

REVISION OF DAVIS DIVISION REGULATIONS 522-524: General Education Requirement

Submitted by the Undergraduate Council.

Rationale: The General Education (GE) requirement is designed to deliver a broad education to all undergraduates. This is the only requirement imposed by UC Davis on all students earning bachelor's degrees in 104 majors in four different colleges. The campus-wide scope of the UC Davis GE requirement is unique within the UC system; the GE Committee and GE Task Force affirmed that this approach be continued in order to preserve one of the core strengths of undergraduate education at UCD.

The current GE requirement was approved in 1996. Over time, faculty realized that it needed to be strengthened in several respects and made more international in scope. In response to these needs, the revision: increases flexibility in implementation of the GE requirement for students in unit-heavy majors; increases the emphasis on building writing skills as a component of critical thinking; adds training in quantitative and scientific reasoning; and, emphasizes examination of social and cultural diversity in both domestic and international settings. Moreover, the external review team for UC Davis noted in its 2003 accreditation report that the current GE requirement, which can be fulfilled with as few as 18-24 units of coursework, falls far short of the minimum 67.5 quarter units recommended to balance breadth with depth in a university undergraduate education. UC Davis must respond to this criticism in an interim report and during the next review. Aside from its many other benefits, accreditation is essential for our students to receive federal financial aid.

Nearly 4 years of effort by the GE committee and the GE Task Force generated a revised GE requirement designed for the common good of all undergraduates. The revision is carefully balanced to meet the goals outlined below and to enable completion within 4 years. The first version was sent to all faculty in February 2007; the plan has been revised three times in response to feedback provided in many venues. Seats are available in appropriate courses. Setting Fall 2010 as the implementation date allows time to make the necessary changes in course designations and to educate faculty and staff advisors about the revised program.

Within the mission of UC Davis as a public university, the objectives of the GE requirement are to educate students to:

- become thoughtful, civically engaged participants of society;
- learn the information and thinking skills to consider matters requiring a critical understanding of science, history and governance, social relations, and global forces;
- communicate ideas effectively through written, spoken and visual means;
- understand that ideas have consequences and that we all have the responsibility to consider those consequences; and
- develop a cosmopolitan view of the world.

Incorporation of the College English requirements emphasizes the importance of learning to write well. Colleges retain the ability to specify how the 8 unit requirement is met.

Students must take courses in all areas of three topical breadth and courses required by their majors may be used for GE credit. This eliminates the need to classify each major in a topical

breadth area. In fact, many majors require an interdisciplinary spectrum of courses. The number of topical breadth GE courses is greatly increased because most undergraduate courses will be assigned to a topical breadth area.

The revised GE requirement integrates training in essential skills and core literacies into courses in topical breadth. Literacy with words and images, civic and cultural literacy, quantitative literacy, and scientific literacy are crucial for a sound education and success in one's profession as well as for a thoughtful, engaged citizenship in the community, nation and world.

Writing strengthens a student's ability to think clearly and communicate effectively. The proposed writing experience requirement defines pedagogically effective writing both in terms of the context of the writing and a framework for effective learning. Process is emphasized over the total amount of writing. Feedback and the opportunity to revise part of the writing are essential and are specified in the new requirement, formalizing the policy implemented in 2000 by the Committee on Courses of Instruction.

Effective presentation of one's own ideas is strengthened by the requirements for courses in oral literacy and visual literacy.

As well as learning about the history and governance of the United States, students need to think critically about issues arising in multicultural societies that are increasingly interconnected across national boundaries. The revision therefore incorporates socio-cultural diversity into Civic and Cultural Literacy. Issues of domestic diversity are considered as one part of the requirement in American Cultures, Governance and History. In addition, socio-cultural diversity is embedded in the World Cultures requirement.

A course in quantitative reasoning and a course in scientific literacy are included because both are essential to understand and evaluate information and new knowledge at the heart of major public policy debates and decision-making.

Conversion to a unit-based requirement allows 1-2 unit courses such as Freshman Seminars to qualify for GE credit. These are ideal settings for intellectual discourse and developing written and oral literacy skills. This increases GE opportunities in small classes for all students. The change will also let the GE program work better for students whose majors have heavy unit loads.

Allowing students to elect P/NP grading for GE courses encourages them to explore beyond their known academic strengths and acquire a truly general education without undue concern about the impact on GPA. Note that a P grade imposes a higher standard than earning a D- or above, which does accrue GE credit.

Additional detailed information about the revised GE requirement, the rationale underlying the proposed changes, and documents describing criteria for certification of individual courses can be found at <http://ge.ucdavis.edu>

Proposed Revision: It is proposed that Davis Division Regulations 522 (Baccalaureate Degree Requirement in General Education), 523 (Substitution of Course Sequences and Clusters in the General Education Requirement), and 524 (Assignment of Majors to General Education Areas) be repealed (see below) and that the following new Regulations 522 and 523 be adopted, to be effective September 1, 2010.

Regulation 522. Baccalaureate Degree Requirement in General Education.

- (A) Each candidate for a baccalaureate degree shall satisfy a General Education requirement comprising two components: Topical Breadth and Core Literacies.
- (1) The Topical Breadth component shall be separated into three subject matter areas: Arts and Humanities; Science and Engineering; and Social Sciences.
 - (2) The Core Literacies component shall have four parts: Literacy with Words and Images; Civic and Cultural Literacy; Quantitative Literacy; and Scientific Literacy.
- (B) The Topical Breadth component shall be satisfied by passing between 12 and 20 units of courses in each subject matter area, for a total of 52 units from all three areas.
- (C) The Core Literacies component shall be satisfied by passing at least the specified number of units of coursework in the following four parts:
- (1) Literacy with Words and Images shall be satisfied with:
 - 8 units or the equivalent of English Composition coursework (as specified by the candidate's college);
 - 6 units of designated writing experience coursework in the candidate's major or elsewhere;
 - 3 units of additional designated coursework in either oral skills or writing experience; and
 - 3 units of designated coursework in visual literacy.
 - (2) Civic and Cultural Literacy shall be satisfied with
 - 6 units of designated coursework in American cultures, governance and history, of which at least 3 units must be in domestic diversity; and
 - 3 units of designated coursework in world cultures.
 - (3) Quantitative Literacy shall be satisfied with 3 units of designated coursework in quantitative literacy.
 - (4) Scientific Literacy shall be satisfied with 3 units of designated coursework in scientific literacy.
- (D) In satisfying the General Education requirement:
- (1) Course units that satisfy requirements in the candidate's major or majors may also be counted toward satisfaction of General Education requirements.
 - (2) While some courses may be certified in more than one of the three subject matter areas for Topical Breadth, no student may count a given course in more than one subject matter area.
 - (3) No course may be counted by a student toward the satisfaction of more than one of the four Core Literacies.

- (4) With the exception of the 8 units of designated English Composition coursework, a course offered toward the satisfaction of the Core Literacies component may also be offered in satisfaction of the Topical Breadth component.
- (5) No course passed prior to satisfaction of the Entry Level Writing Requirement shall be offered toward satisfaction of the General Education requirements for writing experience coursework.
- (6) Candidates may not present Advanced Placement or International Baccalaureate credit in satisfaction of General Education requirements.
- (7) Transfer students who have successfully completed the Intersegmental General Education Transfer Curriculum (IGETC) are exempt from all General Education requirements.
- (8) Students transferring to UC Davis who have not completed the IGETC curriculum shall satisfy all General Education requirements as specified by this Regulation, but may offer previously completed coursework toward their satisfaction. The Committee on Courses of Instruction may delegate to the Deans of the undergraduate colleges the authority to determine the suitability of previously completed coursework for satisfying General Education requirements.
- (9) Subject to the limits otherwise applicable, candidates may elect Passed/Not Passed grading for courses fulfilling General Education requirements.

Regulation 523. Criteria for General Education Certification.

- (A) Any undergraduate course carrying credit toward graduation is eligible for assignment to a Topical Breadth area if it takes a critical, analytical perspective on knowledge, considering how knowledge has been acquired, and the assumptions, theories, or paradigms that guide its interpretation. Where appropriate, a course may be assigned to more than one Topical Breadth area, and most courses are expected to be assigned to one or more areas.
- (B) The criteria for the English Composition requirement shall be specified by the several undergraduate colleges, subject only to the condition that no fewer than 8 units or the equivalent shall be required.
- (C) The Committee on General Education's criteria governing certification of courses for the Core Literacies component of General Education shall be consonant with the following:
 - (1) A course providing Writing Experience promotes the student's ability to think clearly and communicate effectively about the course material through guided writing assignments completed in stages. Guidance may take the form of class discussions, peer feedback, individual or small group conferences, or written (including online) feedback. Students must be given feedback designed to promote improvement in writing in the course. Feedback may occur in the context of one or more successive, refined submissions of a single assignment, or over a series of multiple assignments. Students receive the current version of the handout on plagiarism from Student Judicial Affairs. Grading criteria are articulated in advance of the due date. The writing is evaluated for content, clarity,

organization, and logic. A 1 unit course requires a minimum of 5 pages of writing; a course of 2 or more units requires a minimum of 10 pages, possibly in a series of staged tasks or shorter assignments. Approval may be sought for shorter assignments that total fewer than 5 or 10 pages when they are appropriate and clearly justified.

- (2) A course in Oral Skills strengthens a student's ability to understand and orally communicate ideas while using critical thinking.
 - (3) A course in Visual Literacy improves a student's ability to understand ideas presented visually and to communicate knowledge and ideas by visual means.
 - (4) A course in American Cultures, Governance and History provides an understanding of the historical processes, institutional structures, and core analytic skills necessary to think critically about the nature of citizenship, government and social relations in the United States.
 - (a) A course in Domestic Diversity provides an understanding of issues such as race, ethnicity, social class, gender, sexuality, and religion within the United States, and develops the student's ability to think critically about diverse socio-cultural perspectives.
 - (5) A course in World Cultures combines the historical and social context with the core analytic skills necessary to understand and adopt a critical perspective on society, politics and/or culture in one or more cultures outside the United States.
 - (6) A course in Quantitative Literacy develops a student's ability to reason quantitatively and to evaluate quantitative arguments encountered in everyday life.
 - (7) A course in Scientific Literacy instructs students in the fundamental ways scientists use experimentation and analysis to approach problems and generate new knowledge, and presents the ways scientific findings relate to other disciplines and to public policy.
- (D) In extraordinary circumstances, for example, for majors subject to external accreditation, the General Education Committee may certify that the fulfillment of the major requirements meets specified parts of the General Education requirement. The major requirements must include courses that fulfill the objectives of the relevant parts of the General Education requirement.

Existing General Education Regulations that would be repealed under this proposal:

~~522. Baccalaureate Degree Requirement in General Education.~~

~~(A) Each candidate for a baccalaureate degree in the College of Agricultural and Environment Sciences, the College of Engineering, and the College of Letters and Science at UCD shall satisfy a General Education requirement:~~

- ~~(1) The three components of General Education shall be: Topical Breadth, Social-cultural Diversity, and Writing Experience.~~

- (2) ~~The topical breadth component shall be separated into three subject matter areas; science and engineering, social sciences, and arts and humanities.~~
 - (3) ~~A candidate shall satisfy the topical breadth requirement in each subject matter area that does not include the candidate's major.~~
 - (4) ~~A minor or second major in a subject matter area that does not include the first major shall satisfy the General Education requirement in the area to which it is assigned.~~
 - (5) ~~Multidisciplinary individual majors may satisfy the General Education topical breadth requirement in one or all subject matter areas, as determined in each case by the faculty of the undergraduate colleges.~~
- (B) ~~The General Education requirements shall be satisfied as follows:~~
- (1) ~~Each candidate shall satisfy this requirement by passing three approved General Education topical breadth courses in each subject matter area (specified in A.2) that does not include the major, three approved courses in writing experience, and one approved course in social-cultural diversity.~~
 - (2) ~~A course offered toward satisfaction of the General Education requirement in one component (specified in A.1) may also earn credit toward satisfaction of requirements in either or both of the other components.~~
 - (3) ~~Courses that satisfy requirements in the candidate's major may also earn credit toward satisfaction of the General Education requirements in the subject matter areas of social-cultural diversity and writing experience. Courses taken to complete major requirements may also earn credit toward satisfying the requirement in the area of topical breadth when they are classified in subject matter areas that do not include the major.~~
- (C) ~~Transfer students who have successfully completed the Transfer Core Curriculum (TCC) or the Intersegmental General Education Transfer Curriculum (IGETC) prior to entering UCD are exempt from all General Education requirements.~~
- (D) ~~Students transferring to UCD who have completed neither the TCC nor IGETC curriculum shall satisfy all General Education requirements, but may offer previously completed course work toward satisfaction. The Committee on Courses of Instruction may delegate to the Deans of the undergraduate colleges the authority to determine the suitability of previously completed course work for satisfying General Education requirements.~~
- (E) ~~The faculties of the undergraduate colleges shall determine the appropriate subject matter area classifications of their respective majors and minors.~~
- (F) ~~All courses offered in satisfaction of the General Education requirement shall be taken for a letter grade.~~
- (G) ~~No course passed prior to satisfaction of the University Subject A requirement shall be offered toward satisfaction of the General Education requirement in the writing experience component~~
- (H) ~~A course in the topical breadth component is characterized by the following features:~~
- (1) ~~It addresses broad subject matter areas that are important to a student's general knowledge.~~
 - (2) ~~It takes a critical analytical perspective on knowledge, considering how knowledge has been acquired, and the assumptions, theories, or paradigms that guide its interpretation~~
 - (3) ~~It requires readings from a range of sources.~~

~~(4) The Committee on Courses of Instruction may certify for General Education credit a course that does not embody all these features if, in its judgment, the course has other qualities that make its inclusion in the program desirable.~~

~~(I) A course in the social-cultural diversity component is any course that deals with issues such as race, ethnicity, social class, gender, sexuality, or religion.~~

~~(J) A course in writing experience normally requires a minimum of five pages of writing in a block, which will be evaluated not only for content, but also for organization, style, use of language, and logical coherence. The Committee on Courses of Instruction may, however, approve for General Education credit some other form of satisfying the writing requirement if, in its judgment, the alternative meets the goals of encouraging students to think critically and communicate effectively~~

523. Substitution of Course Sequences and Clusters in the General Education Requirement.

~~(A) The Undergraduate Council's Committee on General Education may approve introductory sequences of courses that are not approved General Education courses as a substitute for any single introductory course in the same area of General Education. Necessary features of such sequences are:~~

~~(1) The sequence must extend over at least two quarters;~~

~~(2) The courses in the sequence must have explicit methodological and conceptual content; and~~

~~(3) The courses in the sequence must present material that is coherent and cumulative. Normally, the courses involved will bear the same number, and course A will be prerequisite for course B, and so on.~~

~~(4) The Undergraduate Council's Committee on General Education may authorize substituting clusters of two or three certified introductory General Education courses for the three General Education courses required in a given area, as specified in DDR 522, provided that:~~

~~(a) At least two courses demand the levels of student participation and expository writing that characterize non-introductory General Education Courses.~~

~~(b) The instructors in charge of the courses certify that there is substantial and explicit coherence of content and approach among the three courses, and that instructors will remain in active consultation to assure that coherence is maintained.~~

524. Assignment of Majors to General Education Areas

~~(A) The faculty of each college offering a baccalaureate degree shall assign each of its major programs to one or more of the three areas of General Education. The Undergraduate Council's Committee on General Education must approve the assignment of a major to more than one General education area. In each case in which the area of assignment may vary, depending on the particular courses selected by the student, the college shall indicate to which areas the majors may be assigned, and shall determine the particular area for each student in their major programs.~~

~~(B) A student's General Education requirement shall be based on his/her major at graduation. In a case in which a student is certified as meeting the requirements of majors assigned to two separate General Education areas, the student shall meet the General Education requirement in the third area and any additional requirement imposed by the college(s).~~

~~(C) The colleges shall provide, for dissemination and publication, list(s) showing the assignment of their majors to General Education areas (En. 6/7/83).~~