U N I V E R S I T Y O F C A L I F O R N I A

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

ACADEMIC SENATE, MERCED DIVISION
UNDERGRADUATE COUNCIL
PEGGY O'DAY, CHAIR
poday@ucmerced.edu

UNIVERSITY OF CALIFORNIA, MERCED
P.O. BOX 2039
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Phone: 209-228-7930
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June 3, 2008

To: Academic Senate, Shawn Kantor, Chair

From: Undergraduate Council, Peggy O'Day, Chair

Re: Recommendations on General Education

The Undergraduate Council was asked by the Academic Senate to review UC Merced's current policy on General Education (GE) requirements and to make a recommendation to the Academic Senate. The UGC discussed this item at several meetings and generated a set of recommendations (described in the attached memo). In addition to the recommendations on GE, a set of courses was proposed as an interim solution for the Core 100 GE requirement in AY 2008-2009. A vote on the GE recommendations and temporary substitution of courses for Core 100 was conducted via electronic mail. The vote resulted in formal approval of both items. The UGC requests that these items be placed on the agenda for discussion at a future Division Council meeting (excluding the June 6th meeting). In particular, UGC seeks endorsement by Divisional Council regarding the temporary GE course substitution before instructions are transmitted to the Schools, and would like Divisional Council to consider further action on recommendations in the attached memo.

Sincerely,

Peggy O'Day, Chair

P. a. O'Day

U N I V E R S I T Y O F C A L I F O R N I A

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May 28, 2008

To: Academic Senate, Shawn Kantor, Chair
From: Undergraduate Council, Peggy O'Day, Chair,
Re: Recommendations of General Education

I. Background

In February 2008, Academic Senate requested UGC to review UCM's current General Education (GE) requirements and to make recommendations to the Academic Senate; the charge to UGC was:

"Apparently Merced is the only UC campus that does not have campus General Education requirements as part of its Senate Regulations. As a Senate, we should discuss how, and if, we intend to address this shortcoming. The first step is to define (or confirm) what General Education is at UC Merced and then initiate a process to add the language to our Senate Regulations."

UGC held discussions at several meetings in February and March 2008, on issues surrounding GE. In addition to general concerns, a more immediate issue requiring attention was Core 100, which was not taught this year but is a UCM GE requirement for graduation. VPUE Viney initiated discussions with School Curriculum Committee Chairs regarding possible alternatives for students to fulfill this requirement. In order to bring more faculty into the discussion regarding Core 100 as part of GE, UGC Chair O'Day requested Academic Senate to form an *ad hoc* committee to make recommendations to UGC on how students are to satisfy the Core 100 GE requirement for AY08-09, either in the form of delivering Core 100 or proposing alternatives to Core 100 that fulfill the requirements for GE stated for Core 100. The *ad hoc* committee was also asked to consider pedagogical aspects and to assess resource requirements for the estimated number of students who will be enrolling in Core 100 (or equivalent courses) next year. The committee membership and its report are included in the Appendix.

At its meeting on 7 May 2008, UGC invited Prof. Henry Forman, *ad hoc* committee chair, to elaborate on the discussion of the *ad hoc* committee and its recommendations. Prof. Forman provided background on Core 100 and presented various opinions put forth by committee members, noting that they had a limited time for discussion and were able to meet only once. At its meeting on 14 May 2008 and in subsequent emails, UGC discussed and finalized the recommendations presented here.

This report is divided into two parts, the first discussing the overall state of GE and recommendations for future actions, and the second on Core 100 and specific recommendations for immediate and future actions.

II. Current General Education Requirements

A group of Founding Faculty initially developed and approved the current GE requirements in July 2003, during which time the Guiding Principles for General Education were created. During AY03-04, a faculty committee was charged with developing a curriculum for the Core courses that embodies the Guiding Principles. This committee proposed the current Core 1 and Core 100 courses, which were approved by UGC in AY03-04. Also at this time, a "College One Oversight Committee" was established to identify tasks related to College One and delivery of the GE Core Courses.

Other than UGC minutes and documents, GE requirements are stated only in the UCM catalog (and web version). The catalog also states the Guiding Principles for General Education. UCM's General Education requirements consist of three parts: A) University of California requirements, B) UCM campus requirements, and C) individual School requirements. The current student UC-wide and UCM-wide GE requirements are given on pg. 48-51 ((UCM 07-08 catalog):

A. UNIVERSITY REQUIREMENTS

- University of California Entry Level Writing Requirement (formerly, Subject A Requirement)
- American History and Institutions

These can be completed by testing out or coursework at UCM.

B. CAMPUS REQUIREMENTS

- Two-Semester CORE Course sequence
- Lower division writing course
- College-Level mathematics/quantitative reasoning course

For students entering as Freshman, these are completed by coursework at UCM, including Core 1 and Core 100, which are designed to reflect the Guiding Principles of General Education. Transfer students are required to take Core 100 after transfer.

C. SCHOOL REQUIREMENTS

The Schools of Engineering, Natural Sciences, and Social Sciences, Humanities and Arts each have a set of general education requirements to be completed if you choose a major offered by that School.

Each School specifies GE courses for majors within their School.

III. General Education Requirements and College One

A source of confusion over the last few years has been rooted in the relationship between General Education and College One, which is not well codified in our bylaws and regulations. UCM's existing documents related to GE and College One consist of the following:

A. UCM Bylaws and Regulations: Currently make no specific mention of GE. UCM bylaws create College One as a "Faculty" of the university and make all faculty members of College One:

"Part III. Faculties
Bylaws 2.A. The Faculties of Merced are:
School of Engineering
School of Natural Sciences
School of Social Science, Humanities and Arts
College One

Bylaws B.3. The members of the Faculty of College One are all the members of the Faculties of Engineering, Natural Sciences, and Social Sciences, Humanities and Arts."

The UCM bylaws establish the authority of the Division over the Faculties of the University (and therefore College One):

Bylaws III.1.A:

"• A Faculty is a committee of the Division, is responsible to the Division, and may from time to time be instructed by the Division.

• A Faculty may adopt Bylaws and Regulations consistent with the Bylaws and Regulations of the Division, which are submitted as an informational item to the Division and printed as an Appendix to the Merced Division Manual."

B. College One Bylaws: The current bylaws for College One establish an Executive Committee (COEC) and a procedure for electing members. The bylaws state the following duties for the COEC:

Bylaws III.7
"Duties – (a) To represent the Faculty in all appropriate aspects of College One; (b) To advise and assist the Dean in the administration of the school; (c) To appoint all committees of the Faculty not otherwise provided for in these By-Laws; (d) To establish and maintain liaison with the Executive Committees of the other Faculties of the Merced Division."

College One currently has no Regulations, and thus there is no mention of policies of College One in relation to General Education in bylaws or regulations. The UCM catalog (and web version) states: "College One is home to UC Merced's general education program" (UCM 07-08 catalog, pg. 48).

IV. Findings and Recommendations on General Education Requirements

A. Guiding Principles for General Education and current requirements.

Both the *ad hoc* committee and UGC strongly support the Guiding Principles for General Education as a foundational framework that defines GE at UCM. In Core courses as well as in other courses that fulfill GE requirements, the Guiding Principles articulate the goals, attributes and skills that should underlay the course curriculum. Most of the concerns discussed by the *ad*

hoc committee and UGC centered on course delivery, faculty engagement, and resources (see below), and did not identify serious problems with the concept of GE based on the Guiding Principles or with the current course requirements. UGC also notes that a GE curriculum based on the Guiding Principles will be very beneficial for WASC accreditation.

All other UC campuses specify GE requirements within their campus Regulations, along with other requirements for conferral of degrees (see Appendix for a summary). Currently in UCM Regulations (Part 1. General Regulations, Undergraduate students), policies on only the following items are included:

50. Grades
55. Normal Progress to Degree
60. Repetition of Courses
65. Academic Probation and Dismissal
70. Course Schedule Changes
75. Honors at Graduation

Recommendation 1: Academic Senate should revise campus Regulations to include current Degree and GE requirements.

General Education is not restricted to the Core courses, but has multiple elements at the University and School levels. Faculty are engaged in the delivery of GE across the university, but we are not currently acknowledging or advertising the fact that many courses support elements of the Guiding Principles. Students are mostly unaware of what GE is and why it is important for their education, and thus many have a negative view of GE courses. The Guiding Principles and the purpose of GE should be reinforced and better identified as foundational components of University and School GE requirements (which aids WASC accreditation).

Recommendation 2: Through cross-school dialogue, Schools should identify courses that fulfill GE requirements for another School (and have no or few prerequisites), and identify the elements of the Guiding Principles that the course delivers (which will help with accreditation). Each semester, courses being offered that fulfill particular School GE requirements should be clearly identified for students (i.e., in the on-line course schedule).

Clarity to students regarding GE courses offered each semester would eliminate unnecessary questions to advisors, facilitate student progress to degree, and aid in planning teaching schedules for instructors. There needs to be cross-school agreement regarding appropriate GE courses and appropriate availability each semester.

B. Delivery of Core Courses.

The two Core courses (1 and 100) are cornerstone components of the campus GE requirements. Both were designed, as much as possible, to include elements of all eight of the Guiding Principles. Both the *ad hoc* committee and UGC support the concept of the Core courses. The unique attributes and benefits of these courses compared with School-distributed GE courses were discussed: student exposure to diverse knowledge, ideas, and faculty; interaction with diverse groups of students; collaborative learning outside of a student's major; opportunities for cross-disciplinary teaching and learning for faculty and students; learning teamwork with individuals of different outlooks; integration of transfer students in Core 100. It

was noted that a School-based GE course might not deliver the same breath or interdisciplinary exposure that is central to the concept of the core courses, particularly Core 100.

However, the committees were also well aware of challenges faced in delivering the Core courses as student population grows. Core 1 has had better success in scaling up than Core 100, probably partly because the course format requires only one or two lectures from many faculty, rather than a commitment over the entire semester. Both committees reaffirmed the important role of faculty in the delivery of the Core courses. While instructor or TA support is essential, a large part of the value of these courses is rooted in faculty participation from across the university. For Core 100 to become viable again in some form, it is important to identify and engage faculty who are interested in participating. If faculty agrees that the educational value of Core 1 and 100 is unique and worth continuing, then significant investments in faculty resources and in instructor and course support need to be made.

Recommendation 3: Incentives for faculty to participate in Core courses must be put in place in order for these courses to continue to be delivered.

Specific recommendations for incentives:

1. Faculty must receive individual workload credit for Core courses, in proportion to their effort. Workload needs to include time for preparation, organization, coordination, and faculty-faculty interaction, which is significant in interdisciplinary courses such as Core.

2. Faculty must have incentives to participate in teaching Core courses rather than courses in their major, noting that many degree programs are currently understaffed and have trouble delivering a sufficient number of courses in their major or graduate program. A faculty member's home "unit" (however that is defined in possible School restructuring) should receive FTE "credit" if that faculty is teaching Core rather than a course for a major or graduate program.

3. Faculty should be rewarded for teaching Core courses. It is likely that some faculty will need to continue delivering courses in their major subject in addition to contributing to GE. Given that some teaching overload is expected given our small size, additional faculty incentives may include: supplemental discretionary research funds; a graduate student fee waiver; supplemental support for post-doctoral scholars or research technicians; partial summer salary; teaching release in a subsequent semester (if significant time is invested). Having a choice of incentives would motivate a larger number of faculty to participate.

Recommendation 4: A pool of faculty should be recruited to rotate the teaching and curriculum evolution of Core courses on a regular basis, provided that adequate incentives (Recommendation 3) are in place.

For most faculty, investment and ownership of course content are important. As such, participating faculty should decide how to evolve or change the structure and/or format of the Core courses, within the framework of the stated course objectives. A critical aspect at this stage is to identify a faculty cohort that is interested in teaching Core courses, particularly Core 100. This would create a pool of faculty that has an expectation of regular participation in Core who would rotate responsibility and not have to be recruited every semester. They would have an investment in course content and course evolution, and would build up experience that can be shared with faculty rotating into the teaching pool. The specific

incentive/reward for a defined amount of long-term commitment needs to be articulated and guaranteed in advance.

Recommendation 5: Instructor support in proportion to student enrollment needs to be projected and budgeted.

Support from Writing Instructors is essential for the Core courses, particularly for Core 100. Coordination and planning needs to take place between faculty delivering Core and the Writing Program to make enrollment and budget projections that are adequate for the Core courses and other writing courses. Since the Core courses are interdisciplinary, it may be appropriate to use graduate students from a variety of graduate groups to supplement the instructor pool.

C. Delivery of Core 100 or Alternatives in AY08-09.

The *ad hoc* committee recommended that the current GE requirement of Core 100 not be changed at this time, but also recognized that an interim solution was needed for AY08-09 since the teaching schedule for Fall was set and for Spring was (mostly) planned. Since Core 100 is a requirement for graduation, there is a group of students seeking to graduate in Spring 09 who were unable to fulfill the requirement in AY07-08 because it was not offered (estimated at 396 students). In addition, there will be a group of upper division students seeking to fulfill the requirement in AY08-09 (estimated at 822 students). Based on the discussions initiated by VPUE Viney with School Curriculum Committee chairs, the *ad hoc* committee recommended the following courses as substitutes for Core 100 in AY 08-09 as an interim solution:

For SSHA: WRI 100, 117, 118, 119
For NS: WRI 116
For ENG: ENG 155 (3 credits) plus a 1 credit writing course (needs to be established)

The *ad hoc* committee noted that these courses, while containing elements of the Guiding Principles, do not address all of the objectives associated with Core 100 and may be not appropriate as a permanent solution if Core 100 remains a GE requirement. UGC pointed out that some of these courses (WRI 116, ENG 155) were being used by students to fulfill School GE requirements, and there was a need to clarify how students apply courses to fulfill degree requirements. UGC was also concerned about whether these courses contained sufficient GE content and elements of the Guiding Principles.

UGC discussed the feasibility and timescale for implementing a permanent solution for the Core 100. It was noted that some students currently have a negative view of Core 100 (although most have not taken the course) and expressed concern about the Core 100 requirement. It was recognized that evolution of the format for Core 100 needed to occur in order to scale it to large numbers of students. This could potentially take different forms (e.g., a series of sections of Core 100 taught by different instructors; different flavors of courses adhering to common criteria; student choice of Core 100 or an alternate writing course to fulfill the GE requirement). A UGC member noted that Core 100 could be delivered to a limited number of students as a "flagship" or honors-type course, with the alternatives suggested above available for other students to fulfill their GE requirement. This would establish Core 100 as a special, desirable GE alternative for both students and faculty. Since re-establishing and evolving Core 100 requires time and faculty commitment, UGC recommends a *two-year* interim development period:

Recommendation 6: For AY08-09 and AY09-10, the following courses can be used to fulfill the undergraduate General Education requirement for Core 100: Core 100, WRI 100, 117, 116, 118, 119, ENG 155 + 1 credit writing course. A course cannot be used to fulfill *both* the GE Core 100 requirement and a School requirement.

This action requires that sufficient sections of these courses be offered to accommodate student demand. Enrollment priority should be given to students who are scheduled to graduate in Fall 2008 or Spring 2009. This action does not allow using a single course to satisfy both a GE and a School requirement (in order to be fair to students who have already taken Core 100).

Recommendation 7: Academic Senate should identify faculty who are interested in participating in discussion about, and delivery of, the Core 100 requirement. A faculty group should be charged by Academic Senate to determine how to evolve the Core 100 course requirement and how to phase in a permanent solution over the next two years, with the potential to offer a limited-enrollment version(s) of Core 100 beginning in Spring 2009. They should report to and consult with Academic Senate (through UGC) on progress.

Since UCM-wide GE is owned by all faculty, it is essential that broad participation be encouraged in the delivery and evolution of GE courses and requirements. Faculty need to assume responsibility for delivery of Core courses, but faculty participation should be valued and rewarded if GE is to be a meaningful part of the education of a UCM student. Academic Senate has an important role in insuring university-wide participation in decisions about, and delivery of, GE requirements, and in insuring that faculty incentives materialize.

Recommendation 8: Administrative responsibility for coordination of Core courses and the substitute writing courses should be placed under the direction of the Office of the VPUE. The VPUE should insure that adequate resources are in place for delivery of Core courses or their substitutes, and should insure that faculty incentives have been agreed upon between the Administration and faculty involved in course delivery. The VPUE should work with the Senate-appointed committee (Recommendation 7) and the Writing Program to develop a faculty-administrative structure that insures the continued delivery of Core and GE courses.

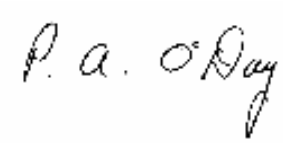
Successful development of a long-term plan for the delivery of GE courses requires a clear working structure between Faculty and Administration. Since Core courses presently do not reside in one School, the Office of the VPUE is logical home for administrative coordination. This action dictates that responsibility for coordinating resources and insuring delivery of faculty incentives be assigned to the VPUE, who can work with School Deans and Writing Program staff to insure courses, faculty, and instructors are in place each semester.

D. Role and Future of College One.

In its discussions over the last semester, UGC focused primarily on the status of General Education at our campus and the challenges faced in the delivery of GE courses. The broader question of the role of College One in the delivery of Core and potentially other GE courses was not addressed. Although College One is part of our bylaws, its authority over the GE *curriculum* (as opposed to administrative resources) is not clear. The immediate question of Core 100 delivery and administrative coordination of Core courses can be more effectively handled by a Senate-appointed committee and the VPUE

(Recommendations 7 and 8). Academic Senate may wish to consider further discussion of College One in the next academic year.

Sincerely,



Peggy O'Day, Chair

APPENDIX I:

Recommendations of the Senate Ad hoc Committee on Core 100 or Alternatives (4/27/08)

Several of the committee members met on Wednesday, April 23, 2008 to discuss both temporary and permanent solutions to the upper division general education requirement. This memorandum is however, the product of an exchange with all members. These are our recommendations:

A temporary solution:
For SSHA: WRI 100, 117, 118, 119
For NS: WRI 116
For ENG WRI 155 plus a 1 credit writing course

Resumption of Core 100 as a permanent course (if several issues can be resolved -details below):
The committee considered a draft proposal for putting the lecture component of Core 100 online and other means for delivering Core 100 to 600 or more students. But, it is also clear that there are obstacles described below that would not allow an immediate resumption. Nonetheless, the underlying principle for recommending resumption is that while the temporary solution courses can fill the requirement of fulfilling the guiding principles, they do not address all of the four goals that were the basis for establishing Core 100:

1. to provide of an upper division general education course that would be a common experience of all UCM graduates and fulfill the guiding principles upon which UCM based its general education program
2. to integrate the experience of transfer students and students who began their college experience at UCM
3. to provide an experience for upper division students to interact with faculty from other disciplines
4. to allow students from various disciplines to learn how to work together on group projects, which is increasingly demanded in almost all workplaces

Issues to resolve:
1. FTEs: There needs to be a linkage established between workload and FTEs for units. For example, the faculty in some units are all already doing overload just to cover their major courses.
2. Faculty participation: There is a need to establish a credit policy for individual faculty participating as either course managers or group mentors. Currently NS has a point system and ENG has an available but less defined option that would give credit to group mentors. SSHA has not yet addressed this issue.
3. Writing support: This is needed, particularly as group writing, which is an essential aspect of Core 100 is difficult.
4. Phasing in Core 100: As few faculty have worked with diverse groups, it was felt that a few new faculty would be added each semester.

There were several other issues discussed that UGC may want to consider. It is likely that Core 100 would cost considerably less in terms of faculty participation than would having to provide a smorgasbord of upper division general education courses. Most upper division general education courses also have pre-requisite requirements that can be obstacles. Finally, most faculty members do not want to fulfill their full course teaching requirements with general education courses.

The other alternative, making the writing courses permanent would require hiring many additional writing instructors. The expense of that may be less than using ladder ranked faculty to mentor Core 100 groups. The former involves full course loads for writing courses taught by writing instructors while the latter involves time for mentoring and other aspects of participation in Core 100 for ladder ranked faculty. Ladder ranked faculty earn considerably more than writing instructors and while the costs need further analysis, it is only relevant if the goal of having experience for upper division students with faculty from other disciplines is abandoned.

Chair of the Ad Hoc Committee:
  Professor Henry Jay Forman
Chairs of School Curriculum Committees:
  Engineering: Carlos Coimbra
  Natural Sciences: Mike Colvin
  Social Sciences, Humanities and Arts: Wil Shadish
Other Members:
  Professor Valerie Leppert
  Professor Gregg Herken
  Professor Dunya Ramicova
Ex Officio Members:
  Vice Provost of Undergraduate Education, Christopher Viney
  UGC Chair Peggy O'Day
Consultants:
  Director of the Writing Program, Robert Ochsner
  Wil Van Breugel, Adjunct Professor, Natural Sciences

GENERAL EDUCATION REQUIREMENTS AT OTHER UC CAMPUSES

UC Berkeley
http://academic-senate.berkeley.edu/resources/regulations_doc.html

Regulations of the University of California
Berkeley Division of the Academic Senate
Last revision April 27, 2006

Part II REGULATIONS APPLICABLE TO CANDIDATES FOR THE BACHELOR'S DEGREE

Title IX College of Letters & Science

Regulation 300. AMERICAN CULTURES BREADTH REQUIREMENT[5] (En. 4.89, eff. F 1991)

A. Satisfaction of the American Cultures Breadth Requirement is a prerequisite for every Bachelor's Degree awarded to students who begin their studies at Berkeley in lower-division standing in Fall 1991 or thereafter, or upper-division standing in Fall 1993 or thereafter.

B. The American Cultures Breadth Requirement is satisfied by passing, with a grade not lower than C- or P, a course expressly approved for that purpose by the appropriate committee of the Berkeley Division.

C. The courses that satisfy this requirement must be integrative and comparative and address theoretical and analytical issues relevant to understanding race, culture, and ethnicity in American history and society. Each course will take substantial account of groups drawn from at least three of the following: African Americans, indigenous peoples of the United States, Asian Americans, Chicano/Latinos, and European Americans. (Am. 4.4.94)

D. The courses satisfying this requirement are not precluded from satisfying other requirements.

Regulation 807. Bachelor of Arts Degree (Am. 10.25.94)

D. General Requirements. The candidate must have satisfied the:

1. General University requirements of SR 630, 634, 636, 638; and Berkeley Regulation 300. (CC. 4.89)

2. Breadth requirements specified by the Faculty of the College.

* Any student who has completed all of the Letters and Science breadth requirements, or the general education requirements, or the equivalent of either, at the University of California campus from which he or she transfers, may, upon petition, be credited with having completed the breadth requirements of this College.

3. Requirements of a major program described in Regulations 809-812 (eff. Fall 1987). (Am. 4.87)

other colleges have similar general ed or breadth requirements but vary depending on major difficulty and work load

879. REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE (Am. 4.4.94)

The degree of Bachelor of Science is granted upon completion of at least 120 units of study.

A. Of the 120 or more units required, at least 36 units must be upper division courses, including a minimum of 15 units of upper division courses in the College of Natural Resources. Not more than 4 units may be in activities courses in Physical Education. (For an exception see SR 642.) (Am.4.4.94)

B. Each candidate for the B.S. degree must complete a major program as described in Regulation 876 (see SR 642). Each candidate must attain at least a C average in all upper division courses required of the major program. (Am. 3.83)

UC Davis
http://academicsenate.ucdavis.edu/cerj/manual.htm

Regulations of the Davis Division of the Academic Senate
(Revised April 16, 2007)

College of Letters & Science Regulations
Section 1. Requirements for the Bachelor's Degree

50. General Requirements: The degree of BA or BS will be granted upon the fulfillment of the following conditions:

(A) The candidate shall have satisfied:
(1) The unit requirements described in 51;
(2) The English composition requirement described in 52;
(3) The foreign language and the area requirements described in 56 and 59, respectively; (Am. 6/1/78)
(B) The candidate shall have complied with the limit on the number of units graded P that may be counted toward the degree described in 76 and DD Reg A545(B)
(C) The candidate shall have satisfied the University requirements stated in AS Reg. 630, 634, 636, and 638 (senior residence, grade point average, Subject A, American History and Institutions, respectively).

** Davis Division General Education Requirements also referenced in:
Section 2 Regulation 56 Part B.
Section 3 Regulation 59 Part B.

** UCD also has its own BA in GenED
Regulation 522. Baccalaureate Degree Requirement in General Education

UC Irvine
http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=121

Manual of the Academic Senate Irvine Division
Part II. Regulations
Chapter II: Baccalaureate Degree Requirements
Section 1: General Requirements

Regulation 520. General Education Requirement (Am 13 April 89) (Am 3 June 03) (Am 7 Jun 07)

(A) General
A candidate for the Bachelor's degree must satisfy a general education requirement of courses approved by the Council on Educational Policy (CEP) in each of the following categories:

I. Writing (3 courses);
II. Science and technology (3 courses);
III. Social and behavioral sciences (3 courses);
IV. Arts and humanities (3 courses);
V. Quantitative, symbolic, and computational reasoning (3 courses);
VI. A language other than English (3 courses in the same language)
VII. Multicultural studies (1 course);
VIII. International/global issues (1 course); and
IX. Laboratory or performance (1 course).

UCLA
Academic Senate Manual: http://www.senate.ucla.edu/SenateLinks/formsDocsPage.htm
Division Regulations Link: http://www.senate.ucla.edu/FormsDocs/regs/toc.htm

Part II. Regulations of Division
Chapter II. Bachelor's Degrees in Academic Colleges and Professional Schools
Section 3. College of letters and Science

458. The degree of Bachelor of Arts or Bachelor of Science will be granted upon the following conditions:

(A) A minimum of 180 course units are required for a Bachelor's degree of which at least 60 units shall be from upper division courses (numbered 100-199) … [Am 23 May 79; 31 Oct 81; 27 May 86; 12 Nov 96; 5 Jun 01]

A-458. (B) Except as provided in SR 630(B), (C) and (D), and (E) and 614, 35 of the final 45 units completed by each candidate for the Bachelor's degree must be earned in residence in the College of Letters and Science on this campus. [Variance to SR 630.] [Am 6 June 79; 2 Dec 81; 3 Jun 03]

(C) The candidate must complete the following general University and College requirements. [Am 11 Feb 02]

(1) University of California Entry-Level Writing Requirement ...
(2) American History and Institutions ...
(3) College Writing Requirement ...
(4) Quantitative Reasoning ...
(5) Foreign Language ...

(D) The candidate must complete the College general education requirements, which consist of 10 courses (a minimum of 48 units) in the following three foundational areas. One of these 10 courses must be either an approved lower division seminar or second Writing II course in an appropriate foundational area. The College will publish a list of approved courses that fulfill these requirements. [Am 11 Feb 02]

(1) Foundations of Arts and Humanities...

(2) Foundations of Society and Culture

(3) Foundations of Scientific Inquiry

(4) Students will be exempt from the College general education requirements in the following instances: [Am 11 Feb 02}

(a) Students who transfer to UCLA from other UC campuses and have met all general education requirements at the campus from which they transferred will be exempt. [Am 11 Feb 02]

(b) Student who transfer to UCLA from a California community college and have satisfied IGETC as set forth in Statewide SR 478 prior to enrolling in the College. [Am 11 Feb 02]

(c) Any transfer student who has not satisfied (a) or (b) above must complete the College's general education requirements. [Am 11 Feb 02]

UC Riverside

Bylaws & Regulations Division Link: http://www.senate.ucr.edu/senate_site/cms.php?action=list_bylaws

Regulations of the Riverside Division

Regulation 6 Campus Graduation Requirements (En 5 May 81)

R6.1 English composition.

R6.2 Natural sciences and Mathematics: five courses.

R6.3 Humanities: for the A.B. Degree: five courses for the B.S. Degree: three courses.

R6.4 Social Sciences: for the A.B. Degree: four courses. for the B.S. Degree: three courses.

R6.5 Ethnicity: one course (En 25 May 89)*

R6.6 Courses taken in a student's major discipline (including courses cross-listed with the major discipline) may not be applied toward satisfaction of R6.2 to R6.5 (except for History majors in connection with R6.3.1 and for Biology and Psychobiology majors in connection with R6.2.2). However, courses outside the major discipline, but required for the major, may be applied toward satisfaction of these requirements. (Am 2 Jun 83; 25 May 89) (Am 30 May 96) (Am 29 May 97)

R6.7 In R6.2, R6.3, and R6.4 any one course may be used to meet only one campus graduation requirement. (Am 25 May 89)

R6.8 In R6.2, R6.3, R6.4 and R6.5, a course is defined to be a block of instruction which carries four or more units of credit. (Am 25 May 89)

R6.9 The Committee on Educational Policy, in consultation with appropriate Academic Senate committees, departments, programs, and administrative officers, will regularly review the classifications of courses in interdisciplinary departments and programs, and will report its findings to the Academic Senate.

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**for more on Regulation 6 visit:

http://www.senate.ucr.edu/senate_site/cms.php?action=read_bylaws&code=r&section=06

UC San Diego
Bylaws & Regulations Division Link: http://www-senate.ucsd.edu/Manual.htm

UCSD Academic Senate Manual
Regulations
Part II: Requirements for the Bachelor's degree at San Diego

R 600: Campuswide Graduation Requirements

A. Majors
B. Unit Requirement
C. Maximum Unit Limitation
   (1) An undergraduate student may register for no more than 200 course units. An exception is permitted for candidates for B.S. degrees in engineering, for whom the limit is 240 units in Revelle and Eleanor Roosevelt Colleges and 230 units in all other colleges. Other exceptions will be granted only for compelling academic reasons and only with the approval of the college provost and the concurrence of the Committee on Educational Policy.
   (2) Transfer units applicable toward general education requirements or major requirements are to be included in the maximum unit calculation; all other transfer units are to be excluded. Advanced Placement and International Baccalaureate units are to be excluded.
D. Special Study
E. Minors
F. American History and Institutions Requirement
G. Residence
H. Part-Time Study
I. Honors at Graduation
J. Subject A Requirement

** for full detail on Regulation 600 visit: http://www-senate.ucsd.edu/manual/Regulations/PartII/600.htm

UC Santa Barbara
Divisional Bylaws and Regulations Link: https://senate.ucsb.edu/about/bylaws.and.regulations/

Part II: Regulations of the Division
Chapter II: Undergraduate Students
Section 5: Requirements for the Degree of Bachelor of Arts

R185. General Education Requirements for the Degree of Bachelor of Arts, College of Letters and Science

The General Education program provides a body of knowledge and skills of general intellectual value that gives the undergraduate student a broad educational experience. The program emphasizes an appreciation of the humanities, the fine arts, the natural and social sciences, and the cultural traditions and diversity of the modern world.

The candidate shall satisfy the General Education requirements in both Special and General Subject Areas. A list of General Education courses will be approved annually by the Divisional Committee on General Education. Students may petition the Committee on General Education to receive General Education credit for courses not on the approved course list.

All courses acceptable in satisfaction of the requirements must have a value of at least 3 units.

Special Subject Area Requirements
All Special Subject Area courses may simultaneously fulfill General Subject Area Requirements.

* Writing Requirements: Students must take a minimum of six courses that require the writing of one or more papers, totaling at least 1,800 words.
* World Cultures Requirement: Students must take at least one course that focuses on a culture outside the European Traditions.
* European Traditions: Students must take at least one course that focuses on European cultures or on cultures in the European Traditions.
* Ethnicity Requirement: Students must take one course which concentrates on the intellectual, social and cultural experience and history of one of the following: Native-Americans, Afro-Americans, Chicanos/Latinos, Asian-Americans, or a course that provides a comparative and integrative context for understanding the experiences of oppressed and excluded racial minorities in the United States. Courses satisfying this requirement may also be used in satisfaction of the University American History and Institutions Requirement.
* Quantitative Relationships Requirement: Students must take at least one course emphasizing quantitative relationships.

General Subject Area Requirements

Any given General Education course can be applied to only one of the General Subject Area Requirements. Students may also petition the Committee on General Education to construct an "Individualized GE Program" under guidelines determined by the Committee.

Area A: English Reading and Composition
The student must complete two courses designed to develop skills in English reading and composition.

Area B: Foreign Language
This requirement may be satisfied in one of the following three ways:

1. The completion of Language 3 (third quarter) or the equivalent in one language.
2. The completion with an average of at least C of the third year of one language in high school.
3. The passing of the appropriate level of the placement examination recommended by the Foreign Language Department concerned and approved by the Executive Committee of the College and the Committee on General Education. This examination can be taken before admission to UCSB.

Area C: Science, Mathematics and Technology. The student must complete three courses.
Area D: Social Science. The students must complete three courses.
Area E: Culture and Thought. The student must complete three courses.

Area F: Arts. The student must complete two courses.
Area G: Literature. The student must complete two courses.
[Adopted 4 Mar 94; AM 27 May 04]

Section 6: Requirements for the Degree of Bachelor of Science

R 205. General Education Requirements for the Degree of Bachelor of Science (Engineering)

A. Area A: English Reading and Composition
B. Areas D, E, F, and G: Social Sciences (Area D), Culture and Thought (Area E), Arts (Area F) and Literature (Area G)
A minimum of six courses must be completed in these areas. Students must follow the pattern of distribution shown below.

** For full detail visit:
https://senate.ucsb.edu/about/bylaws.and.regulations/Part%5FII/Chapter%5FII/Section%5F6/

Regulation 210. General Education Requirements for the Degree of Bachelor of Science (College of Letters and Science)

Same as Bachelor of Arts (see Section 185) with the following exceptions:

Candidates for the B.S. will be responsible for General Subject Areas D through G as follows:

Area D: The student must complete two courses.
Area E: The student must complete two courses.
Area F: The student must complete one course.
Area G: The student must complete one course.

Candidates for the B.S. are not required to fulfill the European Traditions special subject requirement. [Adopted 4 Mar 94; AM 27 May 04]

UC Santa Cruz
Division Manual (Bylaws & Regulations table of contents): http://senate.ucsc.edu/manual.htm

Part II: Regulations of the Division
Section III: Undergraduate Program
Chapter 10: Requirements for the B.A. and B.S. Degrees (Am 22 Jan 75)

Regulations

10.2.2 General Education Requirements. (En 13 Mar 1986)

10.2.2.1 Students who enter the University of California, Santa Cruz, as candidates for the degree of Bachelor of Arts, Science, or Music either: (1) in fall quarter 1986 or thereafter, or (2) between fall quarter 1984 and spring quarter 1986 with fewer than 45 quarter units of transfer credit, are

required to fulfill the following campus general education requirements. The courses used to satisfy these requirements must be chosen from the lists of approved courses (SCR 10.2.2.6)... (Am 29 May 96, effective 1 Sept 97, 23 Feb 00; 9 Nov 00; CC 10 June 87, 31 Aug 98)

a. Introductions to disciplines. Two five-credit hour courses or the equivalent ... (Am 12 Feb 92; EC 12 May 97, 31 Aug 06)
b. Topical courses. Three five-credit hour courses or the equivalent (Am 12 Feb 92)
c. Quantitative course.
d. Composition courses. (Am 21 May 04)
e. Writing-intensive course. (Am 12 Feb 92, 21 May 04)
Regulations of the Academic Senate, Santa Cruz Division (8/07 Edition)
f. Arts course. (Am 12 Feb 92; CC 21 May 04))
g. Ethnic studies course. (Am 12 Feb 92; CC 21 May 04)
h. A given course may apply toward as many as three of the requirements above. However, no single course may satisfy both the Disciplinary Introduction and the Topical requirement. (CC 21 May 04)

10.2.2.3 Transfer or advanced standing credit may apply toward all of the requirements in SCR 10.2.2.1 except the Writing-intensive courses. Writing-intensive courses must be taken at UCSC. An eligible transferred course of 4.0 quarter units or 3.0 semester units may be considered one course with respect to campus general education requirements...

**for more detail reference: http://senate.ucsc.edu/manual/Manual%20Aug07/5scrAug2007.pdf