

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES  
Office of the Chancellor  
400 Golden Shore  
Long Beach, California 90802  
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Date: October 29, 1980

To: Presidents

From: Harry Harmon   
Executive Vice Chancellor

Subject: Executive Order No. 338  
General Education-Breadth Requirements

I am transmitting to you five copies of Executive Order No. 338 which establishes policies and procedures for the development and implementation of General Education-Breadth programs.

The President has the responsibility for implementing this Executive Order and for maintaining the campus repository and index for all Executive Orders.

Please address any questions regarding this Executive Order to the Vice Chancellor, Academic Affairs.

Attachments

Distribution

Vice Presidents, Academic Affairs  
Chairs, Local Academic Senates/Councils  
Deans, Directors of Admissions  
Deans, Undergraduate Studies  
Chancellor's Office

**THE CALIFORNIA STATE UNIVERSITY AND COLLEGES**  
**Office of the Chancellor**  
**400 Golden Shore**  
**Long Beach, California 90802**

**Executive Order:** 338  
**Title:** General Education-Breadth Requirements  
**Effective Date:** November 1, 1980  
**Supersedes:** None

This Executive Order is issued pursuant to Title 5, *California Administrative Code*, Sections 40405 — 40405.4, specifically Section 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of The California State University and Colleges.

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 CSUC or the California Community Colleges.

- I. The General Education-Breadth Requirements adopted by the Board of Trustees in May 1980 and this Executive Order are intended to establish a common understanding about this component of the total undergraduate education experience in The California State University and Colleges. This Executive Order leaves to each campus faculty the responsibility for developing the institution's particular program. Trustee policy describes broad areas of inquiry which may be approached from the standpoint of a variety of disciplines. Within the framework provided, each campus is to utilize its processes to establish its own agreements and challenge its own creativity about what courses and disciplines shall be included within its General Education-Breadth program. In undertaking this process participants should give particular and careful attention to the following:
  - A. Taking such measures as may be necessary to assure that General Education-Breadth Requirements are planned and organized in such a manner that their objectives are perceived as interrelated elements, not as isolated fragments.
  - B. Considering the organization of approved courses into a variety of "cores" or "themes" with underlying unifying rationales among which students may choose.
  - C. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which, if any, meet the objectives and particular requirement contained herein.
  - D. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.
  - E. Considering the possibility of integrative courses, especially at the upper division level, which feature the interrelationships among disciplines within and across traditional general education categories.
  - F. Providing for reasonable ordering of requirements so that, for example, learning skills will be completed relatively early and integrative experiences relatively later.

- G. Developing programs in terms of educational goals and student needs rather than in terms of traditional titles of academic disciplines and organizational units.
- H. Giving attention to possibilities for activity as well as observation in all program subdivisions.

## II. Objectives

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 and critically examine information, to communicate orally and in writing, and to perform quantitative functions;
- 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 civilization;
- 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 the General Education-Breadth Requirements be planned and organized in such a manner that students will acquire the abilities, knowledge, understanding, and appreciation suggested as interrelated elements and not as isolated fragments.

## III. Entry Level Learning Skills

Title 5, *California Administrative Code*, Section 40405.1 provides that each student admitted to The California State University and Colleges is expected to possess basic competence in the English language and mathematical computation to the degree that such competence may be reasonably 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.

To implement this policy each campus shall accomplish the following steps not later than the beginning of Fall term, 1982.

- A. Determine appropriate entry level skills for English language and mathematical computation.
- B. Institute means for determining whether new students possess such skills.
- C. Identify those courses and other means for achieving requisite skill levels where they do not exist.
- D. Institute policies and procedures to ensure that baccalaureate credit is not granted for such courses.

IV. Distribution

Each baccalaureate graduate shall have completed the program described in A through E below totaling 48 semester units. Nine of these 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) is attained. At least nine of the 48 semester 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 configuration and these requirements will not unduly exceed any of the prescribed credit minima. However, in no case shall the total number of semester units required be less than 48. (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 various cultural groups and by women.

- A. A minimum of nine semester 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 ability to distinguish fact from judgment, belief from knowledge, and skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought.

- B. A minimum of twelve semester 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 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 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 in study design to equip human beings for life-long 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, *California Administrative Code*, Section 40404) may be credited toward satisfying General Education-Breadth Requirements at the option of the campus.

V. 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, *California Administrative Code*, Section 40405.2 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 all-campus level prior to initiating the request. A full academic justification shall be submitted to the Vice Chancellor, Academic Affairs, who shall submit his recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VI. Program Responsibility

- A. 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 also includes student membership, to provide for appropriate oversight and to recommend as appropriate concerning the implementation, conduct and evaluation of these General Education-Breadth Requirements.
- B. Each campus shall provide for systematic, readily available, academic advising specifically oriented to general education as one means to achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.
- C. Each campus shall include in its implementation plan provisions 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.
- D. Each campus shall submit to the Vice Chancellor, Academic Affairs, a complete description of its plan for implementation of these requirements, including but not limited to the manner in which it complies with each part of this Executive Order and a listing of courses offered which meet each of the subdivisions of Section 40405.2.

VII. Advisory Committee

A systemwide Advisory Committee on General Education-Breadth Requirements 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 and Colleges. Liaison membership from the instructional faculty of the California Community Colleges may be included as well.

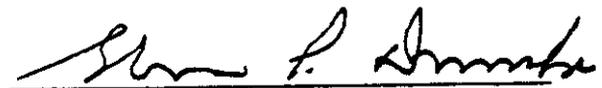
The responsibilities of this committee will be to:

- review and propose any necessary revisions in the objectives, requirements, and implementation of system General Education-Breadth policy;
- continue to study general education policies and practices inside and outside the system;
- report annually to the Chancellor and the Board of Trustees.

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

VIII. Other Issues

From time to time other related issues will be addressed by amendment to this Executive Order or by separate Executive Order. Certification of completion of General Education-Breadth Requirements by other institutions is to be addressed as a separate Executive Order.



Glenn S. Dumke, Chancellor

Date: November 1, 1980