Preliminary Agenda

1. Welcome and Introductions
2. Supplemental GE Review Criteria—The issue of supplemental language was tabled pending developments over the summer.
3. Mode of Delivery for Certified Courses (indication in OSCAR)—Awaiting CCC advice? Greg? Tarjan recollection is that the ASCCC leadership view is that normal curriculum processes should handle any problems. More detailed statements of course expectation may need to be developed in specific areas (A1, sciences, etc.).
4. Potential Reduction in CSU Campus GE Programs—the Senate will continue to monitor developments. Is anyone aware of developments?
5. Update on Comprehensive review of CSU GE-Breadth Written Communication Requirement (Area A2)—GEAC voted to proceed with a comprehensive review in May. Jo?
Members Present: Ted Anagnoson (LA), Sam Edelman (Chico), Barbara Hooper (CSU articulation officer), Charlie Klein (CCC CO), Ken Nishita (Monterey Bay), Cindy Parish (CCC articulation officer), Tapie Rohm (San Bernardino), Romey Sabalius (San José), Jo Service (CSU CO), Barbara Swerkes (Northridge), John Tarjan (Chair) (Bakersfield), Jim Wheeler (Maritime)

Members Absent: Jim George (Provost—Bakersfield), Rudy Vanterpool (Dominguez Hills), John Karras (CSU CO), Yula Flournoy (Mount San Jacinto College)

MEETING NOTES

1. Supplemental GE Review Criteria
   a. The several versions of the letter before us was drafted as an alternate approach to modifying the language in EO 595.
   b. There are mixed feelings about sending anything forward to campuses in light of other initiatives currently underway such as LDTP and developments regarding GE at CSU, Northridge.
   c. One member feels the proposed supplemental language seems to diminish the emphasis on the traditional GE areas and skills and focuses more on specific topical areas.
   d. The Academic Affairs Committee will likely be taking up a comprehensive review of EO 595 in conjunction with GEAC over the next year in response to Board initiatives.
   e. There will be an item on GE as part of a broader facilitating progress to degree in front of the Board of Trustees next week.
   f. Executive Vice Chancellor Spence has expressed concern about the size of GE Area-Breadth, particularly as it affects high-unit majors.
   g. One member expressed a preference that information literacy be required. Ethics should also be a part of the curriculum. Having information literacy standards would be a help for the community colleges.
   h. There is a split between faculty who believe information literacy should be a part of GE and those who feel it should be part of major requirements.
   i. The language in EO 595 seems out of date and insufficient. The supplemental language further defines things.
   j. The question, “What do our students need to be prepared for the 21st Century” should guide our deliberations.
   k. It will be interesting to see if GE is “tweaked” or if we will face a paradigm shift in the approach to GE. The former is more likely.
   l. We may want to table the supplemental language pending developments over the coming year.
   m. CC students face more than 39 units of lower-division GE due to higher unit value (>3) courses at many CCs and additional CSU campus-specific requirements. Adding to the package would place a hardship on students.
n. “Life-long understanding” (Area E) should encompass things like information literacy.
o. WASC guidelines for GE include a minimum of 45 units and spreading GE throughout the curriculum. WASC expects assessment of GE. There may be a problem if there is no culminating experience in GE. If GE is not assessed in conjunction with a culminating experience, where and with what resources will it be assessed on the campuses?
p. U.S. History and American government courses may deserve attention. There is a lack of parallelism with IGETC. Also these subjects are covered in some depth in high school.
q. History courses can be considered as either social science or humanities in the CSU by agreement. If a course is accepted as humanities for IGETC, it must be allowed to be counted as such for Area Breadth.
r. The stability of the GE pattern has been a great boon to our transfer students.
s. There are no system guidelines on double-counting. They vary from campus to campus. This issue may be a focus of the CO and the Trustees. There are likely to be small shifts rather than big changes in the curricular content of GE. Double-counting and total units may be reexamined.
t. Double-counting mandates would result in relatively small changes.
u. The issue of supplemental language was tabled pending developments in GE over the summer.

2. Partial Certification of GE Prior to Transfer/LDTP Patterns
   a. The committee has endorsed the concept of not holding students liable for completion of campus-specific GE requirements in an area (just completion of the statewide GE-Breadth requirements in that area) if patterns (e.g., SCIGETC, LDTP) do not require full completion of all areas.
   b. No further action is needed in addition to the Senate resolution (sponsored by AA, implicitly endorsed by GEAC) that was passed last year.

   a. No action is required.
   b. Every CSU campus accepts double-counting for CC transfers.

4. Update on GE Course Review
   a. Was mostly done on-line.
   b. We will have more members on the review committee next year.
   c. The reviews likely will be done exclusively through OSCAR next year.
   d. Perhaps an informal review of the success of OSCAR next year.
      i. There is a different dynamic when people are not in the same room.
      ii. Dean Service: it is difficult to separate the effect of different reviewers vs. the technology.
      iii. The pros and cons of OSCAR were discussed.
         1. Being able to refer back on-line, to add comments, to be able to see others’ comments, to be able to focus area by area, were listed as plusses of the system.
         2. The inability to discuss issues with colleagues quickly was listed as a minus.
   e. This year’s reviews and reviewers seemed to be “tougher” than those in past years.
f. It may be time for comprehensive review of courses certified for GE. This would be a major undertaking. The comprehensive review of American Institution courses undertaken 6 years ago is just coming to an end.
g. The overwhelming majority of CC campuses submitted their materials in OSCAR format this year.
h. Science courses with an applied cast (such as soil science courses) and other courses offered by application-oriented departments such as criminal justice have traditionally been allowed in GE-Breadth.
i. LDTP major course review may be very different from GE course review.
   i. Major courses have specific content mandates vs. general guidelines for GE courses.
   ii. The role of staff in the review process may be different as they are not subject matter specialists.
   iii. GE is a collective faculty responsibility but major preparation is discipline, campus specific.
j. The OSCAR format has resulted in campuses being more responsive to comments from the committee. It has also allowed the committee to give more effective feedback regarding resubmissions.

5. Mode of Delivery for Certified Courses—indication of technology-mediated possibilities in OSCAR
   a. Theater Arts, Dance, Communication Studies, Life and Natural Science faculties are concerned about distance and technology-mediated instruction.
   b. Communications Studies is in favor of allowing a distance lecture but requiring live body speaking (with an instructor and student audience).
   c. Perhaps agreements by all disciplines with concerns are needed.
   d. CCs are worried about a reflexive reaction to distance learning such as they experienced with UC in the recent past. The CCs have systems in place for internal review. We still need to hear from Yula about the ASCCCC perspective on this.
   e. Perhaps we need a box in OSCAR where information on distance learning that is provided in the college approval process can be recorded. OSCAR presently has just a check-box: “Is this course delivered via distance education?” There was a proposal to have an indication of mode of delivery in OSCAR with an area for explanation of how course objectives are achieved through distant delivery.
   f. Verification of test-taking and the completion of other course requirements is an issue. This is an important issue for athletics eligibility. If verification is not supplied, the course cannot be used for eligibility.
   g. We will wait to hear from Yula and the ASCCCC before recommending changes to OSCAR templates.

6. Potential Reduction in CSU Campus GE Programs—the Senate will continue to monitor developments.

7. CSU GE-Breadth Written Communication Requirement (Area A2)
   a. All campuses except SFSU allow this requirement to be met with one course.
   b. One CC had multiple Area A2 courses which were below baccalaureate levels and which had been “grandfathered” into GE.
   c. There was a challenge to a composition course that one campus in a 2-campus district considered appropriate for A2 and the other campus considered inappropriate for A2.
d. There have been no further formal challenges to composition courses as being non-baccalaureate but considerable concern about there still being a significant number of such courses on GE certification lists.

e. A big concern is the potential for non-native speakers to take non-baccalaureate level courses developed for their needs to fulfill the requirement. (There are baccalaureate-level courses designed to meet Area A2 objectives and the needs of non-native speakers of English that have been reviewed and accepted for Area A2; those are not of concern.)

f. The issue in front of us is whether to do a comprehensive review of Area 2A outlines as a way of fairly addressing the content of composition courses.

g. Such a review may signal unsympathetic treatment of non-native speakers to some observers.

h. The committee voted to proceed with a comprehensive review of Area 2A courses.
Supplemental Criteria to be Used in CSU Campus General Education Review

Executive Order 338 and other documents relating to CSU General Education-Breadth Requirements have served the students of the CSU and the citizens of California well. The general education programs at the CSU and its transfer institutions are comprehensive and responsive to the needs of their students. The emphases on skills, knowledge, appreciation and understanding are necessary to prepare students to function successfully in our evolving society. However, in the almost 25 years since the basic principles and guidelines of the general education curriculum were developed, the needs of CSU students have continued to evolve. This is reflected in the fact the colleges and universities offering general education courses have modified their courses and patterns to incorporate new skills, knowledge, understanding and appreciation. All of the components listed below are present to a greater or lesser degree in almost all GE programs across the state. They are provided as a template to be used in CSU campus-based reviews of general education programs. It is recognized that “general education” has both upper-and lower-division components and that major, minor and other graduation requirements contribute to the “general” education of students even if they are not a part of the officially designated general education requirements.

1. CSU graduates should be able to identify important components of Human Diversity in California, demonstrate an understanding of the implication of that diversity and be able to function effectively in diverse groups and societies. Important dimensions and topics related to diversity include, but are not limited to, race and ethnicity, gender, sexual harassment, sexual orientation, religious tradition/preference, political persuasion, physical and other disabilities, and the American with Disabilities Act.

2. CSU graduates should understand how changes in Technology can impact upon societal values, institutions, and the quality of life. They should also be aware of associated ethical issues and be able to approach them with understanding and knowledge.

3. CSU graduates should possess Information Literacy. This means that they should be proficient in the use of information technology. They should be aware of the various sources of information and be able to gather relevant information when making decisions. They should be able to evaluate the quality and credibility of both information and the sources of information.

4. CSU graduates should demonstrate both an appreciation of the importance of Ethics for societies and the ability to frame ethical issues in a decision-making framework. In order to do this students must be aware of the ethical underpinnings of society and the processes and frameworks by which ethical issues are addressed and be familiar with current issues which pose ethical questions.

5. CSU graduates should possess the understanding and tools to support Financial Planning and Preparedness throughout their lives. In order to do this students should have a basic understanding of financial institutions, the various types of insurance (home, income, health, life, etc.), the use of credit, and the laws and mechanisms regarding preparation for retirement/financial security.

6. CSU graduates should be able to function effectively in a society in which a Global/International Perspective and Understanding is increasingly important. In order to demonstrate this perspective and understanding, students should have a basic understanding of cultural, economic and political geography, and the relations between nations.
Excerpt from Tarjan e-mail from June 7th with issues to consider during the summer.

1) What is the role of the upper-division component of GE and how big should it be?
2) Should the CSU incorporate some of the supplemental language dealing with information competency, diversity, technology, ethics, global/international perspectives, etc. into a new Executive Order?
3) Should the Areas be reconfigured/refined?
4) Should there be system policy on double-counting?
5) Should American Institutions even be a graduation requirement for California h.s. graduates? If it is, should we address the double-counting issue that de facto greatly reduces choice in the social sciences?
6) Should Area A more closely reflect the UC approach to English communication?
7) Should foreign language play more of a role in GE?
8) Should we reduce (or expand) GE requirements?

Tarjan list of potential actions regarding GE found on his laptop.

1. Substitution of a second composition course emphasizing critical thinking and logical reasoning for Area A3.
2. A requirement that oral communication courses (A1) emphasize informative and persuasive public speaking and the use of presentation aids.
3. Replacement of US History with an exam (graduation requirement) or elimination altogether.
4. Elimination of the US and CA government requirement or a modification.
5. Allowing an option of completion of upper-division GE or a minor from an area of study very different from the major (arts and humanities; life, natural & mathematical sciences and engineering; professional studies (business, public administration); social and behavioral sciences).
6. Overlay of supplemental review criteria on existing GE language.
7. Elimination or revision of Area E to include supplemental criteria.

Robert Cherny ideas on a GE structure.

6 units of English composition
3 units of math
9 units of humanities and creative arts
9 units of behavior and social sciences exclusive of US hist/govt
7 units of physical and biological sciences, including one course with an associated lab
9 upper-division units outside the major OR COMPLETION OF A MINOR
US hist/govt to be completed by classes or exams (EO 405)

David McNeil’s thoughts on GE.
Maybe next year’s GE discussion can consider what our students really need (which may not be simply the curriculum we ourselves learned from). The question is of course complicated by the fact that our students come from diverse cultures, not just Net Gen, not just the freshman dorm studied in the book I mentioned.
Date: November 20, 1992

To: Presidents

From: Barry Muniz
Chancellor

Subject: General Education-Breadth Requirements – Executive Order No. 595

At its meeting of July 1991, the Board of Trustees adopted amendments to Title 5, *California Code of Regulations*, establishing alternative ways for undergraduate students to complete CSU general education requirements. The CSU General Education-Breadth pattern, which was implemented by Executive Orders 338 and 342 in 1981, remains one pathway to fulfillment of those requirements. Executive Order 595, superseding Executive Orders 338 and 342, acknowledges the establishment of alternative pathways, implements reciprocity for lower-division general education for students transferring from one CSU campus to another, authorizes full and subject-area certification of transfer students' fulfillment of CSU General Education-Breadth requirements, and revises the procedures for recognizing transferring institutions' courses for CSU General Education-Breadth credit.

This Executive Order was developed in consultation with the Chancellor’s General Education Advisory Committee, CSU campuses, and the California Community Colleges. It was endorsed without dissent by the Academic Senate CSU and the Executive Council. Staff have assured the community colleges that community college faculty will be welcome to participate in the deliberations that lead to the CSU’s determination of the congruence of community college courses with CSU General Education-Breadth objectives. Every effort will be made to ensure that the new procedures provide timely feedback to participating institutions.

In accordance with the policy of the California State University, the campus President has the responsibility for implementing Executive Orders, where applicable, and for maintaining the campus repository and index for all Executive Orders.

Distribution: Vice Presidents, Academic Affairs
Vice Presidents, Student Affairs
Deans of Undergraduate Studies
Deans/Directors of Admissions and Records
Articulation Officers
Directors, Transfer Centers
Chairs, Campus Academic Senates
Chancellor’s Office Staff
Executive Order No.: 595
Title: General Education-Breadth Requirements
Effective Date: January 1, 1993
Supersedes: Executive Order No. 338, 342

This Executive Order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40405, 40405.1, and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to students enrolling in fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Sections 40405.2 or 40405.3 of Title 5.

I. Scope and Purpose

This Executive Order is intended to establish a common understanding about CSU General Education-Breadth Requirements (pathway A below) and to provide for certification by regionally accredited institutions of the extent to which transfer students have met these requirements. Reciprocity among the CSU campuses for full and subject-area completion of lower-division General Education-Breadth Requirements is also addressed in this Executive Order.

Policies adopted by the Board of Trustees in July 1991 provide for three ways for undergraduate students to fulfill general education requirements of the CSU:

A. Fulfillment of CSU General Education-Breadth Requirements (Title 5, Section 40405.1), including a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree.

B. Completion of the Intersegmental General Education Transfer Curriculum (Title 5, Section 40405.2), as certified by a California community college, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree.

C. Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree. Implementation of this alternative is contingent on development of a formal agreement between the California State University and the University of California.
II. Campus Responsibility

A. The faculty of a CSU campus has primary responsibility for developing and revising the institution's particular General Education-Breadth program. Trustee policy describes broad areas of inquiry, which may be viewed from various disciplinary and interdisciplinary perspectives. Within the framework provided, each CSU campus is to establish its own requirements and exercise its creativity in identifying courses and disciplines to be included within its General Education-Breadth program. In undertaking this task, participants should give careful attention to the following:

1. Assuring that General Education-Breadth Requirements are planned and organized so that their objectives are perceived as interrelated elements, not as isolated fragments.

2. Considering the organization of approved courses into a variety of "cores" or "themes," each with an underlying unifying rationale, among which students may choose.

3. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which continue to meet the objectives and particular requirements contained herein.

4. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.

5. Considering the possibility of incorporating integrative courses, especially at the upper-division level, which feature the interrelationships among disciplines within and across traditional general education categories.

6. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and integrative experiences, relatively later.

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

8. Considering possibilities for activity as well as observation in all program subdivisions.

B. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.

C. Each campus shall provide for systematic, readily available academic advising specifically oriented to general education as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.

D. Each campus shall provide for regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.
III. Objectives of CSU General Education-Breadth Requirements

General Education-Breadth Requirements are to be designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

A. will have achieved 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. will have acquired 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 that world, and about the cultural endeavors and legacies of their civilizations;

C. will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

The intent is that General Education-Breadth Requirements be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

IV. Entry-Level Learning Skills

Title 5 of the California Code of Regulations, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome their deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

V. Distribution of General Education-Breadth Units

Every baccalaureate graduate who has not completed the program specified in Subsection B or C of Section 1 above shall have completed the program described in Subsections A through E below, totaling a minimum of 48 semester units or 72 quarter units. At least nine of these semester units or twelve of these quarter units must be upper-division level and shall be taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained. At least nine of the 48 semester units or 12 of the 72 quarter units shall be earned at the campus granting the degree.

Each campus is authorized to make reasonable adjustments in the number of units assigned to the five categories in order that the conjunction of campus course credit unit configuration and these requirements will not unduly exceed any of the prescribed credit minima. However, in no case shall the total number of units required be less than 48 semester units or 72 quarter units. (No campus need adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

Instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women.
Executive Order No. 595

A. A minimum of nine semester units or twelve quarter units in 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.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in 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.

B. A minimum of twelve semester units or eighteen quarter units to include 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.

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world’s civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

C. A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages.

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student’s better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.
Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

D. A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

E. A minimum of three semester units or four quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Campuses may permit “double counting” of courses for General Education-Breadth and major requirements and prerequisites only after giving careful consideration to the impact of such actions on General Education-Breadth programs. Decisions to permit double counting in General Education-Breadth and a degree major may be made only after an approval is provided through campuswide curricular processes.

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.

VI. Exceptions

Exceptions to the foregoing requirements may be authorized only under the following circumstances:

A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time required for completion of the degree in the case of a senior-level transfer student.

B. In the case of high-unit professional major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be considered at the campus level prior to initiating the request. A full academic justification shall be submitted to the
Senior Vice Chancellor, Academic Affairs, who shall submit his or her recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VII. General Education Advisory Committee

A systemwide Advisory Committee on General Education is hereby established. While it is important that the membership of this committee be broadly based, the membership will in largest part be drawn from the instructional faculty of the California State University. Liaison membership from the instructional faculty of the California Community Colleges may be included as well.

The responsibilities of this committee will be as follows:

A. To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education-Breadth policy to ensure high-quality general education.

B. To continue to study general education policies and practices inside and outside the system and, as appropriate, to stimulate intersegmental discussion of the development of general education curricula.

C. To review the implications of CSU General Education-Breadth policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices.

D. To report as appropriate to the Chancellor and the Board of Trustees.

The Chancellor or the Senior Vice Chancellor, Academic Affairs, may from time to time request the committee to address and provide advice on other issues related to development and well-being of General Education-Breadth policy and programs in the California State University.

VIII. Certification by Non-CSU Regionally Accredited Institutions of Transfer Students’ Fulfillment of CSU General Education-Breadth Requirements

A. Premises

1. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.

2. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

3. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions in the absence of specific indications that such reciprocity is not appropriate.

B. Conditions for Participation

Any institution that is accredited by a recognized regional accrediting association and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education-Breadth certification if it agrees to the following provisions:

1. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.
2. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Section III of this Executive Order and such additional objectives as may be promulgated by the Chancellor of the California State University.

   a. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

   b. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education-Breadth Requirements may be appropriate components of general education (cf. Subsections A-5 and A-7 of Section II).

   c. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education, as appropriate.

3. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.

   a. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A.)

   b. The list shall be updated annually. Each participating institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

   c. As of the effective date of this executive order, the list will include all entries that were submitted by participating institutions and not identified for challenge under the provisions of Executive Order 342. Recognizing the integrity of faculty curricular review processes in participating institutions, the CSU expects that proposed updates will generally be acceptable. However, after the effective date of this executive order, additions or modifications of entries shall be reviewed by a subcommittee of the Advisory Committee on General Education for congruence with the areas and objectives specified. The subcommittee is to be drawn from the instructional faculty of the California State University. The subcommittee may ask the participating institution for additional materials and is encouraged to consult faculty from the California State University or California Community Colleges who have relevant expertise. The subcommittee may refer decision on acceptance of the course to the Advisory Committee on General Education. A course that is reviewed and determined to be inconsistent with the objectives with which it has been associated will not be added to the list.

   d. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution. Participating institutions are free to share their course outlines and communications from the CSU about those course outlines with other participating institutions.
e. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field. It is also responsible for reapproving entries that are found to have remained appropriate and for directing to the subcommittee of the Advisory Committee on General Education any questions such updating of the courses may have raised as to their congruence with CSU General Education-Breadth areas and objectives.

4. The participating institution shall report certification for individual students in a format to be specified.

C. Acceptance of Certification

CSU campuses shall accept full certification or subject-area certification, as defined below, by participating institutions. Students admitted to a CSU campus with full certification may not be held to any additional lower-division general education requirements; students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division general education coursework in the subject areas certified. Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that may exist outside of the general education program of the campus awarding the degree.

1. To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower-division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Sections III and V. The units must be distributed as follows, except as specified in Subsection 3 below:
   a. In Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking.
   b. In Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science—at least one part of which must include a laboratory component—and mathematics/quantitative reasoning.
   c. In Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).
   d. In Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).
   e. In Area E, no fewer than three semester units (4-5 quarter units).

2. To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Section V. The units must be distributed as follows, except as specified in Subsection 3 below:
   a. For Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not be certified as meeting more than one subarea for any given student.
b. For Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science—at least one part of which must include a laboratory component—and mathematics/quantitative reasoning. A single course may not be certified as meeting more than one subarea for any given student, except for laboratory components incorporated into a physical or life science course.

c. For Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).

d. For Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

e. For Area E, no fewer than three semester units (4-5 quarter units).

3. Exceptions to restrictions above may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

D. Limitations on Certification of Students

1. A participating institution may not certify a student for more than 39 semester units or equivalent. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 39 semester units or equivalent.

2. A CSU campus need accept as certified for a given subject area no more than the minimum numbers of units specified in Subsections A through E in Section V above.

3. A participating institution may certify a student for no more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.

4. Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).

5. A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them. If so identified, those courses and examinations shall contribute to qualification of a student for full certification or subject-area certification, as appropriate.

6. Upon transfer, no student shall be required to complete more units in general education-breadth than the difference between the number certified in accordance with this executive order and the total units in general education-breadth required by the campus granting the degree.
IX. Lower-Division General Education Reciprocity Among CSU Campuses

A. Lower-division general education requirements designated by CSU campuses as having been satisfactorily completed in their entirety shall be recognized as fulfilling all lower-division general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist between the two programs. (A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.) For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus may not be held to any additional lower-division general education requirements by the campus awarding the degree.

B. Lower-division general education subject-area requirements designated by CSU campuses as having been satisfactorily completed, shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist in the configuration of the two programs or in the content of the subject area. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.

C. The provisions of Subsections A and B of this section do not exempt students from unmet lower-division graduation requirements of the CSU campus awarding the degree, or from lower-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

D. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division general education program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower-division general education requirements in each subject area, and shall provide official documentation of such completion.

November 20, 1992

Barry Munitz, Chancellor
Designations for Subject Areas and Objectives

Area A: Communication in the English Language and Critical Thinking

References: Sections V-A, VIII-C-1-a, VIII-C-2-a

Oral Communication
Written Communication
Critical Thinking

Area B: Physical Universe and Its Life Forms

References: Sections V-B, VIII-C-1-b, VIII-C-2-b

Physical Science
Life Science
Laboratory Activity
Mathematics/Quantitative Reasoning

Area C: Arts, Literature, Philosophy and Foreign Languages

References: Sections V-C, VIII-C-1-c, VIII-C-2-c

Arts (Art, Dance, Music, Theatre)
Humanities (Literature, Philosophy, Foreign Languages)

Area D: Social, Political, and Economic Institutions and Behavior; Historical Background

References: Sections V-D, VIII-C-1-d, VIII-C-2-d

Anthropology and Archeology
Economics
Ethnic Studies*
Gender Studies*
Geography
History
Interdisciplinary Social or Behavioral Science
Political Science, Government, and Legal Institutions
Psychology
Sociology and Criminology

Area E: Lifelong Understanding and Self-Development

References: Sections V-E, VIII-C-1-e, VIII-C-2-e

* Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives may be categorized in Area C.