

California State Polytechnic University, Pomona

Academic Senate Report

AS-2464-145/GE

General Education Subject Area Distribution

Academic Senate Action:

Adopted: 12-03-14

Final Disposition:

Transmitted to President: 12-05-14

RECOMMENDATION:

A minority of the GE Committee recommends GE-008-134 Report as the new unit distribution for the semester system.

ATTACHMENTS:

1. Map of GE Student Learning Outcomes on proposed GE subareas
2. Proposed 48 semester unit Curriculum Guide for Cal Poly Pomona General Education
3. Existing Curriculum Guide for Cal Poly Pomona General Education
4. Referral GE-008-134 (email from Provost denBoer included with original referral)

AS-2464-145/GE Attachment 1: Map of GE Student
Learning Outcomes on Proposed GE Subareas

Area	Program Student Learning Outcomes												Total	
	1a	1b	1c	1d	2a	2b	2c	2d	3a	3b	4a	4b		4c
A1	■	■									■			3
A2	■	■									■			3
A3			■											3
B1			■	■	■									3
B2			■	■	■									3
B3			■	■	■									3
B4				■	■									2
B5	■	■	■	■	■			■						5
C1						■	■							2
C2		■				■	■				■			3
C3	■		■			■	■			■				4
C4	■		■			■	■		■					6
D1	■	■				■	■	■		■	■			5
D2	■	■				■	■			■	■		■	
D3	■	■				■	■			■	■			
D4	■	■	■			■	■	■	■	■	■		■	8
E	■										■	■	■	4
Total	8	9	8	5	4	5	3	3	4	4	3	2	3	

GE-008-134 – General Education Subject Area Distribution
ATTACHMENT 2

Proposed Semester General Education Curriculum Guide at CPP

PREAMBLE

The Cal Poly Pomona (CPP) General Education (GE) requirements have been designed to complement the major program and electives completed by each baccalaureate candidate to ensure that graduates have made noteworthy progress toward becoming broadly educated persons who will function as intelligent, active, and creative members of their community.

The CPP GE program purposefully introduces students to a wide variety of disciplines and teaching modes. The CPP GE program mission is designed to help students to succeed in their chosen field, adapt to a changing workplace, be engaged citizens in their communities, and become lifelong learners. It provides essential skills and knowledge through a framework that enhances students' understanding of basic disciplines and encourages an appreciation of the complexity of all knowledge.

GE courses provide students with a broad intellectual foundation to enhance their potential for success. GE courses shall reflect the wide array of disciplines available, and departments are encouraged to submit courses for multiple GE areas. In recognition of the complexity of knowledge, these areas are defined with open and inclusive terms to encourage submission of courses that enrich the student learning experience.

As directed by EO 1065, the GE Assessment Committee developed a set of broad learning outcomes (SLOs) for the GE Program as a whole "to fit within the framework of the four Essential Learning Outcomes drawn from the **Liberal Education and American Promise (LEAP) campaign**. As a result, there is not a one-to-one mapping from the outcomes to the GE Areas. Every course must address all of the SLOs assigned to the GE Area for which it is approved. However, approved courses need not cover every element of those SLOs. The GE Committee in collaboration with the GE Assessment Committee shall have the responsibility to ensure that students have sufficient opportunities to achieve each of the learning outcomes in its entirety. The General Education Student Learning Outcomes adopted in 2013 are as follows:

Goals and Measurable Outcomes

I. Acquire foundational skills and capacities.

- a. Write and speak effectively to various audiences.
- b. Locate, evaluate, and responsibly use and share data employing information and communication technologies.
- c. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.
- d. Apply and communicate quantitative arguments using tables, graphs, and equations.

II. Develop an understanding of various branches of knowledge and their interrelationships.

- a. Apply scientific methods and models to draw quantitative and qualitative conclusions about the physical and natural world.
- b. Analyze major literary, philosophical, historical, or artistic works and describe their aesthetic, historical, and cultural significance in society.
- c. Analyze the concepts, theories, and methods pertaining to cultural, economic, historical, political, or social institutions.
- d. Integrate concepts, theories, and examples from more than one field of study to identify problems, draw conclusions, and construct original ideas.

III. Develop social and global knowledge.

- a. Describe the historical development of diverse cultures and analyze the role that cultural diversity plays in shaping core institutions and practices of individuals and societies.
- b. Apply principles, methods, value systems, and ethics to social issues confronting local and global communities.

IV. Develop capacities for integration and lifelong learning.

- a. Analyze the behavior of individuals within the context of the social and natural environment, human sexuality, physical and mental health, and stages of life.
- b. Explain the role that the acquisition of a recreation, avocation, or artistic skill plays in an individual's physiological and psychological development.
- c. Explain the importance of active engagement in communities for the betterment of personal and public life.

GENERAL EDUCATION REQUIREMENTS

- 1) Courses that meet the GE requirements must include a meaningful writing component as defined by the Academic Senate in 2006:

“Courses with a meaningful writing component must make use of written work to help students reflect upon ideas, analyze concepts, and explore relationships of concepts to one another. The written work must help students deepen their understanding of particular fields, enabling them to create meaning out of raw data and helping them express that meaning intelligibly to others. Written assignments must be structured to help students achieve specific course outcomes, and the students must receive feedback on their written work during – not solely at the end – of the quarter of instruction.”

- 2) The distribution of the GE areas and minimum unit requirements are defined by Executive Order 1065.
- 3) Additional graduation requirements are specified below and can be completed through the GE program.

GENERAL EDUCATION UNIT DISTRIBUTION

Beginning fall 2018 students must satisfy all GE content areas with a minimum of 48 semester units, including 9 units of upper division synthesis courses. Courses are approved by the Academic Senate to meet the university general education program requirements. Since general education is under continual review, the framework, guidelines, and coursework approved to meet these requirements may change from one catalog cycle to another. Students who change majors or have a break in status may be subject to new degree requirements. Careful academic advising is essential. Many degree programs recommend specific GE courses which also meet degree requirements (double counting). Departments must indicate those courses on the curriculum sheet of each program.

The GE Program at CPP includes courses in areas A through E:

Area A Communication and Critical Thinking (9 Semester units); one course each from subareas A1, A2, and A3.

Area B Scientific Inquiry and Quantitative Reasoning (12 Semester units); one course each from subareas B1, B2, B4, and B5. One lab course from subareas B1 or B2 must be taken to fulfill subarea B3; course in subarea B5 must be an upper-division synthesis course.

Area C Arts and Humanities (12 Semester units); one course each from subareas C1, C2, C3, and C4; course in subarea C4 must be an upper-division synthesis course.

Area D Social Sciences (12 Semester units); one course each from subareas D1, D2, D3, and D4; course in subarea D4 must be an upper-division synthesis course.

Area E Lifelong Understanding and Self-Development (3 Semester units); one course.

INTERDISCIPLINARY GENERAL EDUCATION

The Interdisciplinary General Education (IGE) program provides an integrative-thematic approach to the Humanities and Social Science components of GE in areas A, C, D and E.

ADDITIONAL GRADUATION REQUIREMENTS:

Students can also satisfy one additional graduation requirement by careful selection of GE courses. This requirement is: R1) American Cultural Perspectives. Courses satisfying this additional graduation requirement are indicated as R1, and will be listed in the catalog. Courses fulfilling R1 must comply with CPP American Cultural Perspectives requirements.

1. Requirement R1 (CPP American Cultural Perspectives)

R1. CPP American Cultural Perspectives: Coursework in American Cultural Perspectives is a graduation requirement, not a general education requirement. The courses that satisfy this requirement may be part of a student's GE program, major, or minor, or may be taken as electives. This requirement will not constitute an additional unit load on the degree requirements of a student in any program. To satisfy this requirement, a student must take at least one three-unit course.

- a. Introduce theoretical perspectives and non-western/non-traditional approaches for studying gender, ethnicity, and class;
- b. Include the study of at least one other marker of social difference, such as sexual orientation, religious affiliation, national origin, etc.;
- c. Cover at least two of the following socio-cultural groups: African Americans, Native Americans, Chicano/Latino Americans, Asian Americans, Pacific Islands Americans, Middle Eastern Americans, or European/White ethnic Americans;
- d. Address intra-cultural differences as well as inter-cultural commonalities. Differences may be examined by focusing on diverse cultural practices, environmental ethics, political histories, religious beliefs, or means of artistic expression.

FRAMEWORK AND GUIDELINES

Proposed definitions for GE in Semester System (48 semester units)

Lower Division (Total 39 semester units)

Upper Division (B5, C4, and D4 total of 9 semester units)

AREA A - COMMUNICATION AND CRITICAL THINKING (9 semester units)

Students are required to take a minimum of nine semester units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (subarea Area A3).

A1: Oral Communication (3 semester units) Ia, Ib, IVa

Students taking a course in fulfillment of subarea A1 will develop knowledge and understanding of the form, content, context, and effectiveness of oral communication. Students will develop proficiency in oral communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading and listening effectively. Coursework must include active participation and practice in oral communication in English including exploration, development, understanding, and use of visual communication media and skills.

A2: Written Communication (3 semester units) Ia, Ib, IVa

Students taking a course in fulfillment of subarea A2 will develop knowledge and understanding of the form, content, context, and effectiveness of written communication. Students will develop proficiency in written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading and writing effectively. Coursework must include considerable active participation and practice in written communication in English.

A3: Critical Thinking (3 semester units) Ia, Ib, Ic

In critical thinking courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well supported factual or judgmental conclusions.

AREA B - SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (12 semester units)

Instruction approved for fulfillment of this requirement is intended to develop knowledge of scientific theories, concepts, and data about living and non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry.

Students are required to fulfill each subarea B1, B2, B3, B4, and B5, as defined below. A student can satisfy the B3 requirement by either completing a B1 or B2 course with an integrated laboratory component or an independent laboratory course. Students shall complete the lower division requirements in Area B (1, 2, 3, and 4) before taking their upper division B5 course.

B1: Physical Sciences (3 semester units) Ic, Id, IIa

Courses in this area will allow students to develop knowledge of scientific theories, concepts, and data about non-living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. This area will also require quantitative and critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.

B2: Life Sciences (3 semester units) Ic, Id, IIa

Courses in this area will allow students to develop knowledge of scientific theories, concepts, and data about living systems. Students will achieve an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. This area will also require quantitative and critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical. Where applicable, scientific contributions from various cultures of the world will be included.

B3: Laboratory Activity (0 semester unit) Ic, Id, IIa

Courses in this area will require the student to reinforce principles learned in either physical sciences or life sciences sub areas. A student can satisfy the B3 requirement by either completing a B1 or B2 course with an integrated laboratory component or an independent laboratory course. Courses in this area also include writing as an integral part of the process of learning and discovery.

B4: Quantitative Reasoning (3 semester units) Id, IIa

Courses in this area will require the student to use basic mathematical skills to develop mathematical reasoning, investigative and problem solving abilities, including applications from/to real life situations. Courses in this area will have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not only practice computational

skills, but will also be able to explain and apply basic mathematical concepts and solve problems using quantitative methods.

B5: Science and Technology Synthesis (Upper division, 3 semester units) Ia, Ib, Ic, Id, IIa, IIb

Courses in this area shall deal both with the relationship between science, technology, and civilization and with the effect science and technology have on culture and human values. Synthesis courses in this area are essentially integrative in nature, incorporating the application and generalization of basic scientific or quantitative knowledge from the foundational courses to real world or practical problems.

Students must complete the lower division GE requirements in Area A (A1, A2, and A3) and Area B (B1, B2, B3, and B4) before enrolling in the upper division B5 course. Courses satisfying the requirements for B5 may have prerequisites in specific disciplines included in Area B (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

AREA C - ARTS AND HUMANITIES (12 semester units)

Courses in the traditional humanistic disciplines enable students to develop their intellect, imagination, and sensitivity. Instruction in these subareas will demonstrate the continuity between historical and contemporary life as well as the relationships among the arts, the humanistic disciplines, self and society. Courses will reflect the contributions to knowledge and civilization that have been made by both men and women, and by different cultural groups in the world. In this pursuit, students shall cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between themselves, the creative arts and the humanities in a variety of cultures. Students are required to take one course from each subarea, C1, C2, C3, and C4.

C1: Visual and Performing Arts (3 semester units) IIb

Courses will enable students to experience and appreciate visual and performing arts in relation to the realms of creativity, imagination, visualization, and feeling that explore the meaning of what it is to be human. Courses shall include active participation in aesthetic and creative experience. Students will understand how disciplined, individual creativity and visualization could produce objects and models that are obviously useful or practical, and also clarify, intensify, and enlarge the human experience. Courses will provide a sense of the values that inform artistic expression and performance and their interrelationships with human society.

C2: Philosophy and Civilization (3 semester units) Ib, IIb, IIIa, IIIb

Courses in this area will provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to critically

examine the philosophical ideas and theories around which different civilizations have been organized and explore the complex developments of those civilizations. In the study of philosophy, students will come to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry. Courses should promote the capacity to make informed and responsible moral choices as well as encouraging a broad historical understanding.

C3: Literature and Foreign Languages (3 semester units) Ia, Ic, IIb, IIIa

Courses in this area will provide students with an appreciation of languages and literature, underscoring both the relationships between culture and language and the significance of literature in the interpretation of culture. Students in literature and foreign languages will better understand the implication of great creative writings and communicative customs and traditions of particular cultures. Instruction in these courses will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literary and linguistic heritage. Courses in languages other than English shall not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content.

C4: Arts and Humanities Synthesis (upper division, 3 semester units) Ia, Ib, Ic, IIb, IIc, IIIa

Courses in this area shall emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local – showing the bonds between the past, present, and future.

Students shall complete the lower division GE requirements in Area A (A1, A2, and A3) and Area C (C1, C2, and C3), before taking their upper division C4 course. Courses satisfying the requirements for C4 may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

AREA D: SOCIAL SCIENCES (12 semester units)

Students will learn from courses in multiple disciplines that human social, political, and economic institutions as well as history and human behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts. Students will explore the principles, methodologies, value systems, and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation shall not be included in Area D.

Students are required to take one course from each subarea, D1, D2, D3, and D4. Students should complete Area A (1, 2, and 3) and all three lower-division courses in D1, D2 and D3 before taking their upper division D4 course. **Students must take courses with at least three different course prefixes in order to satisfy the GE Area D requirement.** Students who complete the IGE course sequence are exempt from this requirement since the IGE program by its very nature provides the necessary breadth.

D1: U. S. History and American Ideals (3 semester units) Ia, Ib, IIb, IIc, IIIa, IIIb
Partial fulfillment of United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404,) as outlined in Executive Order 1061, Paragraph I, A as follows:

Any course or examination which addresses the historical development of American institutions and ideals must include all of the subject matter elements identified in the following subparagraphs of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. Significant events covering a minimum time span of approximately one hundred years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.

D2: US Constitution and California Government (3 semester units) Ia, Ib, IIb, IIc, IIIa, IIIb, IVc

Partial fulfillment of United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) as outlined in Executive Order 1061, Paragraph I, B as follows:

Any course or examination which addresses the Constitution of the United States, the operation of representative democratic government under that Constitution, and the process of California State and local government must address all of the subject matter elements identified in the following subparagraph of this paragraph. Nothing contained herein is intended to prescribe the total content or structure of any course.

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.

2. The rights and obligations of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

D3: The Social Sciences: Principles, Methodologies, Value Systems, and Ethics (3 semester units) Ia, Ib, IIb, IIc, IIIa, IIIb

Courses in Subarea D3 will integrate critical thinking and analysis. Students will be able to generalize, draw comparisons, detect logical fallacies, and learn that human social, political, and economic institutions and behavior are inextricably interwoven. While the subject matter of each course will emphasize a particular discipline and content, each course should also demonstrate the interrelatedness of these subareas. Therefore, these courses shall include substantial multi-disciplinary coverage of issues so students can connect sometimes fragmented information and draw meaningful conclusions. Problems and issues in these sections should be examined in contemporary as well as historical contexts, and include significant global and cross cultural perspectives.

D4: Social Science Synthesis (upper division, 3 semester units): Ia, Ib, Ic, IIb, IIc, IIId, IIIa, IIIb, IVc

Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.

Students shall complete the lower division GE requirements in Area A (A1, A2, and A3) and Area D (D1, D2, and the additional D1 or D2), before taking their upper division D3 course. Courses satisfying the requirements for D3 may have prerequisites that are GE approved courses in specific disciplines (not specific courses) as long as the total number of units required as prerequisites does not exceed the minimum number of units to satisfy the lower division GE requirement (e.g. only the first semester of a sequence can be required).

AREA E: LIFELONG UNDERSTANDING AND SELF DEVELOPMENT (3 semester units) Ia, IVa, IVb, IVc

The content of courses to fulfill Area E is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health,

stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.

GUIDELINES FOR GE SYNTHESIS COURSES

The major focus of a synthesis course is to integrate and focus fundamental concepts and issues. Each course in this category shall:

- include readings from original primary/historical sources, as opposed to only secondary sources.
- promote original and critical thinking in writing and/or discussion.
- focus attention on understanding the interrelationships among the disciplines and their applications.
- examine ideas and issues covered in this area in deeper and/or broader more integrative ways.
- encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas.
- identify and evaluate assumptions and limitations of ideas and models.
- develop written and oral communication skills appropriate for an upper division course (completion of courses in Area A: Subareas A1, A2, & A3 is required.)
- provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course.

B5: Science and Technology Synthesis (upper division, 3 semester units) Ia, Ib, Ic, Id, IIa, IIb

Courses in this area shall deal both with the relationship between science, technology, and civilization and with the effect science and technology have on culture and human values. Synthesis courses in this area are essentially integrative in nature, incorporating the application and generalization of basic scientific or quantitative knowledge from the foundational courses to real world or practical problems.

Educational Objectives

- See required Student Learning Outcomes in course description.

Course Criteria

- The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within scientific inquiry, quantitative reasoning, and/or technology.

C4: Arts and Humanities Synthesis (upper division, 3 semester units) Ia, Ib, Ic, IIb, IIc, IIIa

Courses in this area shall emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate

contemporary thought and behavior-global, regional, and local – showing the bonds between the past, present, and future.

Educational Objectives

- See required Student Learning Outcomes in course description.

Course Criteria

- The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within Philosophy, Fine Arts, Language, Performing Arts, History and Literature.

D4: Social Science Synthesis (upper division, 3 semester units) Ia, Ib, Ic, IIc, IId, IIIa, IIIb, IVc

Courses in this area shall focus on either a deeper or broader understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses shall take a more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.

Educational Objectives

- See required Student Learning Outcomes in course description.

Course Criteria

- The expanded course outline for courses proposed for this area must clearly indicate an integration of themes and issues within the social sciences.

Upper-division Interdisciplinary Synthesis Courses

An interdisciplinary synthesis course integrates two or more of the subareas B, C, and D. Prior to taking one of these courses, students must complete all lower-division courses in Area A and at least two subareas from the areas being integrated by an interdisciplinary synthesis course.

Each interdisciplinary synthesis course can be used to satisfy the requirement in any one of the areas integrated. For example, a B5/D3 course satisfies either B5 or D3 (not both areas). Students must fulfill all three upper division synthesis areas (Scientific Inquiry and Quantitative Reasoning, the Arts and Humanities, and the Social Sciences).

GENERAL EDUCATION PROPOSALS

CSU STUDENT LEARNING OUTCOMES

Every student seeking a bachelor's degree must take a substantial proportion of coursework designed to develop professional competence. In addition, students must develop the knowledge, skills, and understanding that will enable them to function as intelligent and creative members of a community. To enable students to achieve these goals, the university offers an integrated program of curricular and co-curricular activities organized to provide an educational experience suited to the needs of the individual.

Under the provisions of the California Code of Regulations¹⁶, the university offers a variety of courses in general education. The pattern of courses included in the program is designed primarily to insure that students:

- Develop the ability to express themselves effectively in both written and oral communication and in critical thinking which includes consideration of common fallacies in reasoning;
- Understand nature and are able to relate to their biological and physical environment;
- Are familiar with their own and the cultural heritage of others and have developed the capacity to be creative and to appreciate creativity in others;
- Understand the economic, political, technological, and social problems of contemporary society and the responsibilities and privileges of modern citizenship;
- Acquire a basic understanding of the requirements of good health and are able to maintain their own physical well being;
- Have developed an understanding of themselves and their relationship to others.

Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four "Essential Learning Outcomes" drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities.¹⁷

LEAP Essential Learning Outcomes Framework

- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students' ability to:

- Think clearly and logically;
- Demonstrate information competency-finding and examining information critically;
- Carry out effective oral communication;
- Write effectively;
- Apply quantitative reasoning concepts and skills to solve problems;
- Make informed, ethical decisions;
- Understand and apply the scientific method;

¹⁶California Code of Regulations, Title 5, Section 40405

¹⁷General Education Breadth Requirements – Executive Order No. 1065 Article 3.2

- Apply learning from study abroad experiences to general education areas;
- Utilize technology in pursuit of intellectual growth and efficacious human interaction;
- Demonstrate understanding of human beings as physiological and psychological organisms;
- Demonstrate understanding of the physical world in which they live and the life forms with which they share the global environment;
- Demonstrate knowledge of cultural endeavors and legacies of world civilizations;
- Demonstrate understanding of how human societies have developed and now function;
- Apply socially responsive knowledge and skills to issues confronting local or global communities;
- Demonstrate life skills such as financial literacy;
- Understand and apply the principles, methodologies, value systems, ethics, and thought processes employed in human inquiry;
- Engage in lifelong learning and self-development; and
- Integrate and apply the insights gained from general education courses

GENERAL EDUCATION REQUIREMENTS

Beginning in curriculum year 2001-02, students must satisfy all GE content areas with a minimum of 68 quarter units, including 12 units of upper division synthesis courses. This total number of GE units represents a variance from Title 5 that has been approved by the CSU Chancellor's office as a temporary deviation for this university. The requirement in Title 5 for general education is 72 quarter units.¹⁸ In addition, students shall meet the residency requirement: twelve quarter units of general education must be completed in residence at California State Polytechnic University, Pomona.

Courses are approved by the Academic Senate to meet the university general education program requirements. Since general education is under continual review, the framework, guidelines, and coursework approved to meet these requirements may change from one catalog cycle to another.

Students who change majors or have a break in status may be subject to new degree requirements. Careful academic advising is essential. Many degree programs recommend specific GE courses which also meet degree requirements. Departments may not establish deviations or modifications to the approved campus-wide general education patterns unless submitted through the complete consultative process, which requires final review by the CSU Chancellor's Office.¹⁹

GENERAL EDUCATION - UNIT DISTRIBUTION²⁰

The General Education Program at California State Polytechnic University, Pomona is organized to include the minimum units indicated below in the following areas:

Area A Communication and Critical Thinking (12 units); one course each from sub-areas A1, A2, and A3.

Area B Mathematics and Natural Sciences (16 units); one course each from sub-areas B1, B2, B3, B4, and B5. One lab course from sub-areas B1 or B2 must be taken to fulfill sub-area B3; sub-area B5 must be an upper-division synthesis course.

¹⁸ California Code of Regulations, Title 5, Section 40405.1

¹⁹ California Code of Regulations, Title 5, Section 40405.5b

²⁰General Education Breadth Requirements – Executive Order No. 1065

- Area C** Humanities (16 units), one course each from sub-areas C1, C2, C3, and C4; sub-area C4 must be an upper-division synthesis course.
- Area D** Social Sciences (20 units); two courses in sub-area D1, and at least one course each from sub-areas D2, D3, and D4; sub-area D4 must be an upper-division synthesis course.
- Area E** Lifelong Understanding and Self-Development (4 units)

INTERDISCIPLINARY GENERAL EDUCATION (IGE)

The Interdisciplinary General Education (IGE) program provides an integrative-thematic approach to the Humanities and Social Sciences components of General Education areas A, C and D for a total 32 units of the 56 lower-division units required. This program is designed as a 8 quarter program. We should probably include the credit table here.

FRAMEWORK AND GUIDELINES FOR GENERAL EDUCATION

All colleges and academic units are invited to submit proposals to the Office of Academic Programs for lower and upper division courses that meet the following guidelines. Note that minimum achievement levels for General Education Mathematics and English must be attained. Remedial course work in English and Mathematics will not satisfy General Education baccalaureate requirements. Also note that campus policy requires a meaningful writing component in each General Education area.²¹

The Academic Senate shall be responsible for determining whether a course meets these guidelines and shall refer all requests for inclusion to the General Education Committee. Courses intended for General Education and for the American Cultural Perspectives requirement will be evaluated separately for each requirement.

The following recommendations were adopted by the Academic Senate November 16, 1988, and approved by the President:²²

- Only one review of a particular GE-approved course will be allowed per five-year cycle.
- In the case of a request to review a course, the department which initiates the review must document consultation and discussion of the course in question with the department that offers it.
- The request to review a course must come from the College Curriculum Committee and be directed to the Academic Senate.
- The referral must specifically address the criteria of the GE category in which the course is currently approved.

The Academic Senate shall be responsible for determining whether a course meets the guidelines and shall refer all requests for inclusion to the General Education Committee. Courses intended for General Education and for the American Cultural Perspectives requirement will be evaluated separately for appropriateness.

²¹ AS-2230-067/GE GE Meaningful Writing Component

²² Article 4; AS-1126-001/GE Revision in General Education Referral (Reconsideration); AS-2229-067/GE GE Numbering

AREA A--COMMUNICATION AND CRITICAL THINKING²³

The content of courses satisfying this area will include:

- i. The study of written and oral communication and critical thinking.
- ii. Considerable written work, with emphasis on expository prose.
- iii. Emphasis on clarity and lucidity of thought and its written and oral expression.
- iv. Exploration, development, understanding, and use of visual communication media and skills.
- v. Instruction in analyzing, criticizing, and advocating ideas, reasoning deductively and inductively.

Students are required to take a minimum of twelve quarter units in communication in the English language, to include both oral communication (subarea A1) and written communication (subarea A2), and in critical thinking (Area A3), to include consideration of common fallacies in reasoning.

A1 Oral Communication (4 quarter units)

A2 Written Communication (4 quarter units)

Students taking courses in fulfillment of subareas A1 and A2 will develop knowledge and understanding of the form, content, context, and effectiveness of communication. Students will develop proficiency in oral and written communication in English, examining communication from the rhetorical perspective and practicing reasoning and advocacy, organization, and accuracy. Students will practice the discovery, critical evaluation, and reporting of information, as well as reading, writing, and listening effectively. Coursework must include active participation and practice in both written communication and oral communication in English.

A3 Critical Thinking (4 quarter units)

In critical thinking courses, students will understand logic and its relation to language; elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought; and the ability to distinguish matters of fact from issues of judgment or opinion. In A3 courses, students will develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively; and to reach well-supported factual or judgmental conclusions.

AREA B--MATHEMATICS AND NATURAL SCIENCES²⁴

Instruction approved for fulfillment of this requirement is intended to develop knowledge of scientific theories and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. Students are required to take a minimum of eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in a related laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.

Courses in Mathematics/Quantitative Reasoning shall have an explicit intermediate algebra prerequisite, and students shall develop skills and understanding beyond the level of intermediate algebra. Students will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

Students are required to take one course from sub-areas B1, B2, B3, B 4, and B5 as defined below. One laboratory course from sub-area B1 or B2 must be taken to fulfill the B3 requirement. The course for sub-area B5 must be an upper division synthesis course. Students should complete Area A (1, 2, and 3)

²³ General Education Breadth Requirements – Executive Order No. 1065

²⁴ General Education Breadth Requirements – Executive Order No. 1065

and at least two of the mathematics and natural science Area B (1, 2, 3, and 4) before taking their upper division B5 course.

1) **Physical Sciences**

Courses in this area will provide students with fundamental knowledge of the physical laws controlling the universe. This area will also reinforce the quantitative mathematical reasoning skills developed in sub-area 4 as well as the student's critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical.

2) **Biological Sciences**

Courses in this area will provide students with fundamental knowledge of living systems and their relationships with the world about them, including attention to diverse life forms, ecology, and evolution. Scientific contributions, where applicable, from various cultures of the world will be included.

3) **Laboratory Activity**

Courses in this area will require the student to reinforce principles learned in the physical sciences and biological sciences sub areas. At least one laboratory course from sub-area B1 or B2 must be taken to fulfill this requirement.

4) **Mathematics/Quantitative Reasoning**

Courses in this area will require the student to use basic mathematical skills to develop mathematical reasoning, investigative and problem solving abilities. Development of these goals will include applications from/to real life situations.

5) **Science and Technology Synthesis (must be upper division)**

Courses in this area will deal both with the relationship between science, technology, and civilization and with the effect science and technology has on civilizations and human values. Appropriate issues to be explored by courses in this area include but are not limited to: the impact of specific technologies such as communications or computing technology; ecological issues; history and philosophy of science and technology; scientific method and reasoning; medical technology and its ethical implications; general systems theory and its applications to a variety of disciplines and situations.

AREA C--HUMANITIES²⁵

Across the disciplines in Area C coursework, students will cultivate intellect, imagination, sensibility and sensitivity. Students will respond subjectively as well as objectively to aesthetic experiences and will develop an understanding of the integrity of both emotional and intellectual responses. Students will cultivate and refine their affective, cognitive, and physical faculties through studying great works of the human imagination. Activities may include participation in individual aesthetic and creative experiences.

In their intellectual and subjective considerations, students will develop a better understanding of the interrelationship between the self and the creative arts and of the humanities in a variety of cultures. (Excerpted from Executive Order 1065)

Students may take courses in languages other than English in partial fulfillment of this requirement if the courses do not focus solely on skills acquisition but also contain a substantial cultural component. This may include literature, among other content. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

²⁵ General Education Breadth Requirements – Executive Order No. 1065

Students are required to take one course from sub-areas C1, C2, C3, and C4 as defined below. The course for sub-area C4 must be an upper division synthesis course. Students should complete Area A (1, 2, and 3) and Area C (1, 2, and 3) before taking their upper division C4 course.

Arts, Literature, Philosophy, and Foreign Languages (typically lower division)

Each course in sub-areas C1, C2, and C3 must provide planned relationship to the other Humanities subject areas. In addition, each course in sub-areas C1, C2, and C3 must include a significant cross-cultural component.

1) Fine and Performing Arts²⁶

Courses will enable students to experience and appreciate the fine and performing arts in relation to the realms of creativity, imagination, and feeling that explore the meaning of what it is to be human. Courses could include active participation in aesthetic and creative experience. Students should understand how disciplined, individual creativity can produce objects that are obviously useful or practical but that clarify, intensify and enlarge human experience. Courses will provide a sense of the values that inform artistic expression and performance, and their interrelationships with human society.

2) Philosophy and Civilization

Courses in this area will provide students with an understanding of the values that make a civilized and humane society possible. Courses will enable students to examine critically the philosophical ideas and theories around which difference civilizations have been organized, and to explore the complex developments of those civilizations. In the study of philosophy, students should come to understand and appreciate the principles, methodologies, and thought processes employed in human inquiry. Courses should promote the capacity to make informed and responsible moral choices. Moreover, they should encourage broad historical understanding enabling students to see the past in the present and the present in the past.

3) Literature and Foreign Languages

Courses in this area will provide students with an appreciation of languages and literature, underscoring both the relationships between culture and language and the importance of literature in the interpretation of culture. Students in literature and foreign languages should better understand the significance of great creative writings and communicative customs and traditions of particular cultures. Instruction in these courses will deepen students' appreciation of enduring works of literature and of the contributions of diverse cultures to our literacy and linguistic heritage.

4) Humanities Synthesis (upper division)

Courses emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local – showing the bonds between the past, present, and future.

AREA D--SOCIAL SCIENCES²⁷

Students learn from courses in multiple disciplines that human social, political and economic institutions and behavior are inextricably interwoven. Through fulfillment of the Area D requirement, students will develop an understanding of problems and issues from the respective disciplinary perspectives and will examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.

²⁶ AS-2286-089/GE Request to Change Name of GE Area C1

²⁷ General Education Breadth Requirements – Executive Order No. 1065

Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework taken in fulfillment of this requirement must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

Students are required to take two courses from sub-area D1 and one course from sub-areas D2, D3, and D4 as defined below. The course for sub-area D4 must be an upper division synthesis course. Students should complete Area A (1, 2, and 3) and Area D (1, 2, and 3) before taking their upper division D4 course.

1) U.S. History, Constitution, and American Ideals

CSU campuses may permit up to six semester units or eight quarter units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) to be credited toward also satisfying General Education Breadth Requirements. These proposals should conform to the following requirements.²⁸

The purpose of these requirements is to ensure that: students acquire knowledge and skills that will help them to comprehend the workings of American democracy and of the society in which they live, enabling them to contribute to society as responsible and constructive citizens. To this end, the campus shall provide comprehensive study of American history and American government, including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government. To qualify for graduation, each student shall demonstrate competence by completing courses in the foregoing fields. Students transferring from other accredited institutions shall not be required to take further courses or examination therein.

Note: The last sentence applies only to courses taken in California. Students who have completed courses on the federal government and the federal constitution in other states must take an approved course covering California government or pass an examination administered at Cal Poly Pomona.

2) History, Economics, and Political Science

and

3) Sociology, Anthropology, Ethnic and Gender Studies

Courses in each sub-area will introduce students to the methods and theories pertaining to economic, social, and political analysis, respectively. Courses in sub-area D2 and D3 should also show how human social, economic, political, and historical institutions are inextricably interwoven.

Thus, while the subject matter of each D2 and D3 course will emphasize a particular content area, each course should also demonstrate the interrelatedness of sub-areas D2 and D3.

To accomplish this goal, these courses will include substantial coverage of interdisciplinary issues so those students can connect sometimes-fragmented information and draw meaningful conclusions. Problems and issues in these sections should be examined in contemporary as well as historical contexts, and include significant global and cross-cultural perspectives.

Courses in sub-areas D2 and D3 will integrate critical thinking and analysis. Students will be able to generalize, draw comparisons, detect logical fallacies, and perceive the interrelatedness of human social, political, and economic institutions and behaviors.

²⁸ California Code of Regulations, Title 5, Section 40404, and "Requirements in United States History, Constitution and American Ideals" (Board of Trustees CSU Register dated 1/10/92)

4) Social Science Synthesis (upper division)

Courses should focus on a deeper understanding of a set of concepts and their application in the solution of a variety of specific social problems. Courses may take a broader, more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as different theories and approaches in the field.

AREA E--LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT²⁹

The content of courses to fulfill Area E is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings.

Student learning in this area shall include selective consideration of content such as human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, as well as implications of death and dying and avenues for lifelong learning. Physical activity may be included, provided that it is an integral part of the study elements described herein.

GUIDELINES FOR GE SYNTHESIS COURSES

The major focus of a synthesis course is to integrate and focus fundamental concepts and issues.

General Education synthesis courses must be offered on a regular, yearly basis. If courses are not offered on this frequency, the Office of Academic Programs has the authority, after consultation with the Academic Senate, to delete them from the approved list.³⁰

Advisors may not direct students to take coursework to meet the 12-unit upper division requirement unless those courses have been approved as a GE synthesis course through full curricular review, including Academic Senate and President approval.

Sub Area B5-Science and Technology Synthesis

Foundational courses in Area B teach the fundamental concepts of mathematics and science, including the scientific method. By placing basic knowledge of science and technology in an historical context, one may rationalize the inclusion of this area as a component of general education. Synthesis courses in this area are essentially integrative in nature, requiring application and generalization of basic scientific or mathematical knowledge from the foundational courses to real world or practical problems. Appropriate issues to be explored by Synthesis courses would include but not be limited to:

- The impact of science and technology on civilization and human values.
- Natural systems issues.
- History and philosophy of science and technology.
- Scientific method and reasoning.
- Health and diseases.
- Medical technology and its ethical implications.
- General systems theory and its application.
- Exploration of Earth systems.
- Relationships between Earth's biological and physical systems.
- Impact of concept biological evolution on scientific thinking.

²⁹ General Education Breadth Requirements – Executive Order No. 1065

³⁰ AS-2118-034/AP Proliferation of G.E. Synthesis Courses

- Computers and humankind.
- Roles and impact of biological resources and systems on various areas of human life such as nutrition, pharmacy, biodiversity benefits, economics and culture.

Educational Objectives

To develop higher-order cognitive skills through:

- Being exposed in greater depth to some of the ideas and issues covered in the lower-division courses in this area, thus gaining a deeper knowledge in a focused area within Science and Technology.
- Applying analytical thinking to draw inferences from observations, discerning internal structures and patterns, recognizing problems and analyzing value structures.
- Encouraging synthetic-creative thinking in order to identify problems and associations, and construct original ideas.
- Thinking evaluatively, whereby assumptions and limitations are identified and ideas evaluated.
- Reasoning scientifically by mastering an understanding of the scientific method and the need for accurate measurements.
- Using numerical data critically to provide support for data and to recognizing the correct as well as incorrect uses of data.
- Recognizing that there are ethical issues that evolve out of scientific, mathematical and technological explorations.
- Understanding the responsibilities and obligations inherent in applying knowledge for human betterment and benefit.

Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the Mathematics and Natural Sciences sub-areas 1, 2, or 4, and the manner and method for integrating concepts from the foundational courses.
- How the course will apply fundamental scientific, mathematical or statistical concepts from the foundational courses to solve problems in new or larger areas.
- How the required writing component is incorporated.
- The development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: Sub-areas 1, 2 & 3 is required.)
- Assessment of the student's understanding of the math and natural science area of general education.

The course outline should also:

- show a clear orientation of subject matter toward an integrative consideration of science as it relates to human affairs, as opposed to the strongly discipline-oriented coverage of individual topics in major courses.
- demonstrate the use of the scientific method to explore the impact/influence of science on human affairs.
- emphasize how to find and utilize original research materials from the scientific literature to inform discussions and support written assignments and class presentations.
- require students to demonstrate an ability to analyze and manipulate scientific data through assignments and/or in-class activities.

Sub Area C4-Humanities Synthesis

The inquiry based Humanities Synthesis course will integrate and be focused on two or more of the following areas: Philosophy, Fine Arts, Language, Performing Arts, History and Literature. This course is intended to be the culmination of a sequence of study and to focus and synthesize the essence of humanities coursework already taken. The course should emphasize the Humanistic or expressive aspects of culture. This offering should provide the temporal and cultural context that will illuminate contemporary thought and behavior from a global, regional and local perspective and show the bonds between the past, present, and future.

Educational Objectives

To develop higher-order cognitive skills through:

- Exposing with greater depth, some of the ideas and issues covered in the 100-level and 200-level courses in Humanities, thus gaining a deeper knowledge in a focused area within the Humanities,
- Applying analytical thinking to draw inferences from observations, discerning internal structures and patterns, recognizing problems and analyzing value structures,
- Encouraging synthetic-creative thinking in order to identify problems and associations, and construct original ideas, and
- Thinking evaluatively, whereby assumptions and limitations are identified and ideas evaluated.

Objectives more specific to Humanities:

- Understanding the possibilities and limitations of language as a symbolic and expressive medium,
- Reading with insight, engagement, detachment, and discrimination so as to sustain an extended line of reasoning through both narrative and thematic development,
- Reviewing and re-emphasizing the crucial historical developments within the Humanities and appreciate the significance of major literary, philosophic, and artistic works,
- Grasping relevant aspects of the relationship of the Humanities to science and technology,
- Appreciating non-verbal forms of understanding and expression, appreciating the aesthetic and historical development of one or more of the visual or performing arts and understanding the relationship between form and content,
- Understanding currently accepted critical standards and the advantages and limitations of various schools of reasoning, and
- Appreciating the relative cultural significance of works of literature, philosophy, and the arts.

Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the Humanities sub-areas 1, 2 or 3 (Completion of courses in Area C: Sub-areas 1, 2, and 3 is required),
- How the course is focused on two or more of the following areas: Philosophy, Fine Arts, Language, Performing Arts, History and Literature,
- The development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: Sub-areas 1, 2 and 3 is required),
- How the required writing component is incorporated,
- Assessment of the student's understanding of the Humanities area of general education.

The course outline should also indicate:

- In what manner the course contributes to an overall understanding of the Humanities,

- What insight is provided by the course on the strengths and limitations of a humanistic approach,
- How this course integrates the more specific offerings of the Humanities area,
- How a Humanistic perspective on contemporary issues complements other viewpoints,
- How the course promotes problem solving and reasoning skills.

Sub Area D4-Social Sciences Synthesis

The purpose of the Social Sciences Synthesis course requirement is to allow the students to examine more deeply, and apply more broadly, the basic concepts and methodologies that they acquired in the lower division courses for understanding the behavior of individuals, groups and societies. Some of these courses may focus on a deeper understanding of a set of concepts and their application in the solution of a variety of specific social problems. Other courses may take a broader, more integrative approach and examine the historical development and cross-cultural distribution of patterns of social behavior as well as of different theories and approaches in the field. Although the approach, methodology and specific focus of the different disciplines in this area differ considerably, each course should show how its discipline provides its own insight into the complex phenomenon that is human social behavior.

Each course in this category:

- Should include readings from original primary sources, as opposed to only secondary sources.
- Should promote original and critical thinking in writing or discussion.
- Should focus attention on understanding the interrelationships among the disciplines and their applications in contemporary environments.
- Should encourage a deeper understanding of a set of concepts in a particular area and their application in a wide variety of situations.

Educational Objectives

To develop high-order cognitive skills in the social sciences through:

- Being exposed in greater depth to some of the ideas and issues covered in the lower division courses in this area, thus gaining a deeper knowledge in a focused area within the social sciences.
- Understanding the research methodologies of one or more specific areas in the social sciences, and how they are applied to different situations and questions.
- Applying the basic knowledge and understanding acquired in the lower division courses to the advanced study of one or more specific areas, or to a broad cross-cultural and historical analysis of one of the Social Sciences.
- Gaining insight into the many factors at different levels that influence the behavior of groups of different sizes.
- Being able to critically evaluate different approaches to studying and changing social behavior at different levels.

Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the Social Sciences sub-areas 1, 2 or 3 (Completion of courses in Area D: sub-areas 1, 2, and 3 is required).
- The development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: Sub-areas 1, 2, and 3 is required.),
- How the required writing component is incorporated,
- Assessment of the student's understanding of the Social Sciences area of general education

The expanded course outline should also indicate how the course:

- Draws upon the perspective of one or more of the fields in the Social Sciences that are covered in the lower division courses.
- Provides the student with a deeper understanding of one area of Social Sciences, and with the ability to apply its concepts to different problems and situations.
- Promotes critical thinking, problem solving and reasoning skills.

General Education-Interdisciplinary Synthesis

General

The Interdisciplinary Synthesis course is one that bridges two or more of the General Education synthesis areas and is not specific to any one of the three. In other words, whereas the conventional synthesis course is identified by content as belonging to its respective area, the interdisciplinary synthesis course can function in more than one area by virtue of its composite nature. Qualifying courses might include thematic or topical courses falling outside domains traditionally associated with the General Education function, e.g. courses in the former general education category 5 that are associated with Agriculture, Business Administration, Engineering, Environmental Design and Hotel and Restaurant Management.

Educational Objectives

To develop an enhanced ability to:

- Apply knowledge and understanding acquired in lower-division course-work in the area to the advanced study of a subject or to new, but related areas of inquiry.
- Respond in depth to the kinds of issues approached in lower-division study in the area.
- Appreciate the implications of knowledge in a focused area of study.
- Appreciate the way in which relationships between one area of study and another area provide perspective on knowledge.

Course Criteria

The expanded course outline for courses proposed for this area must clearly indicate:

- The integration of at least two of the general education synthesis areas (Completion of all relevant subareas from the areas being integrated by this course is required),
- Development and integration of written and oral communication skills appropriate for an upper division course (Completion of courses in Area A: sub-areas 1, 2, and 3 is required),
- Assessment of the student's understanding of the interdisciplinary nature of the areas covered.

The expanded course outline should also explain:

- The upper-division level of studies and that the lower-division foundational courses serve as prerequisites.
- The manner in which the lower division general education areas are covered by the material in the course.
- The manner in which synthesis of the General Education areas is achieved.

Additional guidelines concerning Interdisciplinary Synthesis Courses

- The expanded course outline may be developed and offered by one department with the collaboration of other departments or may be developed and offered by two or more departments.
- Informal submission to the GE Committee is encouraged for review and suggestions before formal submission for approval.

- It is understood that any student completing this course must also complete other synthesis courses so that a total of three courses in the synthesis areas of Humanities, Social Sciences, and Mathematics and Natural Sciences are taken.

AMERICAN CULTURAL PERSPECTIVES REQUIREMENT³¹

Coursework in American Cultural Perspectives is a graduation requirement, not a general education requirement. The courses that satisfy this requirement may be part of a student's GE program, major, or minor, or may be taken as electives. These requirements will not constitute an additional unit load on the degree requirements of a student in any program. To satisfy this requirement, a student must take at least one four-unit course.

Courses that meet the American Cultural Perspectives requirement should satisfy all of the following criteria:

- Introduce theoretical perspectives and non-western/non-traditional approaches for studying gender, ethnicity, and class;
- Include the study of at least one other marker of social difference, such as sexual orientation, religious affiliation, national origin, etc.;
- Cover at least two of the following socio-cultural groups: African Americans, Native Americans, Chicano/Latino Americans, Asian Americans, Pacific Islands Americans, Middle Eastern Americans, or European/White ethnic Americans;
- Address intra-cultural differences as well as inter-cultural commonalities. Differences may be examined by focusing on diverse cultural practices, environmental ethics, political histories, religious beliefs, or means of artistic expression.

³¹ AS-887-934/GE, Criteria for Courses to Fulfill American Cultural Perspectives Requirement

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE**

DATE: May 21, 2014
TO: General Education Committee
FROM: Academic Senate Executive Committee
SUBJECT: Academic Senate Referral

1. CLASSIFICATION: GE-008-134

TITLE OF REFERRAL: General Education Subject Area Distribution.

2. BACKGROUND: See attached referral request form. Additional background provided by the EC:

The GE Committee of the Academic Senate is tasked to develop the necessary structure for the GE Program that is suitable for implementation on a semester calendar. The program structure should be in compliance with all campus and system requirements.

3. RECOMMENDED RESOURCES: See attached referral request form and supporting documentation from Provost denBoer. Additional resources recommended by the EC:

4. **Deans and Associate Deans.**

For the Committee's Report on this referral, please list in separate sections, the resources recommended and resources actually consulted. If a resource was not consulted, briefly state why.

5. REVIEW AND RECOMMEND: Review and recommend as appropriate.
6. DATE REQUIRED FOR PRESENTING COMMITTEE REPORT TO EXECUTIVE COMMITTEE: **October 6, 2014**

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE
REFERRAL REQUEST FORM**

Please provide all information requested in this form. Incomplete referrals will be returned. Referrals must be submitted in electronic form to: **senate@csupomona.edu**

Date: May 5, 2014

Names and titles of proponents: General Education Committee of the Senate

KEYWORDS: General Education, Subject Area Distribution, Unit Requirement

TITLE OF REFERRAL: General Education Subject Area Distribution

BACKGROUND: (Provide background on the need for this referral and how it will benefit the University. Clearly state the expected outcome(s) or action(s) requested)

As Cal Poly Pomona prepares for conversion from a quarter to semester academic calendar by Fall 2018, it is imperative that the general education (GE) program be modified in a way to allow for operation on a semester calendar that is in compliance with Executive Order 1065, as well as other campus and system requirements.

The GE Committee of the Academic Senate is asked to recommend whether it should be tasked with the development of the necessary structure for the GE Program that is suitable for implementation on a semester calendar. The program structure will should be in compliance with all campus and system requirements.

RECOMMENDED RESOURCES: (Provide a list of persons and documents that could be consulted for additional information on this topic)

Executive Order 1065
Current Curriculum Guide
GE Assessment Committee
Claudia L. Pinter-Lucke
All College Curriculum Committee
University Council of Chairs

The Executive Committee (EC) forwards the referrals to a standing committee that researches the proposal, contacts resources, and submits a report. The EC reviews the report, forwards it to the Senate or returns it to the standing committee for additional information, clarification, or review. After the EC accepts the report it is placed on the agenda of the next Academic Senate meeting for a first reading and a month later for a second reading where voting takes place. The referral is then sent to the President for approval. Depending on the topic the process may take from 1 to 3 quarters. A motion to waive the first reading, if approved by the Senate, would reduce the wait time by one month.

Is there a deadline by when this referral needs to be considered by the Academic Senate?
No Yes, by _____ (date). Justification for deadline:

From: Robin C. Tomasso

Sent: Friday, May 16, 2014 7:53 AM

To: Alison Pearlman; Arthur H. Winer; Cynthia T. Guzman; David M. Speak; Jeffery L. Guyse; Julie Shen; Lisa Alex; Peter Kilduff; Robin C. Tomasso; Ron Leon; Sean Monemi; Yasser Salem; Zhenxing Eddie Mao

Cc: Marten denBoer

Subject: FW: Request on GE to Senate Executive Committee

Good Morning Executive Committee,

Dr. denBoer requested that this message be forwarded to you.

Thank you

Robin

From: Marten denBoer

Sent: Friday, May 16, 2014 7:48 AM

To: Robin C. Tomasso

Subject: Request on GE to Senate Executive Committee

Robin,

Could you forward this request to the Senate Executive Committee? Thank you!

To the Senate Executive Committee.

As the Senate EC discussed at its last meeting, it is important that academic departments know the general structure of our semester-based General Education program before they finalize the design of their major programs. In addition, departments which offer GE courses will need detailed information about the GE program to help them revise or convert those courses. To ensure that curriculum changes are completed and catalog changes finalized before the 2017-18 year, the GE program structure will need to be approved by the Senate by the end of the fall 2014 quarter. To reach that deadline, I ask the EC to urge the GE Committee to confine its work during summer 2014 to semester conversion (as opposed to revisioning) of GE, which would involve the following tasks:

- (1) Design a 48 semester unit GE Subject Area Distribution model aligned with the breadth requirements in Article 4 of CSU Executive Order (EO) 1065.
- (2) Update the instruction requirements for each GE Subarea to be consistent with the requirements in Article 4 of EO 1065.
- (3) Align the GE Program Learning Outcomes approved last year by the Senate with the GE Subareas to ensure that students have the opportunity to develop all the approved learning outcomes as they complete the GE breadth requirements.
- (4) Expand the ECO template to include sections to address the specific requirements of GE courses to provide guidance to departments developing GE course proposals.