

**ACADEMIC SENATE – GENERAL EDUCATION GOVERNANCE BOARD**

Winter 2019

Due: Tuesday, April 2, 2019

<b>MEMBERS</b>	
<b>Name</b>	<b>College/Unit</b>
Bailey, Helen	Admin
Borges, Mark	ASI
Bussert, Kaila	PCS
Fernflores, Rachel	CLA
Fogle, Emily	CSM
Giberti, Bruno	Admin
Jasbinsek, John	CSM
Keen, Aaron	CENG
Laver, Gary (CH)	CLA
MacDougall, Neal	CAFES
Morris, Andrew	Of Counsel (Admin)
Navarro, José	CLA
Nuttall, Brent	CAED
VACANT	OCOB

<b>CHARGES</b>		
<b>Charge</b>	<b>Complete?</b>	<b>Status/Notes</b>
Revise GE template in accordance with EO 1100 (revised). <b>Fall 2018/Winter 2019</b>	<input checked="" type="checkbox"/>	The GEGB has approved and sent to the Academic Senate Executive Committee a complete GE template proposal. The document is attached in the notes below.
Review GETF report and prepare resolutions, where appropriate, for GE revision. <b>Fall 2018/Winter 2019</b>	<input type="checkbox"/>	The GETF report has been available to all GEGB work groups in their winter discussions. The report will have an ongoing influence on the work of the Diversity & Inclusion and Pathways work groups.
Review of curriculum proposals: catalog cycle proposals and continuous course review proposal. <b>Ongoing.</b>	<input checked="" type="checkbox"/>	All GE proposals submitted for winter-quarter review were processed.
Explore “course renewal” cycle (in tandem with ASCC). <b>Ongoing</b>	<input type="checkbox"/>	Preliminary discussions with have occurred with ASCC and the Registrar’s Office regarding the Chancellor’s Office order to implement the new, EO 1100-R driven GE template in the 2020 Catalog. Detailed planning will continue during spring quarter.
Organize and guide GE Area Workgroups and D&I Workgroup. <b>AY 2018- 2019</b>	<input type="checkbox"/>	The GE subject-area work groups (A, B, C & D/E) have submitted their reports including recommendations for the GE template as well as

		the subject-area course requirements and educational outcomes. The Diversity & Inclusion and Pathways work groups are continuing their work on potential overlays to the template.
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**NOTES:**

Adopted:

**ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA**

**AS-\_\_\_-19**

**RESOLUTION ON TEMPLATE FOR GENERAL EDUCATION 2020**

WHEREAS, Cal Poly's current General Education template was created over two decades ago; and

WHEREAS, Executive Order 1100-Revised, imposed on the CSU campuses in August 2017, mandates modification of Cal Poly's current General Education template; therefore be it

RESOLVED: That the Academic Senate of Cal Poly approve the attached *Template for General Education 2020*.

Proposed by: General Education Governance Board  
Date: April 2, 2019

## TEMPLATE FOR GENERAL EDUCATION 2020

### Standard Template

The template includes the following distribution of courses:

<b>Area A: English Language Communication and Critical Thinking</b>		
A1	Oral Communication	4
A2	Written Communication	4
A3	Critical Thinking	4
<b>Total Units in Area A</b>		<b>12</b>

<b>Area B: Scientific Inquiry and Quantitative Reasoning</b>		
B1	Physical Science	4
B2	Life Science	4
B3	Laboratory Activity	in B1 or B2
B4	Mathematics/Quantitative Reasoning	4
Upper-Division B		4
<b>Total Units in Area B</b>		<b>16</b>

<b>Area C: Arts and Humanities</b>		
<i>Lower-division courses in Area C must come from three different prefixes.</i>		
C1	Arts: Arts, Cinema, Dance, Music, Theater	4
C2	Humanities: Literature, Philosophy, Languages other than English	4
Lower-Division C Elective		4
Upper-Division C		4
<b>Total Units in Area C</b>		<b>16</b>

<b>Area D: Social Sciences</b>		
D1	American Institutions (Title 5, Section 40404 Requirement)	4
D2	Lower-Division D – <i>Select courses from two different prefixes</i>	8
Upper-Division D		4
<b>Total Units in Area D</b>		<b>16</b>

<b>Area E: Lifelong Learning and Self-Development</b>		
Lower-Division E		4
<b>Total Units in Area E</b>		<b>4</b>

<b>GE Elective in Area B, C, and D</b>		
GE Electives – <i>Select courses from two different areas</i>		8
<b>Total Units for GE Elective</b>		<b>8</b>

<b>Total Units in General Education Program</b>		<b>72</b>
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## Template for High-Unit Programs

The template includes the following distribution of courses for qualifying high-unit programs:

Area A: English Language Communication and Critical Thinking		
A1	Oral Communication	4
A2	Written Communication	4
A3	Critical Thinking	4
<b>Total Units in Area A</b>		<b>12</b>

Area B: Scientific Inquiry and Quantitative Reasoning		
B1	Physical Science	4
B2	Life Science	4
B3	Laboratory Activity	in B1 or B2
B4	Mathematics/Quantitative Reasoning	8
Upper-Division B		4
Area B Electives		8
<b>Total Units in Area B</b>		<b>28</b>

Area C: Arts and Humanities		
<i>Lower-division courses in Area C must come from three different prefixes.</i>		
C1	C1	4
C2	C2	4
Lower-Division C Elective		4
Upper-Division C		4
<b>Total Units in Area C</b>		<b>16</b>

Area D: Social Sciences		
D1	American Institutions (Title 5, Section 40404 Requirement)	4
D2	Lower-Division D	4
Area D Elective: 1 Lower-Division or 1 Upper-Division Course		4
<b>Total Units in Area D</b>		<b>12</b>

Area E: Lifelong Learning and Self-Development		
Lower-Division E		4
<b>Total Units in Area E</b>		<b>4</b>

<b>Total Units in General Education Program</b>		<b>72</b>
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## **High-Unit Programs**

Consistent with EO 1100-R (2.2.5), Cal Poly recognizes the need to offer consideration to high-unit major degree programs. Cal Poly's definition of a high-unit program in the GE template included herein is equivalent to our definition of "engineering programs" from the prior GE template: all programs within the College of Engineering along with the other ABET accredited programs of ARCE and BRAE. Only these programs will be considered high-unit major degree programs.

## **Writing Component**

All General Education courses must have an appropriate writing component. In achieving this objective, writing in most courses should be viewed primarily as a tool of learning (rather than a goal in itself as in a composition course), and faculty should determine the appropriate ways to integrate writing into coursework. The writing component may take different forms according to the subject matter and the purpose of a course. Outside of the GE areas specified below, at least 10% of the grade in all GE courses must be based on appropriate written work (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

GE areas A2, A3, Upper-Division C, and Upper-Division D are designated as Writing Intensive. All courses in these areas must include a minimum of 3,000 words of writing and base 50% or more of a student's grade on written work. GE area C2 is also designated as Writing Intensive, but all courses in this area must include a minimum of 2,000 words of writing and base 50% or more of a student's grade on written work. All Writing Intensive courses must include process-oriented writing instruction in which faculty provide ongoing feedback to students to help them grasp the effectiveness of their writing in various disciplinary contexts. The kind and amount of writing must be a factor in determining class sizes.