Committee on General Education

Total Meetings
4 meetings (all joint meetings
with the GE Task Force)

Meeting frequency
~2 times per quarter

Average hours of committee
work each week: ~1 hr per
week, but work came in large
clusters. Co-chairs worked
many hours each week
through the year.

One proposal reviewed:
Revised GE requirement

Review of revised GE proposal
was ongoing from the previous
year.

Proposals deferred to the
coming academic year: None

Listing of Regulation changes proposed:
Repeal existing Davis Division Regulations 522, 523, and 524.
Adopt revised Davis Division Regulations 522 and 523.

Listing of committee policies established or revised:
For courses taken abroad that are not UC Davis courses or part of the Education Abroad Program, students should continue to seek GE credit via petition to their college Dean’s office. This should be done prior to going abroad.

Committee activities:
Met jointly four times with the GE Task Force to discuss feedback and work on a revised GE proposal. Conducted additional business via frequent email discussions.

Reviewed numbers of seats available in courses expected to meet particular requirements of the GE proposal. The analysis was prepared by staff of the Office of Resource Management and Planning during September 2008.

Worked with Engineering to ensure that revised GE requirements could be fulfilled in unit-heavy engineering majors without slowing students’ time-to-degree.

Recommended September 2010 as the implementation date for a new GE requirement.

Provided material for a comprehensive informational GE website.

Prepared examples of course programs that could fulfill GE requirements for large-enrollment majors in the social sciences.

Considered and responded to comments from departments and faculty members about the GE proposal.

Considered and responded to several requests to add new core literacy requirements to the GE proposal.

Met with the ASUCD Academic Affairs Commission to explain the revised GE proposal and to discuss commissioners’ comments.
Reviewed revisions of the GE proposal in conjunction with the Undergraduate Council (UGC).
Presented revisions of the GE proposal to the Senate Executive Council.
Presented recent changes in the GE proposal as an informational item at the February 2008 Representative Assembly meeting.
Assisted the Senate Chair with providing responses via email to main issues raised at the Feb RA meeting.
Prepared final language of proposed Regulations in consultation with CERJ.
Submitted the final revised Senate Regulations via the UGC for a vote at the June 2008 Representative Assembly meeting.
Prepared interim report about progress with GE for WASC (January); submitted suggestions to the UGC chair and the VP-Undergraduate Studies for their telephone interview with WASC.
Responded to student asking whether GE certification can be applied retroactively to a course: this is requested via petition to the dean’s office of the student’s college.
Reaffirmed that students wishing to earn GE credit for non-UCD, non-EAP courses taken abroad should petition their college dean’s office.

**Recommended procedural or policy changes for the coming year:**
The GE committee requests that a joint Senate-Administration Task Force be established to implement the new GE requirement. The GE committee should be a part of the Task Force.

**Committee’s narrative:**

The rationale for revising the Davis Division Regulations governing General Education (GE) is explained in the preamble to the text of the Revised Regulations included at the end of this report. A GE Task Force was appointed at the request of the GE committee in Winter 2006 and was asked to examine and restructure the UC Davis GE program. The Task Force asked these questions:

- What are the qualities of a well-educated person?
- What do we, the faculty, want to be able to say are the qualities of UC Davis graduates?
- How do those qualities prepare our undergraduates to live in a world increasingly complicated by scientific and technological change, by shifting demographics of ethnicity, and by the movement of people and ideas across national boundaries?
- How can we incorporate these qualities into a GE requirement that can be fulfilled by ALL undergraduates at UC Davis, including those whose majors require as many as 164 units?

During 2006-2007, the Task Force developed a proposal for a new GE program for the campus. The proposal was thoroughly discussed with the GE committee and the Undergraduate Council, and a revised proposal was formally presented to the Undergraduate Council in June 2007. These groups received comments
and feedback from the campus community between Spring 2007 and Spring 2008, and in response, revised several elements of the proposal. The proposal was voted on and approved by the Representative Assembly of the Davis Division, Academic Senate at the June 2008 meeting. The Revised Regulations appear later in this report.

**Feasibility assessment.** To determine whether seats were available in courses that could fulfill the requirements of the proposed GE program, members of a Summer 2007 GE Workgroup wrote provisional course approval descriptions for the three areas of topical breadth and for the seven core literacies. They identified courses listed in the 2006-2008 general catalog that could be expected to fulfill specific core literacies. Staff of the Office of Resource Management and Planning used the lists to determine the number of seats in those courses during the 2006-2007 academic year (6200 seats per year per course-equivalent will be needed in the revised program). The ORMP analysis presented in October 2007 showed that sufficient seats were available for all core literacies. However, estimating the additional TA resources needed for writing-intensive courses, especially within majors, was difficult without knowing how existing courses would be modified to meet the requirement. A worst-case estimate for the cost of additional TAs was projected to be $2 million per year. However, TAs currently working in writing experience courses would absorb some of the workload for writing intensive courses, reducing that figure by an unknown amount.

**Implementation date.** The GE Committee and GE Task Force recommended that implementation of a revised GE program should be set as Fall 2010 to allow time for certifying courses, training staff and faculty advisors, changing the general catalog and altering software to track GE requirements.

**Impact on unit-intensive majors.** GE Committee co-chairs worked with Engineering’s Associate Dean of Undergraduate Studies and several engineering faculty to analyze the impact of the proposed program on unit-heavy engineering majors. The group concluded that appropriate recognition of the social sciences content of a number of required engineering courses and certification of appropriate courses for particular core literacies would enable these students to fulfill the revised GE requirements without slowing time-to-degree.

**Dissemination of information, solicitation of feedback.** A GE website was developed and posted to provide comprehensive information about the current GE program, the process for developing the revision, and the details of the proposed revision. The website was updated several times. Via email, the Provost and the Chair of the Academic Senate invited members of the academic community to submit comments about the proposal to the GE Committee/Task Force and the Academic Senate. During Fall 2007 and Winter 2008, members of the GE Committee/Task Force met with deans, college executive and curriculum committees, master and major advisors, directors of undergraduate teaching programs, department chairs, and undergraduate students to present the GE proposal. Comments could be posted on the GE web site or sent by email to be
reviewed by the Undergraduate Council and the GE Committee/Task Force. Numerous responses were sent.

Additional core literacies. Several new requests to add core literacy requirements to the GE proposal were transmitted to the GE Committee/Task Force. The ideas were interesting but could not be incorporated into the proposal because the availability of sufficient seats in a broad spectrum of existing courses was not demonstrable and the effect of adding units to the proposal would be to slow time to degree. Faculty were encouraged to develop the areas for consideration in the future.

Diversity requirement. During February, the Affirmative Action and Diversity committee made a strong case for specifying that a minimum of 3 units of domestic diversity coursework be required within the 6 units of coursework in American cultures, governance and history. Using data supplied by the Registrar, two Senate faculty independently determined that sufficient seats were available in appropriate courses. After a lengthy discussion at its March meeting, the Undergraduate Council made this change in the GE proposal. An appropriate course provides an understanding of issues such as race, ethnicity, social class, gender, sexuality, and religion within the United States, and develop the student’s ability to think critically about diverse socio-cultural perspectives.

Changed GE writing component. The most widespread concerns about the proposal were focused on the elements specified for writing-intensive courses and the requirement for writing-intensive coursework in the major. With the assistance of the director and staff of the University Writing Program, a number of departments and programs developed ideas for incorporating writing into courses within the major. However, departments and programs with large majors, particularly in the social sciences, viewed the requirement as impossible to fulfill, citing faculty workload and insufficient TA support as major obstacles. In January, the GE Committee/Task Force decided to adopt a longer-range time frame for bringing writing-intensive work into all majors. We removed the requirement that each major must include courses with a GE writing component, but encouraged majors to do so. In addition, the name of the GE writing component was changed from “writing-intensive” back to “writing experience.” Elements defining a writing experience course in the revised program were charted to show how they corresponded with the existing requirements for current GE writing experience courses. To emphasize the goal of the writing experience requirement - to enable students to strengthen their abilities to think and to communicate effectively about the subject matter of a course - the revised requirement focused on process: preparing to write, receiving feedback, and revising and improving writing. Requirements for particular quantities of writing were made more flexible to be compatible with different types of courses. The changes in the writing component were presented to the faculty and the Representative Assembly during February 2008. To alleviate continuing faculty concerns about specifying approaches to feedback and revision within the writing experience regulation, the GE Committee/Task Force once again struggled with
the challenge of wording the regulation so that it provided meaningful guidance, yet allowed flexibility in implementation. The Undergraduate Council proposed a final amendment of the regulation at the June Representative Assembly meeting, just before representatives voted on and approved the entire proposal.

**Suggestions for implementation of the revised GE requirement.** The GE Committee and GE Task Force request the appointment of a GE Implementation Task Force. The Task Force should include the Senate GE committee, Senate members from subject areas not represented by GE committee members, COCI representative(s), Academic Federation members including a representative from the University Writing Program, and administrative representatives from the offices of the Vice Provost of Undergraduate Studies and of the Vice Chancellor for Student Affairs. Strong liaisons with College courses committees, academic advising staff, and the registrar are essential.

The GE committee should immediately prepare working versions of the provisional Course Approval Descriptions developed by the 2007-08 GE committee. These policy documents will be used to certify courses for particular categories of Topical Breadth and Core Literacies. The Implementation Task Force should develop a detailed timeline, meet with college representatives to explain the GE program revisions and the process for implementation, and meet with major advisors and/or department and teaching program chairs to identify courses eligible for core literacy certification. The Task Force should work with College and Senate course committees to develop efficient ways to certify courses for the new GE requirement.

Extra staff assistance for the Implementation Task Force and committees on Courses of Instruction will be required during the two years of the implementation process.
Approved by the Davis Division Representative Assembly June 2008:

Revised General Education Requirement
June 2008

The General Education (GE) requirement reflects the faculty’s image of “the well-educated person.” All students have the opportunity to develop expertise in depth in their majors, minors, or a combination of these. The GE requirement adds to that depth a breadth of knowledge and experiences represented by coursework outside of the area of the student’s major. The GE requirement also trains the student in four core “literacies” that the faculty considers crucial for success in one’s profession but also crucial to thoughtful, engaged participation in the community, nation, and world.

The GE requirement has two components: **Topical Breadth**, and **Core Literacies**.

The GE requirement is defined in terms of units, not courses. The units of every course at UCD (with very few exceptions) are assigned to one of the three **Topical Breadth Areas** or are certified as interdisciplinary. *Unless otherwise restricted, every course unit that a student takes, including courses for major and minor requirements, will be counted toward the required minimum number of units in each Topical Breadth Area. In the case of a course that has been certified as interdisciplinary, a student may count the units of the course in only one of the areas in which it has been certified.*

With the exception of units used to satisfy the English Composition element (1a) of the four **Core Literacies** (see below), units approved for a **Core Literacy** will be accepted toward satisfaction of the appropriate **Topical Breadth** component. *However, units may be counted toward satisfaction of only one Core Literacy.*

Students may take courses P/NP to fulfill their GE requirements, up to the limits set by college and campus regulations. Students may not present Advanced Placement or International Baccalaureate credit in satisfaction of GE requirements.

**A. Topical Breadth Component ................................................. 52 units**
- Arts and Humanities ......................................................12-20
- Science and Engineering .............................................. 12-20
- Social Sciences ...............................................................12-20

**B. Core Literacies Component .................................................. 35 units**
1. Literacy with Words and Images...............at least 20 units
   The ability to form, organize, and communicate one’s ideas is at the center of the faculty’s notion of what it means to be an educated person. The objective of this core literacy is to help create graduates who can communicate their ideas effectively in written, oral, and visual forms. The requirement also seeks to enhance students’ critical judgment of oral, written, and visual messages created by others.
a. **English Composition (8 units)**
(College of A&ES, College of L&S, College of Biological Sciences, College of Engineering)

b. **Writing experience coursework in the student’s major or elsewhere (at least 6 units)**
Writing experience coursework provides students instruction on how to communicate ideas in the subject matter of a course. Students write in appropriate forms under the guidance of faculty and graduate students. The opportunity to improve writing after having received careful commentary is crucial to this requirement.

c. **Oral skills coursework or additional writing experience coursework (at least 3 units)**
The skills involved in the effective communication of ideas through oral presentation build on and strengthen the critical thinking skills exercised through writing. As an alternative to developing oral communication skills, the student may take additional coursework certified as writing experience (see requirement b).

d. **Visual literacy coursework (at least 3 units)**
The objective of this requirement is to provide graduates with the analytical skills they need to understand how still and moving images, art and architecture, illustrations accompanying written text, graphs and charts, and other visual embodiments of ideas inform and persuade people. Coursework may stress the skills needed to communicate through visual means as well as the analytical skills needed to be a thoughtful consumer of visual messages.

**NOTE:** A student must have completed the Entry Level Writing Requirement (formerly known as the Subject A requirement) before receiving credit for coursework satisfying requirements a, b, and c.
2. Civic and Cultural Literacy . . . . . . . . . . . . . . . . . . . . at least 9 units
The objective of this core literacy is to prepare people for thoughtful, active participation in civic society. Such graduates think analytically about American institutions and social relations, understand the diversity of American cultures, and see the relationships between the national and local cultures and the world.

a. American Cultures, Governance, and History
(at least 6 units, of which at least 3 units must be in a course certified as focusing on issues of domestic diversity)
The objective is to create graduates who have an understanding and appreciation of the social and cultural diversity of the United States and of the relationships between these diverse cultures and larger patterns of national history and institutions. Such graduates are able to bring historical understanding and analytical skills to their participation in the civic spheres of society and are able to think analytically about the nature of citizenship, government, and social relations in the United States.

b. World Cultures (at least 3 units)
The objective is to create graduates with a global perspective, graduates who can live comfortably and productively in a world where communication technologies, economic relationships, and the flow of people across national borders increasingly challenge national identities and create transnational cultures. Students can satisfy this requirement through coursework or through certified study abroad.

3. Quantitative Literacy . . . . . . . . . . . . . . . . . . . . . . . . . . at least 3 units
The objective is to create graduates who understand quantitative reasoning and who are capable of evaluating claims and knowledge generated through quantitative methods.

4. Scientific Literacy . . . . . . . . . . . . . . . . . . . . . . . . . . at least 3 units
The objective is to create graduates who understand the fundamental ways scientists approach problems and generate new knowledge, and who understand how scientific findings relate to other disciplines and to public policy.
Approved by the Davis Division Representative Assembly June 2008:

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).
GE Task Force membership, 2007-2008

<table>
<thead>
<tr>
<th>Members of the GE Task Force</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
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The GE Committee thanks all who contributed time and effort to the GE revision, particularly the members of the GE Task Force and the Undergraduate Council. We especially thank our staff analyst, Kimberly Pulliam, for her work on the GE website.

GE Committee Annual Report
Respectfully submitted,

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Patricia Boeshaar
Jay Lund
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