Dear Colleague –

I am emailing to share information about Cal Poly's General Education (GE) program. If you are teaching a GE class this year, I think you will find this information useful. Below you will find:

• The GE Mission Statement and Program Goals
• The GE Learning Objectives
• Details regarding writing-intensive courses
• Information about foundational and upper-division GE courses

I also invite you to visit the GE website for additional information regarding the learning goals for each GE Area: http://ge.calpoly.edu/

As the General Education Governance Board (GEGB) Director, I am always happy to consult with you about your GE courses. But I also encourage you to collaborate with your GE College Representative:

Brenda Helmbrecht CHAIR	English	CLA	62178	bhelmbre	2018
Clare Battista	Economics	OCOB	61761	cbattist	2017
Gregg Fiegel	Civil/Env Eng	CENG	61307	gfiegel	2016
Emily Fogle	Chem/Biochem	CSM	67540	efogle	2016
Rachel Fernflores	Philosophy	CLA	62330	rfernflo	2017
Bruno Giberti	Architecture	CAED	62036	bgiberti	2017
John Jasbinsek	Physics	CSM	62013	jjasbins	2017
Josh Machamer	Theatre/Dance	CLA	65560	jmachame	2015
Neal MacDougall	Agribusiness	CAFES	65304	nmacdoug	2018

I will also be emailing this fall with information about proposing GE courses for the next catalog review cycle.

The GEGB and I look forward to working with you!!

Best,
Brenda Helmbrecht
GEGB Chair
Department of English

GE Mission Statement

The General Education Program is one of the primary sites for realizing Cal Poly's vision of a comprehensive polytechnic education. GE promotes an understanding and appreciation of the foundational disciplines that ground all intellectual inquiry. It enriches the specialized knowledge acquired in a major program with an understanding of its scientific, humanistic, artistic, and technological contexts. The program imparts knowledge and transferable skills, fosters critical thinking and ethical decision making, supports integrative learning, and prepares students for civic engagement and leadership.

General Education courses should serve all Cal Poly students. GE courses provide an opportunity for students to work with peers from diverse intellectual and disciplinary backgrounds to develop habits of mind that complement their chosen field of study. GE courses help students reach across disciplines to provide them with a breadth of experiences.

GE Program Goals

Cal Poly's GE Program seeks to:

• Promote connections between the GE Areas so students and faculty perceive GE courses as interrelated rather than as isolated fragments.
• Place foundational knowledge in a larger context such that every GE course provides a vision of how its subject matter is an important component of General Education.
• Help students understand the value of a discipline being studied as well as its relationship to the students' majors.
• Support faculty who teach GE courses.

GE Program Learning Outcomes

While it's unlikely that a single course will meet each PLO, students should meet these PLOs upon completion of their GE coursework.

GE PLO #1 ~ Construct and critique arguments from a logical perspective.
GE PLO #2 ~ Use appropriate rhetorical strategies to connect with diverse audiences through oral, written, and visual modes of communication.
GE PLO #3 ~ Address real world problems by demonstrating broad disciplinary knowledge, skills, and values in arts, humanities, sciences, and technology.
GE PLO #4 ~ Understand the value of a general education in relation to a major course of study.
GE PLO #5 ~ Collaborate with people of different backgrounds, values, and experience.
GE PLO # 6 ~ Evaluate global and local issues and their impact on society.
GE PLO # 7 ~ Use intention and reflection to develop and improve one's own learning.

GE Writing-Intensive Courses

All General Education courses must have a 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. While the writing component may take different forms according to the subject matter

and the purpose of a course, at least 10% of the grade in all GE courses must be based on appropriate written work.

Writing Intensive courses are located in Areas A1, A3, C1, C2, C4, and D5.

These courses include a minimum of 3000 words of writing and base 50% or more of a student's grade on written work. Faculty teaching Writing Intensive courses will provide feedback to students about their writing to help them grasp the effectiveness of their writing in various disciplinary contexts. A significant selection of writing-intensive upper-division courses will be made available. The GE Program is committed to providing the resources to support both the required writing component and Writing Intensive coursework. The kind and amount of writing will be a factor in determining class sizes, and a Writing IN Generally Every Discipline (WINGED) program will provide support and training for faculty.

The Cal Poly GE program offers both foundational (100- and 200-level courses) and upper-division (300-level) courses

Foundational Courses in Areas A-D
These courses have been designed to give students the knowledge and skills to move to more complex materials. The three-course Communications sequence, for example, provides instruction and practice in the kinds of skills in writing, speaking, and critical thinking that students will need in later courses. (Consequently, students are expected to complete this sequence during their freshman year, and by no later than the end of their sophomore year.) By the end of the sophomore year, students should also complete lower-division courses in Science and Math, Arts and Humanities, and Society and the Individual. Students are encouraged to complete foundational courses as early as possible.

Upper-Division Courses
Upper-Division GE courses (300-level) build on the content and skills introduced and developed in lower-division courses. These courses help students move towards a level of mastery they can build on in their upper-division, discipline-specific courses. Students should begin these courses after completing the foundational prerequisites.

Brenda M. Helmbrecht, PhD
Associate Professor, English
GE Governance Board, Chair
Writing Director
Cal Poly, Department of English
San Luis Obispo, CA
805.756.2178
bhelmbre@calpoly.edu
http://works.bepress.com/bhelmbre/