
GENERAL EDUCATION PROPOSALS

GENERAL EDUCATION REQUIREMENTS

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 which 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 Title 5 Education of the California Code of Regulations, 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.

Beginning in curriculum years 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 special deviation for this university. The normal requirement in Title 5 for general education is 72 quarter units.

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. Therefore, students who change majors or otherwise have a break in status may find that they are subject to new degree requirements. Careful academic advising by faculty is essential.

Twelve quarter units of the total general education program must be completed in residence at California State Polytechnic University, Pomona. General Education courses developed by departments must be offered on a regular, yearly basis. If courses are not offered on a regular, yearly basis, the Office of Undergraduate Studies has the authority to delete them from the approved list.

Departments may not direct students to take coursework to meet the 12-unit upper division requirement unless those courses have gone through full curricular review, including Academic Senate approval. 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 pursuant to Section 40405.5b of Title 5, California Code of Regulations.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

Section 40405.2 of Title 5, California Code of Regulations, specifies that California State University campuses shall accept certification of the fully completed Intersegmental General Education Transfer Curriculum as meeting all of the lower division general education requirements for the baccalaureate degree. The 12-unit upper-division requirement should be completed at the CSU campus. This section applies to California community college students who transfer to a California State University campus on or after the start of the 1991-92 academic year.

TRANSFER/CHANGE OF MAJOR STUDENTS AND GE CERTIFICATION

Community college transfer students and Cal Poly Pomona change of major students are advised that, while they may be certified by their community colleges as having met all (or most) CSU lower division general education requirements, or have met GE requirements prior to change of major, many courses on the Cal Poly Pomona General Education list are also major department entrance or prerequisite requirements and will still have to be taken to meet degree requirements. For example, students may have met the quantitative reasoning requirement by taking an appropriate course at the community college or at Cal Poly Pomona and be so certified. This will not meet the calculus requirement for engineering, which also meets the Cal Poly Pomona GE quantitative reasoning requirement. Calculus will still have to be taken. Such excess coursework will be given as elective credit. Some transfer students may be certified by their community colleges as having met the CSU General Education quantitative reasoning requirement with coursework which does not meet the Cal Poly Pomona mathematics proficiency requirement. Such students will also have to take coursework to meet this graduation requirement.

LOWER DIVISION TRANSFER PROGRAM

The Lower Division Transfer Patterns (LDTP) project is a joint effort of the Academic Senate CSU and the CSU Chancellor's Office. Its central purpose is to help community college students who wish eventually to transfer to the CSU to choose efficient patterns of classes, so that they may graduate in a more timely fashion and without having taken excess units.

During the 2004-05 academic year, CSU faculty identified patterns of lower-division coursework to be taken in community college for more than 30 high-demand majors. (For the statewide patterns, please go to the web link below. Campus-specific patterns will be posted during Fall 2005.) Students who take the recommended path may be given priority in admission when they apply to transfer to a CSU campus.

Transfer patterns specific to Cal Poly Pomona and additional LDTP project information may be found on the CSU website <<http://www.calstate.edu/AcadAff/ldtp.shtml>>.

RECIPROCITY BETWEEN THE CSU AND THE UNIVERSITY OF CALIFORNIA

Section 40505.3 of Title 5, California Code of Regulations, specifies that students transferring to the California State University from campuses of the University of California may satisfy California State University general education-breadth requirements for the bachelor's degree through satisfactory completion of all lower division general education requirements of a University of California campus and of a minimum of 9 semester units or 12 quarter units of upper division general education coursework at the California State University campus granting the degree. Again, the CSU campuses shall accept that certification as meeting all of the lower division general education requirements for the baccalaureate degree.

GENERAL EDUCATION - APPROVED COURSEWORK

Courses are approved by the Academic Senate to meet the university general education program requirements. Coursework in general education should not be taken without a specific curricular goal. Students should consult with their departmental degree advisors or with the staff of the University Advising Center. Some degree programs specify which university-approved GE courses meet their specific degree requirements as prerequisites to the major. Such departments will list approved courses in their degree curriculum layouts and their catalog section.

Certain professional programs include specific G.E. course patterns. Students should consult the curriculum of the specific major to identify the exact G.E. requirements for the major. Some courses may be taken on a credit/no credit basis. Please refer to the corresponding major section in the University Catalog for prerequisites and detailed description of approved general education courses.

Courses listed as a sequence should be taken in order. For example, in the sequence MAT 114--115, MAT 114 should be completed before taking MAT 115. Each course counts as one course toward meeting general education requirements.

INTERDISCIPLINARY GENERAL EDUCATION (IGE)

Students should also consult the coursework list for the Interdisciplinary General Education Program (IGE). This program is open to any department wishing to adopt it as an option, and provides an integrative-thematic approach to the Humanities and Social Sciences components of General education areas A, C and D for a total 36 units of the 48 lower-division units required. This program is designed as a two and one-half year program in which, along with their major coursework, participants study courses designed to partially meet the University General Education requirement. Applicants for this program must take the EPT (score of 151 or better) or be exempted from this test because of other test scores (e.g., SAT, ACT, etc.). *This is the preferred pattern for students in engineering and architecture. It is also recommended for students in the Colleges of Agriculture, Business Administration, Environmental Design, and Science. See departmental advisors or the Program Director.*

GENERAL EDUCATION - UNIT DISTRIBUTION

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

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

Area B - Mathematics and Natural Science (16 units); one course each from sub-areas B1, B2, B3, B4, and B5. At least 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.

Area C - Humanities (16 units), four courses, one 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); five courses, 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)

FRAMEWORK AND GUIDELINES FOR GENERAL EDUCATION

All colleges and academic units are invited to submit proposals to the Office of Undergraduate Studies for lower and/or upper division courses that meet the following guidelines. Note that minimum Achievement Levels for General Education Mathematics and English must be attained. Any 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.

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

Please refer to the Appendix in this guide for downloading the Summary of Proposed Curriculum Changes form.

AREA A--COMMUNICATION AND CRITICAL THINKING

The content of courses satisfying this area will include:

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

AREA B--MATHEMATICS AND NATURAL SCIENCE

Instruction approved for 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 and 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 civilization, not only as expressed in the past but also in present times. In specifying into mathematical concepts and quantitative reasoning and their application, the intent is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts. (Excerpted from Executive Order 595)

Students are required to take one course from sub-areas B1, B2, B3, B4, and B5 as defined below. At least one laboratory course from sub-area B1 or B2 must be taken to fulfill the B3 requirement. In addition, the course for sub-area B5 must be an upper division synthesis course. Students should complete the lower division elements of 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 1 as well as the student's critical reasoning skills. Courses in this area will be investigative and not purely descriptive or historical.

Sub-Areas 1 and 2: In sub-areas 1 and 2 attention will be paid to the techniques of science as an investigative method--how science acquires evidence for its theories, how theories are developed, and so forth--as well as to the limitations of science.

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. Where applicable, scientific contributions from the 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--HUMANITIES

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.

Studies in sub-areas C1, C2, and C3 provide instruction in the traditional humanistic disciplines, enabling students to develop their intellect, imagination, and sensitivity. Instruction in these sub-areas will demonstrate both the continuity between the historical and the contemporary, and the relationships among the arts, the humanistic disciplines, self and society.

Instruction 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 should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination.

1) **Fine and Performing Arts**

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 different 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 SCIENCES

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

Current methods of satisfying these requirements are continued. Alternative proposals may be submitted. These proposals should conform to the following requirements taken from Title 5, Article 5, "General Requirements for Graduation" Section 40404, "Requirements in United States History, Constitution and American Ideals" (Board of Trustees CSU Register dated 1/10/92)

The purpose of the following 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, each campus shall provide for 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 for courses taken in California. Students who have completed courses on the federal government and the federal constitution must still either 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.

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-DEVELOPMENT

The content of courses to fulfill Area E should facilitate understanding of the human being as an integrated physiological, social, and psychological entity. Courses may include the following, and could include a physical activity if integrated in the above:

- Selective consideration of such matters as human behavior, sexuality, nutrition, health, and stress
- Relationships of people to their social and physical environment
- Aging, dying and death

AMERICAN CULTURAL PERSPECTIVES REQUIREMENT

Criteria for Courses to Fulfill American Cultural Perspectives Requirement (AS-887-934/GE)

Coursework in American Cultural Perspectives is a graduation 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.

GUIDELINES FOR SUBMITTING GE SYNTHESIS COURSE PROPOSALS

Sub Area B5-Science and Technology Synthesis

General

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.

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 course description and the expanded course outline for courses proposed for this area must clearly indicate:

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

The requirement for an appropriate writing component

Guidelines

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

Minimum

The course must be an upper-division course.

Completion of courses in Area A: Sub-areas 1,2 & 3 is required.

Development and Integration of written and oral communication skills.

Inclusion of assessment of the student's understanding of the math and natural science area of general education.

The integration of at least two of the Mathematics and Natural Sciences sub-areas 1, 2, or 4.

Other

Course outlines in this area should 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.

Courses may demonstrate the use of the scientific method to explore the impact/influence of science on human affairs.

Courses should emphasize how to find and utilize original research materials from the scientific literature to inform discussions and support written assignments and class presentations.

Courses should require students to demonstrate an ability to analyze and manipulate scientific data through assignments and/or in-class activities.

Sub Area C4-Humanities Synthesis

General

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

Guidelines

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

Minimum

The course must be an upper-division course,

Completion of courses in Areas A and C: sub-areas 1, 2 and 3 is required,

Development and integration of written and oral communication skills,

Inclusion of assessment of the student's understanding of the Humanities area of general education, and

The integration of at least two of the Humanities sub-areas 1, 2 or 3.

Other

Course outline should also indicate:

How the course is focused on two or more of the following areas: Philosophy, Fine Arts, Language, Performing Arts, History and Literature.

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.

How a writing component is incorporated.

Sub Area D4-Social Sciences Synthesis

General

The purpose of the Social Sciences Synthesis courses 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.

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.

Guidelines

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

Minimum

The course must be an upper-division course.

Completion of courses in Areas A & D: Sub-areas 1, 2 and 3 is required.

Development and Integration of written and oral communication skills.

Inclusion of assessment of the student's understanding of the Social Sciences area of general education

The integration of at least two of the Social Sciences sub-areas 1, 2 or 3.

Other

The course expanded course outline should also explain how the course would:

Draw upon the perspective of one or more of the fields in the Social Sciences that are covered in the lower division courses.

Provide 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.

Promote critical thinking, problem solving and reasoning skills.

Provide the student with a major writing component.

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.

General Education-Interdisciplinary Synthesis

General

The Interdisciplinary Synthesis course is one that bridges two or more of the General Education areas and is not specific to any one of the three. In other words, whereas the conventional synthesis course is identified from prefix and content as belonging in 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.

Guidelines

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

Minimum

The course must be an upper-division course.

Completion of courses in Area A and all relevant subareas from the areas being integrated by this course is required.

Development and Integration of written and oral communication skills.

Inclusion of assessment of the student's understanding of the interdisciplinary nature of the areas covered.

The integration of at least two of the general education synthesis areas.

An interdisciplinary synthesis course may only apply to one synthesis area for any one student.

Other

The course expanded course outline should also explain how the course would:

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 to be achieved.

Additional Guidance for Preparing Courses

The expanded course outline may be developed by one department with the collaboration of other departments or may be developed and offered by two departments.

Courses developed and offered by either of the developers would require some effort in dual posting etc. The procedure for this is presently in place.

Informal submission to the GE Committee is encouraged for review and suggestions before formal submission for approval.

Formal submission should include consultation via the WEB and to affected departments in writing.

The Catalog Description for each course should include a statement indicating which synthesis course it may replace, i.e. Humanities, Social Studies, Science and Technology.

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

RESTRICTIONS ON GENERAL EDUCATION CHANGES

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

- 1) Only one review of a particular GE-approved course will be allowed per five-year cycle.
- 2) 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.
- 3) The request to review a course must come from the College Curriculum Committee and be directed to the Academic Senate.
- 4) The referral must specifically address the criteria of the GE category in which the course is currently approved.