## Committee on General Education/GE Implementation Task Force

<table>
<thead>
<tr>
<th>Total Meetings</th>
<th>Meeting frequency</th>
<th>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.</th>
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<tr>
<td>5 meetings (all joint meetings with the GE Implementation Task Force)</td>
<td>~2 times per quarter</td>
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- 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
None.

### Listing of committee policies established or revised
None.

### Committee activities:
- Met jointly five times with the GE Implementation Task Force to discuss implementation. Conducted addition business via frequent email discussions.
- Developed resolution to delay implementation until September 2011 due to staff resources, development of an adequate system, and significant course workload.
- Provided materials and revised General Education Web Site.
- Prepared sample assignments and course justifications for Writing, Oral, and Visual literacies.
- Prepared checklists for each core literacy.
- Revised course approval descriptions based on conversations with implementation task force members.
- Worked with Registrar’s office to create advisory course listings to be used by departments when designating courses for GE credit.
- Worked with the Registrar’s Office, the Committee on Courses of Instruction, and Student Affairs to develop the General Education Tracking System (GETS).
- Worked with the Registrar’s Office to develop the “How To” and Training documents for the GETS system.
- Held a meeting on the topic of General Education for all department chairs on May 5, 2009.
- Sent out two campus directives related to GE Implementation including timelines and information regarding where to get more information, and how to access the GETS system.

### Recommended procedural or policy changes for the coming year
None.
Committee’s narrative:
The highlight of the General Education committee during the 2008-2009 academic year was the implementation of the revised General Education Requirements on campus. A joint Senate/administrative implementation task force was appointed by Committee on Committees in December 2008, which includes faculty from across campus, administrators, and representatives from the Academic Federation. The GE Implementation Task Force is co-chaired by Chris Thaiss (University Writing Program) and Liz Constable (French & Italian and Women and Gender Studies). The charge of the task force is to work with the General Education Committee on implementation of the new General Education requirements. This includes working with the Committee on Courses of Instruction and the Registrar’s Office on developing an interim system to be used for tracking and designating courses on campus to meet the new core literacies. This new requirement has a direct impact on the campus general education program and student time to degree. The new General Education Requirements were approved by the Davis Division Representative Assembly in June 2008. Implementation took place throughout the 2008-2009 academic year and will continue into the 2009-2010 academic year with all GE courses being approved by November 2010 for final campus implementation in Fall 2011. Please see below for the final (approved) version of the New General Education Requirement.

Final General Education Requirements – approved by the Davis Division Representative Assembly June 2008:

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.

General Education Web Site
During the 2008-2009 academic year, the GE Committee analyst worked extensively with the Academic Senate programmer to re-design the web site devoted to General Education. This was a large project that involved meeting with several committees, individual faculty members, and members of the administration. The committee analyst worked with the programmer on designing the web site so the information would be more easily accessible and the important information including regulations and course listings so these items would be more convenient for staff in faculty in departments. The web site went through several revisions, but overall faculty appreciated the web site because all the information, including historical documents related to the process of GE revision, was all contained in one place. Development of the web site had significant impact on the entire campus and provided assistance by educating faculty and staff on the GE proposal and revision. All information pertaining to the General Education revision including advisory course listings and course approval descriptions can be found at: http://ge.ucdavis.edu.

General Education Tracking System (GETS)
One of the highlights during the 2008-2009 academic year was the development and implementation of the General Education Tracking System (GETS). The GETS system was put into production on July 1, 2009 and departments/units will have through Fall quarter 2009 to conduct course reviews on all courses designated as general education. The UGC analyst was the lead analyst
assigned to work and support the GE Implementation Task Force. This included working extensively with the GE Implementation Task Force membership, the Committee on Courses of Instruction (COCI), the University Registrar’s office, and the programmer from Student Affairs to design and implement an online system for existing courses that require only GE designation to meet the new general education requirement. The web-based GETS system will allow departments/units to view/edit/review courses which have been pre-designated as a GE course. Revisions to these courses are reviewed, routed and approved through GETS. All departments/units will be required to follow the proposed procedures in the GETS system to ensure courses are in compliance with the new GE regulations. All GE course review should be finalized in November 2010 for full campus implementation in Fall Quarter 2011.

General Education Resolution (Delay in Implementation to Fall 2011)
In February 2009, a resolution to delay implementation of the revised General Education requirements to Fall 2011 was presented and approved by the Davis Division Representative Assembly. This resolution was endorsed by the General Education Committee and the Executive Council of the Davis Division.

Rationale: In order to meet the September, 2010 implementation, all current courses (estimated at 1200-1600) would have to be updated to designate the appropriate “Literacy” by November, 2009, or at the latest by the end of Fall Quarter, 2009). This is not advisable, for the following reasons:

- The colleges, departments, Academic Senate office and administrative offices would need additional time to assure appropriate classification of courses and entry into the course database and the General Catalog.
- The current electronic Course Approval Form (CAF) system is sorely inadequate for the purposes of managing the workload associated with the revision of existing courses and any new course proposals. The system’s failings cause unacceptable delays, and heavy traffic causes sub-par performance, which slows review and approval of courses. Therefore, approval of more than 1000 courses using the current CAF would demand a tremendous staff commitment due to the slowness of the system alone, which would be exacerbated by the quantity of courses being reviewed at each level.
- Campus departments and advisers need additional time to become knowledgeable about the new requirements in order to advise students under the old GE requirements and the revised GE requirements during the period in which the revised requirements are being phased in.

General Education Meeting with Department Chairs
On May 5, 2009 a meeting was held for all department chairs. The purpose of the meeting was to provide as much information as possible regarding the implementation of the new general education requirements. The revised GE web
site was shown including showing the faculty how to access the advisory course listings and course approval descriptions. The GETS system was still in development at the time of the meeting. Most faculty left the meeting with a better understanding of the new requirements and how to get started reviewing courses and certifying them into the core literacies.

**GE Implementation Directives and Proposed Timeline**

Two campus directives were sent out in May and June regarding GE Implementation. The May 1, 2009 directive included basic information on how to access the GE web site and how to view the advisory course listings. This directive also provided a section on GE changes to existing courses and how these courses would be reviewed and routed through the GE Tracking System (GETS). A section including new course requests was also provided including information on how to submit new courses through the normal Course Approval Form (CAF) process. The directive also stated that the implementation timeline allocated spring and summer 2009 for review of the advisory departmental course listings and encouraged departments to contact GE staff with any questions during spring and summer 2009 when courses are being reviewed.

The June 26, 2009 directive provided information pertaining to the General Education Tracking System (GETS) rollout. The system was released on July 1, 2009. The directive included directions stating that existing courses that only require GE designation are to be reviewed, routed, and approved through the GETS system. New courses or existing courses requiring more than just a GE designation revision must be routed through the current online CAF system. The following proposed course review and action timeline was also provided:

**Proposed Course Review and Action Timeline**

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<th>Summer and Fall 2009:</th>
<th>Departments review, modify and submit courses into GETS or CAF.</th>
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<tr>
<td>Winter 2010:</td>
<td>GE Implementation Task Force, College and Senate course review.</td>
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<tr>
<td>Spring 2010:</td>
<td>Review and action on courses continues.</td>
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<tr>
<td>November 2010:</td>
<td>All GE course review is finalized.</td>
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<td><strong>Fall 2011:</strong></td>
<td><em>The new GE requirements go into effect for incoming students.</em></td>
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GE Implementation Task Force Membership, 2008-2009
Elizabeth Constable, Chair
Christopher Thaiss, Chair
Rebecca Ambrose, School of Education
Margherita Heyer-Caput, French and Italian
Seeta Chaganti, English
Joe Kiskis, Physics
Kathryn Radke, Animal Science
Jim Shackelford, Chemical Engineering and Materials Science
Peter Wainwright, Evolution and Ecology
Marcel Holyoak, Chair, Committee on Courses of Instruction
Carole Hom, Academic Federation Representative
Jim McClain, Associate Dean, College of Letters and Science
Dann Trask, Assistant Dean, College of Letters and Science
Gail Martinez, Assistant Vice Provost, Undergraduate Studies
Pat Turner, Vice Provost, Undergraduate Studies
Frank Wada, University Registrar
Keitha Hunter, Associate University Registrar
Edwin Arevalo, Assistant Director, Academic Senate Office

General Education Tracking System (GETS) Project Participants
Frank Wada, University Registrar
Keith Hunter, Associate University Registrar
Patrick Turner, Programmer, Office of Undergraduate Admissions
Chris Redder, Programmer, Office of the University Registrar
Randall Larson-Maynard, Catalog Editor, Office of the University Registrar
Edwin Arevalo, Assistant Director, Academic Senate Office
Kimberly Pulliam, GE Committee Analyst, Academic Senate Office
Marcel Holyoak, Chair, Committee on Courses of Instruction
Chris Thaiss, Chair, GE Implementation Task Force and GE Committee
Liz Constable, Chair, GE Implementation Task Force and GE Committee

GE Committee Annual Report
Respectfully submitted,
Elizabeth Constable (Chair)
Christopher Thaiss (Chair)
Patricia Boeshaar
Ron Hess
Ted Margadant
Allan Bellman (AF Representative)
Sara Krause (ASUCD Representative)
Kimberly Pulliam (GE Committee Analyst)