

*Superseded by
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CALIFORNIA STATE UNIVERSITY, LONG BEACH

POLICY STATEMENT

NUMBER: 80-06

FILE: General Education

*See Supplement #1
(attached)*

SUBJECT: GENERAL EDUCATION

Criteria Statement for Interdisciplinary Courses.

Reference: Policy Statement 79-20, ^{and 79-14} Subject Criteria for General Education Courses.

Interdisciplinary Courses require a student to integrate knowledge from separate disciplines, to synthesize a perspective from the differing views of disparate disciplines, and to coordinate the varying intellectual tools of his education.

An Interdisciplinary Course is one in which the different special knowledge, methods, and perspectives of two or more academic disciplines are brought together in the exposition or treatment of a particular topic or problem. Such a course exhibits interaction among disciplines in the approach to its subject matter, whether that results in mutual benefit or in stresses between or among disciplines. The Interdisciplinary course may be designed to lead students to integrate knowledge acquired in the previous study of separate disciplines, or it may approach one topic, problem, or phenomenon with the various tools and perspectives of different disciplines.

A discipline is generally considered to be a system of learning or instruction, usually the basis for an academic department or program. When a course is proposed which claims to involve a discipline not clearly covered by this definition, the General Education Governing Committee will decide whether the course meets the intent of the Interdisciplinary Coursework requirement. Although an Interdisciplinary Course cannot be used in satisfaction of major requirements, the student's major discipline can be one of those involved in his or her Interdisciplinary coursework.

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Interdisciplinary Courses which can be used to satisfy the General Education Interdisciplinary Coursework requirement must be upper division courses. Most General Education courses must be suitable for students who have had little or no college-level study in the subject. However, these Interdisciplinary Courses may justifiably have college-level pre-requisites in one or more (but rarely in all) of the disciplines involved. In general, the student is expected to have completed most of the other General Education Requirements before attempting the Interdisciplinary requirement.

Effective: Fall 1980

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California State University, Long Beach

POLICY STATEMENT
SUPPLEMENT

June 8, 1983

Number: 80-06
Supplement No. 1

File: General Education

This policy, recommended by the Academic Senate on May 5, 1983, was approved by the President on June 8, 1983.

SUBJECT: INTRODUCTION OF SUBSTANTIAL WRITING COMPONENT INTO ALL
UPPER-DIVISION GENERAL EDUCATION INTERDISCIPLINARY
COURSES

In November 1977, the Academic Senate of The California State University and Colleges resolved that ". . . course work in college-level composition shall be required of every student as part of the general education program." The Senate also urged "each campus to encourage all disciplines and professional programs to integrate writing requirements into appropriate courses."

In the intervening years, the CSU has imposed an upper-division writing requirement, which on this campus is satisfied by the successful passing of the Graduation Writing Proficiency Examination; instituted an entrance requirement of four years of college preparatory English for all entering freshmen beginning Fall of 1984; and provided us with new mandates and guidelines for general education.

At CSULB, as part of the new General Education program, we require two upper-division, interdisciplinary courses of each student. It is now appropriate to follow through on the University's commitment to good writing by requiring that writing become an integral part of these interdisciplinary courses.

Procedure

1. Beginning Fall 1984, instructors in all upper-division interdisciplinary courses which carry general education credit will integrate into the course a substantial writing component.

2. The writing component may be in whatever form the instructor deems appropriate to the subject matter and methodology of the course, but it should be a factor in evaluating student performance.
3. Faculty who teach these courses should be alert to serious writing difficulties as expressed in course assignments, and they should refer students with writing problems to the Learning Assistance Center as early as possible for counseling and assistance.
4. Faculty may obtain guidance in the choice of writing assignments and information on evaluating writing through workshops and other supportive programs sponsored by the Division of Academic Affairs.

EFFECTIVE: Fall 1984

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