed to assure graduates have made noteworthy progress toward becoming truly educated persons and provide means whereby graduates will have:

- A. the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
- B. appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share the world, and about the cultural endeavors and legacies of their civilizations;
- C. an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

It is the ultimate aim of the program that the habits of thought and discussion, of engaging one's curiosity, creativity, and penchant for discovery, and of inquiry and learning, nurtured in Cal Poly's GEB program, will persist throughout the lives of all students.

Responsibility for the General Education and Breadth Program

Cal Poly's General Education and Breadth program is the administrative responsibility of the GEB Governing Board. After appropriate consultation with affected units, the board will make programmatic recommendations directly to the Vice-President for Academic Affairs. The vice-president will forward the proposals to the Academic Senate for consultation and timely response and consult with the academic deans as necessary prior to making final recommendations to the university president. Final decisions are the responsibility of the university president.



### The GEB Governing Board

The GEB Governing Board is charged with assuming a vigorous leadership and administrative role in the development and maintenance of a strong and coherent General Education and Breadth program that meets the noble purposes of the CSU requirements and that fosters a stimulating academic and intellectual environment on the Cal Poly campus. By its own initiatives, and those of the university community, and by consultation with appropriate campus groups, the board will make recommendations, through its director, to the Vice-President for Academic Affairs on all matters and aspects pertaining to the General Education and Breadth program including philosophy, content, format, delivery, and adherence to standards of quality.

Among the specific duties assigned to the GEB Governing Board are the following:

- \*program development, monitoring, and assessment
- \*accepting and designating GEB courses
- \*encouraging innovation
- \*issues related to community college GEB programs
- \*interaction with academic and administrative units
- \*acting on petitions regarding GEB requirements
- \*promoting and coordinating GEB related activities such as conferences, seminars, and speakers

Membership: A director and six board members, two from the College of Liberal Arts, two from the College of Science and Mathematics ( the University Center for Teacher Education is included in this unit), and two from the professional colleges will compose the GEB Governing Board. Board members will serve three-year renewable terms that are staggered to promote continuity.

Qualifications of Board Members: Board members will be faculty members with a demonstrated interest in GEB and who have a thorough understanding of, and deep conviction and commitment to, the philosophy and goals of the General Education and Breadth program.

Election of Board Members: The Academic Senate will solicit applications and nominations for board members and conduct elections. The College of Liberal Arts will elect two board members , the College of Science and Mathematics and UCTE jointly will elect two, and the Colleges of Agriculture, Architecture, Business, and Engineering will elect two as a unit with no more than one member from a college.



**Director of the GEB Governing Board**

**Responsibilities:** The director has administrative responsibility for the university's General Education and Breadth program and will lead the GEB Governing Board in fulfilling its charges, responsibilities, and duties.

**Qualifications:** The director will have a thorough understanding of, and deep conviction and commitment to, the philosophy and goals of the General Education and Breadth Program, extensive experience in teaching, developing, and supervising GEB courses, a background in the Arts and Sciences, and demonstrated leadership experience in curricular matters.

**Selection:** The director will be appointed by the Vice-President for Academic Affairs after solicitation of nominations and applications and consultation with the GEB Governing Board.

**Term:** 3 year renewable terms at the pleasure of the Vice-President for Academic Affairs.

Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS- -96/  
RESOLUTION TO  
APPROVE GENERAL EDUCATION AND BREADTH PROGRAM  
FOUR UNIT TEMPLATE**

**RESOLVED:** That the Academic Senate of Cal Poly approve the Proposed General Education and Breadth Four Unit Template as outlined in the attached document.

Proposed by the GEB Ad Hoc Committee  
April 16, 1996

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo

PROPOSED GENERAL EDUCATION AND BREADTH FOUR UNIT TEMPLATE  
(4/16/96 Proposal)

<b>AREA I</b>	<b>COMMUNICATION</b>	<b>12 UNITS</b>
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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.

**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 applications.

**AREA III     ARTS AND HUMANITIES                      16 UNITS**

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

<b><u>AREA IV</u></b>	<b>SOCIAL, POLITICAL, AND ECONOMIC INSTITUTIONS AND HUMAN LIFE DEVELOPMENT</b>	<b>20 UNITS</b>
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Study dealing with human behavior and human social, political, and economic institutions and their historical backgrounds, and study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

**TECHNOLOGY ELECTIVE** **4 UNITS**

Study into how technology influences, and is influenced by, today's world.

**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).

High unit professional degree programs (above 198) may propose to have these units apply to any of the five areas.

- \* At least 12 units must be upper division.
- \* All courses must be letter graded.
- \* All courses must have a writing component as appropriate.
- \* Information competency and technology should be an educational outcome of the university curriculum.

TOTAL	72 UNITS
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Adopted:

**ACADEMIC SENATE  
OF  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California**

**AS- -96/  
RESOLUTION ON  
INFORMATION COMPETENCE**

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 skills among the students as Cal Poly; and
- WHEREAS, These skills should be acquired at different levels of competence in relation to entering students, continuing college 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 make recommendations on appropriate skill levels and implementation methods for entering students and continuing college students. The recommendations will be forwarded to the Vice President for Academic Affairs, the Academic Senate, and the GE&B Committee; and, be it further
- RESOLVED: That the university-wide committee encourage each major to develop and forward a list of skills and knowledge relating to the informational competence appropriate for its graduating students; and, be it further

**Resolution on Information Competence**

**AS- -96/**

**Page Two**

RESOLVED: That the members of the university-wide committee shall represent the key divisions of the university involved with information competence as follows:

1. one faculty member from each college
2. one librarian
3. a faculty member from the University Center for Teacher Education (UCTE)
4. a representative from Information Technology Services
5. a designee of the Vice President for Academic Affairs;

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 Vice President 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 Director for Information Technology Services

Proposed by the Computer Literacy  
Subcommittee  
April 23, 1996