



**DRAFT Academic Program Review
2017/2018**

General Education Program

DRAFT General Education Academic Program Review 2017/18

Executive Summary and Recommendations

Major Findings:

- The General Education (GE) Program is a traditional distributive model of general education that has been in place since the university began. Students choose from a menu of courses, and scheduling and planning is done at the department and college level.
- Faculty members and departments are free to propose any course in a GE sub-area as long as they demonstrate how it will meet the GE Goals. There are currently over 500 courses in the program. Courses are certified as GE by the GE Subcommittee of the University Educational Policies committee.
- The distributive, discipline-specific model of GE creates curricular and administrative challenges for the program. Scheduling on a term-by-term basis and long-range planning, and direction are difficult.
- GE is a university-wide program affecting all students; as such, the institutional-level GE assessment that has been proposed and is undergoing governance review. In addition to institutional assessment of GE, other validated assessments have been conducted. Assessments such as the National Survey of Student Engagement (NSSE) indicate that students report progress in achieving the GE goals.

The General Education Program Mission Statement reads:

General Education is fundamental to a university education. General Education develops foundational communicative, quantitative and critical thinking skills. General Education promotes an understanding of history and culture, fosters appreciation for the arts and humanities, and encourages a broad knowledge of social issues and scientific inquiry. Attaining a general education means that students understand that all learning is connected and enriches all aspects of life: personal, civic, and professional. (11/AS/14/UEPC).

Implicit in this Mission Statement are the values of attaining a breadth of knowledge and skills that are integrated over the course of the baccalaureate program. GE courses are a part of every college; the goals of a liberal education should not be separate from but an integral part of every student's education.

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Description of the General Education Program

Traditional General Education Program

The General Education (GE) Program at Stanislaus State is a traditional program that has evolved since the 1970s when the general structure was developed. Within GE are a few additional programs, including some First-year Experience (FYE) programs, mainly driven by major departments and one remaining course in the Summit Program. Under development are Structured Exploratory Emphases (SEEs) that will provide a pathway for students to structure their GE program to emphasize a particular topic. A significant update occurred in 1996 with the addition of the Area G Multicultural requirement. More recently, Executive Order (EO) 1100-Draft (2015) led to a revision of the GE goals and outcomes. After seeking feedback, the Chancellor's office released a revised version of EO 1100 was released in August 2017. As per the EO 1100-Revised guidelines, the GE Program requires students to complete 40 lower division units and nine upper-division units—of selected courses within five broad categories. It allows campuses to develop multicultural requirements, if they desire, but a multicultural requirement cannot be included as a unit-bearing GE requirement that increases the number of GE units required for graduation above 49 units (40 LD + 9 UD). The vast majority of courses that currently satisfy the multicultural requirement also count in some other area.

Stanislaus State's GE program is guided by the University's Mission, Vision, and Values Statement and is committed to developing in its students not only a broad understanding of many subjects, but also the ability to see the essential connections between them. The GE curriculum is central to the mission of Stanislaus State and to the explicit commitment to a quality liberal arts education. The GE program provides a common educational experience for students, regardless of their major field of study. The faculty is committed to ensuring that the GE program cultivates the knowledge, skills, and values characteristic of a learned person.

The GE Program is organized into five subject areas: communication skills; natural sciences and mathematics/quantitative reasoning; arts and humanities; social, economic, and political institutions and human behavior; and lifelong learning and self-development. These subject areas develop the core competencies of written communication, oral communication, critical thinking, mathematical and quantitative reasoning, and information literacy. A separate campus-developed multicultural education university requirement prescribes course work that addresses multicultural, ethnic studies, gender, or non-western cultures issues. Stanislaus State currently lists more than 400 GE courses in the catalog. In the previous review in 2008/09, the GE program had about 350 courses, though, not all of them are offered every year.

Lower-Division GE (LDGE) courses are foundation courses. Students learn fundamental principles, methodologies, and perspectives of a discipline. They learn essential skills to participate effectively in society and the world and gain breadth of knowledge in physical and life sciences, humanities, creative arts and social sciences. There are currently 256 (56 more than the previous review) lower-division GE courses listed in the Stanislaus State University Catalog. Not all courses are offered every semester. (Appendix A)

Upper-Division GE (UDGE) courses provide breadth and depth to understanding and stress the inter-relationship among disciplines. Students at the upper-division level are expected to further develop their communication and critical thinking skills, integrate knowledge, make informed decisions and accept civic responsibility. The University currently has 428 GE courses. Of those, 256 are lower-division courses, and 150 are upper-division courses. Among the GE courses 95 satisfy the multicultural requirement and of those, 86 are cross-listed to meet other GE areas (e.g., they double count). The University has offered the same number of UDGE courses as were listed in the previous review in 2008-09. There are currently 150 upper division courses offered in the Stanislaus State Catalog, which is the same as in 2008-09. Of all the

courses in our catalog, about 80% of the courses have been regularly offered in the last nine years. (Appendix A)

For nearly 25 years, the campus required a multicultural area in General Education (Area G). Many G-unit courses double counted. In August 2017, EO 1100-Revised was enacted and the G-unit in GE was no longer permitted by order of the Chancellor. Quickly a discussion arose on campus about that particular requirement. At the GE open forums that were held to discuss EO 1100-Revised, a clear, obvious widespread consensus was that the University community wanted to keep the multicultural unit as part of the Baccalaureate Degree requirements. The solution, then was to require a 3-unit multicultural course taken as part of the Baccalaureate degree. Courses that were designated as multicultural prior to EO 1100-Revised remained multicultural and will count for the multicultural requirement. The required three multicultural units can be satisfied within the GE curriculum (ie. courses that satisfy both a GE-area requirement and are designated 'multicultural') or outside of the GE curriculum (ie. Courses that don't satisfy a GE unit, but have a 'multicultural' designation). The definition of "multicultural", within GE is coursework that addresses multicultural, ethnic studies, gender, or nonwestern cultural issues. Additional discussion of what "multicultural" is and what it should be called (e.g., intersectionality, etc), and how new courses can become designated "multicultural" is a discussion anticipated for the future.

Alternative GE pathways

Summit Program

Originally conceived in 2004 as an alternative way for students to fulfill 6 of their 9 units of UDGE requirements (Area F General Education requirements). Students would select a pair of courses from among 3 clusters. Each cluster includes 2 courses linked to an engaging topic. Faculty members integrate the courses so that what students learn in one course becomes the foundation to the learning in the next course. Students take the courses in the cluster with the same classmates enabling them to get to know each other and interact in class discussions and group projects. The faculty members in the cluster interact with students during both cluster courses, enabling students to develop a personal relationship with their instructors. The cluster also fulfills the multicultural requirement (Area G General Education requirements). For the curricular area not covered by the 2-course cluster, students select an UDGE course from the traditional menu (area F1, F2, or F3).

By 2017, the Summit Program is active in only a single cluster:

- One Mathematics/Science course (F1) Physics 3550, Physics for War, Physics for Peace; and one Humanities course (F2) English 3550 Years of War, Days of Peace.

First-Year Experience

The First-Year Experience (FYE) began in Fall 2004 and has undergone various iterations since that time and through budget cuts. In Fall 2008, Academic Affairs began an assessment to reconsider and possibly rebuild FYE. By 2010, the FYE was funded by a Title V grant from the Department of Education. In 2014 FYE was institutionalized through the development and approval of a Stretch Composition series (English 1006/1007) that satisfied both A2 and E1 GE areas with students moving through the program in cohorts. FYE was integrated into English 1006 (E1) and 1007 (A2) and provides students with an opportunity to develop and practice the skills necessary for success at the university, with a strong focus on academic writing. For example, college skills including information literacy, metacognitive learning, and study skills. English 1003 was implemented in 2016 is the First-year Composition course that includes FYE curriculum. Additional development of FYE curriculum is ongoing in the English Department.

The Honors Program is not solely a program of GE, but GE figures importantly into the Program. First and Second Year Experiences include "up to 24 units in GE Areas A1-A2, C1-C3, D1, D2 and D3...The Third and Fourth year Experiences includes students completing a series of four GE courses (A1-A3, C2) plus a First-

year Seminar. These courses could be found in the honors sections of the catalog.

Recently, a major FYE centered on the theme of Pre-Health was developed in the Biology Department. Student cohorts take oral communication (A1) and writing (A2), and fulfill their B2 and B3 lab GE requirements as a cohort. This program is not strictly a GE program but GE is essential to the success of this (major) FYE program.

Structured Exploratory Emphases

A Structured Exploratory Emphasis (SEE) is an integrated, interdisciplinary grouping of lower and/or upper division courses across multiple GE areas organized around a common theme. All undergraduate students must complete GE coursework, and the SEE program provides an opportunity to focus on a specific social or academic theme or disciplinary area while completing a portion of these required courses. To enhance the experience of SEE participation, co-curricular activities may be offered that connect coursework to campus and community events, and/or link students and faculty at Stanislaus State with those at regional Community Colleges. SEEs were approved by UEPC and the Academic Senate in Fall 2017.

Policies Governing General Education

- Title 5 of California Code of Regulations
- Standards, Policies, & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.8 – Approved June 7, 2017 <http://icas-ca.org/standards-policies-and-procedures-manual>
- [EO 1100 CSU GE Breadth Requirements, - Revised, 2017](#) (supersedes EO 1065 and EO 1100, 2015).
- 2/AS/04/UEPC Summit Program Proposal
- 17/AS/14/UEPC Resolution to Adopt General Education Goals and Outcomes approved on March 26, 2015
- 4/AS/18/UEPC – Structured Exploratory Emphases (SEEs) approved on March 22, 2018.
- 4/AS/18/UEPC/GE – General Education (GE) Breadth & Multicultural Requirements

Organizational Structure; Governance; Program Leadership

As was noted in the 2008/09 GE APR, several offices, officials, and committees have claimed responsibility and authority for the GE Program. The General Faculty Constitution reserves oversight and evaluation of the GE program for the University Educational Policies Committee (UEPC), an elected body, which assigns a highly defined and limited role to GE Subcommittee, whose membership is by appointment by the Committee on Committees (COC). The Faculty Director of GE (FDGE), appointed by, and reporting to, the AVP for Academic Affairs, assumes leadership for the program, though is limited by being outside of faculty governance.

In terms of developing the GE Goals and Outcomes, the GE assessment plan and the GE APR, the campus has relied on an appointed Faculty Director and a series of ad hoc work groups--an ad hoc GE Taskforce for the development of revised goals and outcomes; an ad hoc GE committee to obtain feedback from the campus on the outcomes and assessment process; and an ad hoc GE Assessment Council (current) to develop and implement an assessment plan. The reliance on ad-hoc committee structure may not be the ideal way to manage such a large, complex, university-wide program that is our GE program. Instead, the task listed above should be conducted by faculty governance committees within the current governance structure or by structures that need to be added thereto. In addition, the organizational structure of campus GE committees is required to follow new guidelines found in 6.2.2 of EO 1100 (revised Aug 2017),

which requires student representation on the GE committee--the GE Subcommittee at Stanislaus State.

The following is a description of the organization and responsibilities for General Education at Stanislaus State.

GE Subcommittee (see [GE Subcommittee Charge](#) and [APR Procedures: General Education](#))

- Reviews GE course proposals from departments/programs for courses to be included in the GE Program and makes decisions for continuance/discontinuance of GE course designations.
- Reviews department/program's GE courses on a seven-year cycle and reports annually on university-wide GE Assessment.
- Reviews the GE Goals and Outcomes on a seven-year cycle and recommends action (retain/revise).
- Submits an annual year-end report to UEPC, including recommendations for next steps.
- Responsible for the completion of the GE APR with the FDGE.

Faculty Director of General Education

- Facilitates the development and revision of GE program assessment with the GE Assessment Council (GEAC) and the review and implementation of GE assessment by GE and ASL subcommittees.
- Liaises with faculty governance, administration, college-level committees, and departments to communicate and support the GE assessment process.
- With the GE subcommittee, responsible for the completion of the GE annual assessment report and the seven-year Academic Program Review.

Faculty Director for Advising and Learning Cohorts

- Assist in the development and oversight of the SEEs.
- Provide assistance to faculty and departments in support of SEE participation.
- Maintain administrative paperwork for each SEE.
- Coordinate catalog copy and marketing materials for the SEEs in cooperation with the Faculty Director of GE.
- Assist in promoting the SEEs to incoming and current students.
- Advise students participating in SEEs.
- As assigned, serve as a lead ASC faculty advisor to one or more SEEs and the liaison to the SEE's affiliated Advisory Committee.
- Provide periodic recognition of students, faculty and programs involved in the SEE programs.
- Work with the FDGE to ensure appropriate assessment of the SEE program.
- Support cooperative and collaborate relationships between the SEE program and other learning cohorts and first-year and transfer programs.

Faculty Fellow for Assessment

- Liaises with the FDGE and ASL Subcommittee of UEPC to evaluate GE assessment.
- Works with the different Colleges and Departments/Programs, and work within the faculty governance framework to unify GE assessment across academic units.
- Works with the Office of Assessment to facilitate, review, and improve GE assessment processes.

University Educational Policies Committee (see [APR Procedures: General Education](#))

- Reviews the GE Academic Program Review.
- Reviews the GE Assessment Plan and/or delegate to ASL subcommittee.
- Develops or delegate (ASL subcommittee) the development of an assessment process for GE outcomes outside of the Core Competencies.

Department Chairs and Directors/Coordinators

- Facilitate the completion of the program APRs, which includes a GE Assessment component.

College Assessment Faculty Learning Communities

- Review college program APRs and annual assessment reports.
- Report on college-level GE assessment trends and discusses with the FDGE.
- Submit findings to GE subcommittee to be integrated into annual reporting.

Deans

- Support university-wide assessment as it relates to academic disciplines, E, and Graduate Education outcomes.
- Facilitate the batch certification and GE course certification process.

AVP/ALO

Supports the work of the Faculty Director of General Education.

Ensures GE APR information is integrated into the University's reaccreditation self-study report.

Provost

Supports the development of the implementation plan(s) as part of the GE APR process.

Selection Process for Leadership

The Academic Senate Committee on Committees (CoC) appoints members of the GE subcommittee to staggered two-year terms. Normally, no more than one member from any single college may be appointed, and a majority of members are tenured faculty. As per guidelines in EO 1100 (revised) 6.2.2, student membership is required for our GE subcommittee, which will require a constitutional change and appointment by ASI or election by students.

Over the years, the FDGE has been appointed in several ways. Currently the appointment is for a three-year term after a call for the position is sent to campus faculty. Interested candidates submit a letter of interest to the AVP. A search committee was formed with consultation with CoC. The candidates were reviewed by the search committee and interviewed. A recommendation was made to the AVP. A final interview with the AVP and Provost was conducted. The AVP appointed the FDGE for a three-year term subject to satisfactory annual review.

Reporting Structure

The FDGE reports to the AVP, who has delegated authority from the Provost for the GE program. The FDGE also maintains communication between the GE and ASL subcommittees. The GE subcommittee reports to UEPC, a standing committee of the Academic Senate. Individual faculty members report to their respective chairpersons, who report to their respective deans.

Recommendation from the FDGE for Shared Governance Committee Consideration

The GE program impacts more students, through more departments, involving more faculty and staff (personnel and resources), and more resources (class space, schedule space, lecturer dollars) than any other university program. As such, the position of Faculty Director of General Education (FDGE) needs to be carefully reconsidered for several reasons.

First, GE program leadership is very diffuse in the current governance structure. For example, the GE subcommittee approves GE courses, but the GE subcommittee Chair is not part of the UEPC, and the identity of the subcommittee Chair can change year-to-year, though his/her authority derives from the UEPC.

Second, because of the shared governance structure of the University, GE is overseen by UEPC through review of only the curriculum, oftentimes based on the recommendation from the GE subcommittee. Again, the GE subcommittee acts in response to direction from UEPC (in addition to fulfilling their charge) and neither committee provides leadership for GE overall, but are principally reactive in nature. UEPC is heavily involved in myriad aspects of the curriculum across the entire university with a significantly packed agenda each year. It can hardly be expected to focus significant attention on GE, much less every year. The few years of responding to general education-themed Executive Orders and very little else, should have made that abundantly clear.

Third, the FDGE is an appointed position and even though Committee on Committees has been part of the nominating/appointing process, the FDGE is not part of the governance process. Significantly, this means that the Faculty Director, who is to provide leadership and guidance for this large, complex, valuable and valued cross-departmental and cross-college program, acts only in an advisory role with no voting or directorial privileges within faculty governance. From an efficiency standpoint, that might not be the best way to manage a program as important as GE.

To improve the functionality of the FDGE position, to recognize the importance of the GE program as a foundation of a strong liberal education, and to solidify the notion that the GE curriculum is the purview of faculty, the FDGE should be part of faculty governance structure or could be considered at the dean-level (e.g., Dean of Undergraduate Education). In addition, the GE subcommittee Chair should be a member of UEPC. Alternatively, the FDGE could be the Chair of GE subcommittee and also be part of UEPC. The rationale for these ideas is as follows. The position of the FDGE gains a unique perspective, by being at the GE subcommittee meetings, ASL subcommittee meetings, as well as attending Senate, UEPC and other meetings as an ex-officio member or faculty guest. No other faculty position on campus has that breadth of experience. In addition, because the position is housed in Academic Affairs, additional insight comes from attending meetings at the Chancellor's office, working closely with the Assessment Specialist who is the staff person responsible for facilitating GE assessment, and working closely with the Curriculum Specialist who has responsibility to process and finalize GE certifications, and publish the Academic Catalog each year. Moreover, since 2017, the FDGE has also been a member of the GREAT committee, which focuses on increasing our graduation rates, and the Enrollment Management committee. Combining all of these experiences which provide additional insight and expertise, a FDGE appointed through the faculty governance process would be a more informed advocate for the GE curriculum, CO edicts, funding, student learning, etc. than currently exists.

The charge of the GE subcommittee should be reconsidered to allow it to perform a true oversight role in ensuring program quality: overseeing curriculum by reviewing courses, participating in assessment, and performing other duties that departmental committees do for their programs, since GE is a university-wide program that needs university-wide input. The subcommittee would need more members, possibly with longer terms, especially the Chair to have adequate time and oversight of this significant, important program.

There are many organizational models that could generate campus dialogue about this important aspect of GE administration, including those GE programs at other campuses of the California State University system, such as Sacramento, San Jose, San Francisco, and San Luis Obispo. The ASL subcommittee's charge may also require revision to have a greater role in the assessment of the GE program, as indicated in the DRAFT GE assessment plan (see Appendix B). To reiterate, the GE program is an actual multi-departmental, university-wide program that needs program assessment, program leadership and broader faculty input to give it the due emphasis of a program with 10,000 students.

General Education Goals and Outcomes

The three Goals each have learning outcomes that are congruent with issues required by law (sub-area D1) or area definitions as defined by EO 1100-Revised and other GE-related Executive Orders.

Goal 1: Develop the intellectual skills and competencies necessary to participate effectively in society and the world.

Students attaining the first learning goal will be able to:

Demonstrate effective oral communication.

Demonstrate effective written communication.

Demonstrate the ability to think critically and creatively.

Apply quantitative reasoning concepts and skills to solve problems.

Find, understand, examine critically, and use information from various sources.

Comprehend and use appropriate technological resources effectively.

Goal 2: Develop broad knowledge of biological and physical sciences, humanities and creative arts, and social sciences.

Students attaining the second learning goal will be able to:

Explain and apply basic scientific methods.

Demonstrate an understanding of the living and non-living physical world.

Recognize the structures and institutions that frame human interactions.

Express appreciation of cultural, intellectual, and artistic ideas and works.

Demonstrate effective creative expression and understanding through artistic means.

Identify life-skills and behaviors needed to flourish as a mature person.

Goal 3: Develop abilities to integrate knowledge, make informed ethical decisions, and accept civic responsibility.

Students attaining the third learning goal will be able to:

Integrate and combine knowledge and abilities developed in several fields to analyze and critically evaluate specific problems, issues, or topics.

Illustrate the ability to self-reflect and assess relevant ethical values.

Identify and analyze problems within local, regional, national, and/or global contexts.

Demonstrate enhanced awareness of multicultural, community, and/or technological perspectives.

GE courses will address two to four of the most essential learning outcomes.

17/AS/14/UEPC Resolution to Adopt General Education Goals and Outcomes

Approved by the Academic Senate on February 10, 2015

Approved by President Joseph F. Sheley on March 26, 2015

Area Specific

Each Area has subareas and some of those address Core Competencies while others address issues required by law (subarea D1) or as specified in EO 1100-Revised. The sub-areas are as follows:

- A. Communication Skills (9 units)
 - 1. Oral Communication
 - 2. Written Communication
 - 3. Critical Thinking
- B. Natural Sciences and Mathematics/Quantitative Reasoning (13 units; 9 LD+ 1 Lab, 3 UD)
(Must include a lab course in either sub-area 1 or 2)
 - 1. Physical Sciences
 - 2. Biological/Life Sciences
 - 3. Laboratory
 - 4. Mathematics/Quantitative Reasoning
 - 5. UD-B Upper Division B
- C. Arts and Humanities (12 units; 9 LD, 3 UD)
Complete 3 units in each subarea, plus 3 additional units from either C1 or C2.
 - 1. Arts
 - 2. Literature/Philosophy/World Languages
 - 3. UD-C Upper-division C
- D. Social, Economic, and Political Institutions and Human Behavior (12 units; 9 LD, 3 UD)
Complete 3 units in D1, 6 units in D2, 3 units in UD-D. Complete courses from at least 2 disciplines.
 - 1. United States History
 - 2. Human Institutions, Societies and Cultures
 - 3. UD-D Upper-division D
- E. Lifelong Learning and Self-Development (3 units)
All three units cannot be satisfied only with activity courses (KINS 1010-1999)

GE Area, Goals, and Outcomes Alignment

The *General Education Goals Chronology* (Appendix C) provides a chronological overview since 2008 of the process to develop, review, and approve the revised General Education Goals and Outcomes (2015).

The following table indicates the relationship between the GE goals and GE subareas. The goals were developed with an understanding of the GE Areas. The alignment that established the relationship between the goals/outcomes and the GE areas was performed over about one year and consultation between the GE Advisory Committee and academic departments. (See the draft assessment plan for additional details.)

Table 1: GE Area Outcome Alignment

GE Area	GE Goal(s)	GE Anchor Outcome (Choose at least one, if multiple appear)	GE Suggested Outcomes* Choose 0-3 depending on the number of anchor outcomes chosen. Total chosen is 2-4)
A1	1, 3	1.1,	1.3, 1.5, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4
A2	1, 3	1.2, 1.5	1.3, 1.6, 2.6, 3.1, 3.2, 3.3, 3.4
A3	1, 3	1.3, 1.5	2.3, 2.6, 3.1, 3.2, 3.3, 3.4
B1	2	2.1, 2.2	1.4

B2	2	2.1, 2.2	1.4
B3	1, 2	1.6	1.2, 1.3, 1.4, 2.1, 2.2, 3.3
B4	1, 2	1.4	1.1, 1.2, 1.3, 2.6
UD-B	3	3.1, 3.2, 3.3, 3.4	1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4
C1	1, 2	2.4, 2.5	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.6
C2	1, 2	2.4, 2.5	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.6
UD-C	3	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4
D1	1	1.3	1.1, 1.2
D2	2, 3	2.3, 2.4	1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.3, 3.4
UD-D	3	3.1, 3.2, 3.3, 3.4	1.3, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4
E	1, 2, 3	1.6, 2.6	1.6, Any additional Outcomes

Breadth Requirements for General Education

The University's GE requirements are prescribed by both the California Code of Regulations and the Chancellor's office Executive Orders (EO) and campus (UEPC, GE subcommittee, SEC and Academic Senate, AVP) interpretation of the Regulations and Orders. The current GE program at Stanislaus State consists of a minimum of 49 semester units as described below, including at least 9 upper-division units. The number of units and the distribution of those units changed to comply with EO 1100-Revised. Adoption of the mandates in EO-1100-Revised are generally required to be implemented fall 2018. In compliance with EO 1100, 48 semester units is the maximum number of units in the GE program (49 if a standalone Area B-lab is included); 39 units in the LD and 9 units in the UD. At least 9 of the semester units shall be earned at the University. The University accepts certification of General Education- Breadth Requirements by a California Community College or a CSU campus, according to CSU regulations. CSU General Education- Breadth Requirements are designed to complement the major program and electives to assure that graduates have made progress toward becoming truly educated persons. (Appendix A).

Course Approval Criteria and Process

Traditional General Education Courses

Courses in the GE Program are approved by review of the GE subcommittee through the regular curricular review process. Typically, a new GE course is reviewed and approved by (in order) the department curriculum committee, department chair, college curriculum committee, college dean, GE subcommittee, and finally at Academic Affairs. The GE subcommittee reviews course materials, including a statement of how the course meets the GE Goals and outcomes following the approved Goals and GE Area alignment document (Table 1), the methods of the assessing of student achievement of those goals. The subcommittee advises the department and individual instructor(s) of these courses prior to approval. Once approved by the AVP in Academic Affairs, a course is reviewed for continuation by the subcommittee only in the event of a substantial revision to course material through the regular curricular review process.

The following procedure has been developed to create and obtain approval for a Structured Exploratory Emphasis (SEE)

To Create a New SEE:

Individuals or Groups interested in developing a new Structured Exploratory Emphasis (SEE) should consult with the Faculty Director of GE and/or the Faculty Director for Advising and Learning Cohorts (FDALC) to obtain assistance in developing a proposal. A complete proposal will include the following:

1. SEE Focus/Theme/Topic
2. A brief description of the SEE for inclusion in the catalog and promotional materials.
3. Learning Outcomes related to the Focus/Theme/Topic. Changes to course learning outcomes follow the normal course modification process.
4. A list of GE courses that support the learning outcomes. If the SEE is related to an Associate Degree for Transfer, please indicate the relationship between the Transfer Model Curriculum (TMC) and the courses included in the SEE.
5. A list of majors and minors to which the SEE will be affiliated.
6. MOUs from each department/program whose courses are to be included in the SEE.
7. A list of recommended faculty for the SEE's Advisory Committee. Advisory Committee members serve three-year renewable terms. The Advisory Committee is expected to meet at least once annually to review courses for inclusion in the SEE, review and recommend co-curricular activities related to the SEE, review student participation in the SEE, and assist in development and marketing of the SEE.

Process for approval or modification of a Structured Exploratory Emphasis (SEE):

Note: addition or deletion of courses from a SEE does not constitute a modification; however, disagreements over addition or deletion of courses may be resolved through recourse to the University Educational Policies Committee (UEPC).

1. The FDALC will simultaneously submit the proposal to all college curriculum committees (or body serving in a similar capacity) for review and approval.
2. Approved proposals are forwarded to the college deans for their approval.
3. Upon receipt of the four college approvals, the GE subcommittee shall review the proposal and forward approved SEEs to the UEPC.
4. The UEPC shall provide final review of the proposal and forward approved SEE proposals to the FDALC.

Advising Structure and Responsibility

The *Policy on Undergraduate Academic Advising* (2008) defines the shared responsibilities of students, academic departments, and support units. Campus advising responsibilities are shared between the Academic Success Center (ASC), the department housing the major field of study pursued by the student, and in some cases advisors for special programs such as Housing or Athletics. In addition, some departments assume responsibility for GE advising of students within their major fields of study, while others refer to the ASC.

The ASC assumes responsibility for advising on a wide range of topics and for a number of specific student groups. The following students obtain advising services through ASC: Undeclared, Pre-Nursing, Educational Opportunity Program (EOP), Promise Scholars (former foster youth), Probation, and Disqualification/Reinstatement. Some assistance is offered to Kinesiology and Liberal Studies majors, at the request of those departments. The ASC also assists undergraduate students as needed (at their request) with the following issues, regardless of program membership or major department: General Education, WPST, additional degree requirements, catalog policy and procedure related to degree, petitions, grading options, Enrollment Services forms and publications, registration, scheduling software, STAN Planner, and Graduation Approval Forms. During the Fall 2017 term, ASC also began a partnership

with Academic Affairs to offer some hours of faculty advising in the ASC suite. Currently, four Faculty Fellows and the Faculty Director for Advising and Learning Cohorts work together with professional staff advisors to offer individual and group/workshop advising regarding General Education, selecting a major, and Probation.

Fiscal Support

FTES from GE are allocated to the colleges (and Dept/programs) that offer the courses; funding of GE enrollments is included in the fiscal allocations to the colleges. The FDGE is funded at 12 units of reassigned time (6 wtus/semester), and allocations made by the Provost and AVP support travel, operations, a small library of books and other materials on GE and assessment. In addition to the FDGE, the Faculty Director of Advising and Learning Cohorts (FDALC) works to coordinate and support GE advising, outreach, and work on helping to develop GE policy.

In addition, the University has made investments in initiatives in support of the GE Program, such as campus forums, ad hoc committees, and teams sent to various conferences and workshops.

Faculty Qualifications and Responsibilities

Program Faculty

Teaching assignments for courses in the GE Program are the responsibility of the individual departments from which the course was developed. Departments select the faculty to teach GE courses and arrange for their scheduling. Rights and responsibilities for individual course delivery accrue to the individual faculty member of the department offering the course, including course design, delivery method, and assessment of individual student learning.

Process for Affiliation

Any member of the General Faculty who teaches within the GE curriculum is a member of the GE Faculty. The department and college offering a given course assumes the responsibility of judging the qualifications of any individual faculty member teaching a specific course in that discipline. It is possible that some part-time, temporary faculty (or even some tenured or permanent faculty) are uncertain about how to best incorporate the GE goals and student learning objectives into their courses. Department Chairs/Program Directors should provide training to all new faculty who will teach in their department. In support of Department Chair/Program Directors, faculty development opportunities are available, as well as resources (FDGE, FDALC, General Education website) to help them be successful teachers within the GE Program. Incentives should be developed that encourage faculty innovation and distinction in the GE program. Departments utilizing faculty below the rank of instructor should assign an experienced master teacher to mentor instructors new to teaching in the GE program.

Analysis of the GE Program Fall 2008 to Spring 2017

Using data collected by the University on course numbers, enrollment, instructors, etc., the following data analysis of the GE program is presented. Figures and tables can be found in the Appendices. All data are from Fall2008-Spring 2017, unless indicated otherwise. Enrollment numbers are census-date numbers. Figures can be found in Appendix D.

Courses

Between Fall 2008 to Spring 2017, 326 unique GE courses were taught. Of those 326 courses taught, 81 (24.8%) weren't taught as GE courses in 2016-17, 67 (20.5%) haven't been taught since winter 2015, and 57 (17.4%) weren't taught since Fall 2013. Twenty-five courses were taught only once between Fall 2013

and Spring 2017. In short, about 80% of courses seem to have been regularly taught since Fall 2013. The number of sections of GE courses have increased since 2008, except for a 211-section drop in 2009-10. Since that low point (1018 sections) the number of sections has increased by about 86 sections/year, from 1018 in Fall 2008 to 1625 sections last Spring.

Since Fall 2008, the following number of GE sections were taught each year:

2008-09--1229
 2009-10--1018
 2010-11--1208
 2011-12--1313
 2012-13--1359
 2013-14--1384
 2014-15--1446
 2015-16--1519
 2016-17--1625

Among college faculty, those in COS and CAHSS taught more than 90% of GE students and more than 90% of GE sections over that time period. Consequently, a slightly greater emphasis in the analysis and the figures (in the appendices) is on trends in those two colleges, rather than across all colleges for each figure and every analysis.

With the loss of the longer winter term (4 weeks to 3 weeks), the number of sections taught, class size, and the number of units taken by students decreased dramatically and has recovered about 60% of the units taken (fewer students are taking courses or fewer courses are offered). In contrast, the number of units offered in summer increased dramatically (by nearly 3x) between Summer 2009 and Summer 2016; the number of sections offered increased from 58 to 180.

Faculty

Distribution of course assignments occurs across all levels of faculty rank, ranging from graduate assistant to professor. From Fall 2008 to Spring 2017, 660 instructors taught in GE. Most sections of GE were taught by lecturers (6335) compared with tenure-track faculty (5172), though lecturers taught fewer sections (155) than tenure-track faculty (234) in the College of Business Administration. Among all students taught in GE between 2008 and 2017, lecturers taught 54% of all students (186,635) compared with about 44% for TT faculty (151,088). Among all colleges, instruction from individuals in the “Other” category (Assistant, Graduate Assistant, Administrator, Teaching Assistant and Unknown) taught 5683 students (about 1.7% of all students) during this same period.

Interestingly, in all colleges except the College of Business Administration, Full-professors taught more GE sections than any other tenure-track faculty rank. In the CAHSS, Full-professors taught more sections (1652) than Assistant (627) and Associate (573) Professors combined (1200). In the College of Business Administration, GE courses are taught principally by Assistant and Associate Professors and lecturers, and Full-Professors teach about 8% of GE courses in the CBA.

Among faculty teaching in GE, the number of lecturers and full-professors has increased. But the number of lecturers has increased since the last review by more than 40 *per year*, while the number of sections taught by full-professors increased by only about two *per year*. In contrast, the number of all other faculty ranks decreased slightly over the time of the review. It should be understood that the increase in lecturers stated above does not represent the hiring of 40 *brand new* individual lecturers, but rather, each year about 40 additional FTE lecturers were hired (so really sections of GE taught by lecturer faculty) to teach.

This means that some lecturers increased the number of sections taught, besides the additional hiring of lecturers, which also took place. In addition, that number also represents an increase in the number of sections taught by lecturers. In short, Stan State has greatly increased its commitment to employing lecturers in General Education, compared with every other faculty rank.

Most GE sections are taught by faculty that identify as white, with the number of sections taught by white faculty increasing about two faculty per year, since Summer 2008, ranging from 19 to 465 sections depending on the term. The number of sections of GE taught by faculty identifying as Hispanic, Black and Asian has increased only very slightly since Fall 2008, ranging from 1-86 sections depending on the term (includes winter and summer terms besides Fall and Spring).

Certain areas have more students taught by lecturers or TT faculty than other areas. For example, Areas, A1, A2, A3, B2, B3, C2, D1A, and D2A, E1, E2, F2 and F3 have been predominantly taught by lecturer faculty. In contrast areas B1, B1L, C1 D1BC (it double counts in C and D), D2AG (double counts in area D2A and G), D2B, F3G, and the few G-only courses have been taught primarily by TT faculty.

Area Enrollments

When looking at student enrollment trends in GE among the areas, it is clear that since 2008 students have gravitated toward certain courses across GE to satisfy the area requirements. For example, in Area A, enrollment in COMM 2110 over the last nine years has been more than 2x that of the other courses in A1 combined. ENGL 1001 and ENGL 2000 are also the principle courses students take to satisfy Area A2 and A3. But ENGL 1007 has about half the enrollment numbers of ENGL 1001, indicating that most students choose to take ENGL 1001 and that the self-selection rate into 1006-1007 has been lower than the numbers into stretch English. Another explanation is that ENGL 1007 is a relatively new course and so the enrollment is lower simply because it is newer.

The average Student “GE GPA” across subjects during the regular semester is 7.77 grade pts, which is a B-/C+ (C+ =6.9, B-=8.1). Average grades in special sessions (Summer and Winter, other), is B – B+ range.

Appendix A: Stanislaus State Baccalaureate Degree Requirements – 2018/18

Stanislaus State Baccalaureate Degree Requirements – Thru 2017-18 Academic Catalog

Baccalaureate Degree Requirements ¹		Completed Requirement (add grades where applicable)		
A student must comply with all University regulations and satisfy the following requirements:				
1. Units and Residency (minimum of 120 units) ²	<input type="checkbox"/>			
2. Grade Point Average (minimum of 2.0 (C) or better) ³	<input type="checkbox"/>			
3. General Education (minimum of 51 units)	<input type="checkbox"/>			
4. Upper Division Writing Proficiency (WP) (minimum of 3 units) - Pass the Writing Proficiency Screening Test (WPST) - Writing Proficiency (WP) Course (may double count in the major)	<input type="checkbox"/> <input type="checkbox"/>			
5. Submit an Application for Graduation (when two semesters remain to complete requirements and 90 units are completed)	<input type="checkbox"/>			
6. Graduation Approval	<input type="checkbox"/>			
General Education Requirements		Minimum Units Required	Units Completed	Grade
Area A Communication Skills (minimum of 9 units)				
Include one course from each group.				
A1 Oral Communication	3			
A2 Written Communication	3			
A3 Critical Thinking	3			
Area B Natural Sciences and Mathematics (minimum of 9 units)				
Complete at least one course from each of the 3 groups listed below. This must include a lab course from either group 1 or 2.				
B1 Physical Sciences	3			
B2 Biological Sciences	3			
B3 Mathematics (requires ELM of 50 or above prior to enrollment)	3			
BL Laboratory				
Area C Humanities (minimum of 9 units)				
Complete at least 3 units from group 1, and 3 units from group 2.				
C1 Arts	3-6			
C2 Literature/Philosophy	3-6			
C3 Foreign Language	0-3			
Area D Social, Economic, and Political Institutions and Human Behavior (minimum of 12 units)				
Complete 3 units in each group.				
D1a United States History	3			
D1b United States Constitution and CA State and Local Government	3			
D2a Human Institutions: Structures and Processes	3			
D2b Society and Culture	3			
Area E Individual Resources for Modern Living (minimum of 3 units)				
Include one course from each group of courses.				
E1 Individual Resources for Modern Living	2-3			
E2 Physical Education Activities ⁴	1			
Area F Upper Division General Education (minimum of 9 units)				
Complete at least 3 units from each group.				
F1 Natural Science and Mathematics	3			
F2 Humanities	3			
F3 Social, Economic, and Political Institutions & Human Behavior	3			
Area G Multicultural Requirement (minimum of 3 units)				
Within the General Education selections, complete at least 3 units of courses designated as multicultural.				
G Multicultural	3			
Total Units of GE Breadth Required	51 minimum			

¹ For more information, visit the Academic Catalog "Baccalaureate Degree Requirements" page (catalog.csustan.edu).

² **Units and Residency:** 40 units of upper division coursework (____) and 30 semester units at Stanislaus State (____). At least 24 of these 30 units must be earned in upper-division courses (____), at least 12 must be in the major (____), and at least 9 must be applicable to General Education-Breadth requirements (____). Students may transfer no more than 70 semester units from an institution that does not offer bachelor's degrees or their equivalents, such as community colleges.

³ **G.P.A. (2.0):** Stanislaus State _____ Cumulative _____ Major _____ Minor (if applicable) _____

⁴ **Area E2 Age Requirement:** Students age 25 years or older at time of entry into Stanislaus State will not be held to this requirement.

General Education Curriculum 2017-2018

A. Communication Skills

(9 units minimum)

1. Oral Communication Requirement

COMM 2000 - Public Speaking

or

COMM 2005 - Honors Communication Seminar

or

COMM 2110 - Group Discussion Processes

2. Written Communication Requirement

ENGL 1001 - First-Year Composition

or

ENGL 1002 - First-Year Composition Computer-Assisted Instruction

or

ENGL 1003 - First-Year Composition (FYE)

or

ENGL 1005 - Honors Composition

or

ENGL 1007 - First-Year Composition (Stretch B)

3. One course selected from the following:

COMM 2300 - Argumentation and Critical Thinking

or

ENGL 2000 - Critical Inquiry

or

PHIL 2000 - Introduction to Critical Thinking

or

PHIL 2005 - Honors Critical Thinking

or

PHIL 2100 - Logic

B. Natural Sciences and Mathematics

(9 units minimum)

Note: Complete at least one course from each of the 3 groups listed below. This must include a laboratory course from either group 1 or 2.

1. Physical Sciences Requirement

AGST 2014 - Introduction to Soils (includes lab)
(or GEOG 2014)

ASTR 2100 - Descriptive Astronomy

and ASTR 2112 - Astronomy Laboratory

CHEM 1000 - Chemistry in the Modern World

and CHEM 1002 - Chemistry in the Modern

World Laboratory

CHEM 1100 - General Chemistry I

CHEM 1102 - General Chemistry I Laboratory

CHEM 2100 - Chemistry and Biochemistry for Nurses I

GEOG 2010 - Introduction to Physical Geography

GEOG 2012 - Introduction to Physical Geography Laboratory

GEOG 2014 - Introduction to Soils (includes lab) (or AGST 2014)

GEOL 2100 - Principles of Geology (no lab credit)

GEOL 2102 - Principles of Geology Laboratory

GEOL 2200 - History of Earth and Life

GEOL 2202 - History of Earth and Life

Laboratory

GEOL 2400 - Introduction to Earth Science (no lab credit)

GEOL 2500 - Dinosaurs (no lab credit)

PHSC 1300 - Environmental Pollution (no lab credit)

PHSC 2100 - Atmosphere, Weather, and Climate (no lab credit)

PHYS 1500 - Energy and Matter

and PHYS 1502 - Energy and Matter

Laboratory

PHYS 2100 - Basic Physics I (includes lab)

PHYS 2110 - Basic Physics II (includes lab)

PHYS 2250 - General Physics I

and PHYS 2252 - General Physics Laboratory

I

2. Biological Sciences

AGST 2200 - Principles of Horticulture and Practices

BIOL 1010 - Principles of Biology (no lab credit)

BIOL 1020 - World of Biology Laboratory (taken concurrently with BIOL 1010)

BIOL 1150 - General Biology II (includes lab)

BIOL 2310 - Human Genetics (no lab credit)

BIOL 2650 - Environmental Biology (no lab credit)

BOTY 1010 - Plant Biology (no lab credit)

3. Mathematics

All the above MATH courses require an ELM score of 50 or above prior to enrollment.

MATH 1000 - Excursions into Mathematics

MATH 1030 - Elementary Foundations of Mathematics I

MATH 1070 - College Algebra

MATH 1080 - Trigonometry

MATH 1100 - Precalculus

MATH 1410 - Calculus I

MATH 1500 - Finite Mathematics

MATH 1600 - Statistics

MATH 1610 - Statistics for Decision Making

C. Humanities Requirement

(9 units minimum)

Requirements may be satisfied partially by acceptable scores on the CLEP Humanities General Examination.

Note: Include at least 3 units from group 1, and 3 units from group 2, below.

1. Arts

ART 1000 - Introduction to Studio Art

ART 1010 - Foundation Drawing

ART 1030 - Foundation Printmaking, Option

A, Physical Strategies

ART 1035 - Foundation Printmaking, Option

B, Planographic Print Strategies

ART 1040 - Foundation Digital Media

ART 1100 - Foundation Painting

ART 1200 - Foundation Sculpture

ART 1340 - Introduction to Ceramics

ART 1350 - Looking at Art

ART 2515 - Art History Survey—Ancient

ART 2520 - Art History Survey—Modern

ART 2522 - Art History Survey—

Contemporary, 1960 to Present

ART 2525 - Art History Survey—Non-

Western

ART 2526 - Art History Survey—Islamic

ART 2527 - Art History Survey—Asian

ART 2530 - Art Appreciation

FA 1000 - Introduction to the Fine Arts

MUS 1000 - Introduction to Music

MUS 1190 - Music Fundamentals

MUS 2000 - Music of World Cultures

MUS 2400 - Orchestra

MUS 2410 - Concert Chorale

MUS 2430 - University Chamber Singers

MUS 2440 - Wind Ensemble

MUS 2460 - Symphony Band

THEA 1010 - Introduction to Theatre

THEA 1110 - Playgoing

THEA 1500 - Acting for Non-Theatre Majors

THEA 1510 - Dance for the Stage

THEA 1540 - Dance for the Stage II

THEA 2300 - Theatre Workshop I

2. Literature/Philosophy

ENGL 1010 - Introduction to Literature

ENGL 2010 - Introduction to Creative Writing

HONS 1010 - Reading Seminar in the

Humanities

HUM 2000 - Introduction to the Humanities

PHIL 1010 - Introduction to Philosophy

PHIL 2200 - Ancient Philosophy

PHIL 2230 - Modern Philosophy

PHIL 2300 - Philosophy of Science

PHIL 2400 - Contemporary Moral Issues

PHIL 2500 - Philosophy and Film

PHIL 2700 - Introduction to Political

Philosophy

3. Foreign Language

a. Most lower-division language or literature course taught in a foreign language.

b.

ESL 1000 - Editing for Language and Dialect

ESL 1005 - Essay Skills for Language and Dialect

ESL 2000 - Essay Strategies and Vocabulary for Language and Dialect

D. Social, Economic, and Political Institutions and Human Behavior

(12 units minimum)

1. United States History and Constitution/California State and Local Government:

Students may satisfy subject requirements in United States History and Constitution and California State and Local Government by passing departmental examinations in these fields.

The California Code of Regulations, Title 5, Section 40404, requires "...appropriate courses in the Constitution of the United States, and in American history, including the study of American institutions and ideals, and of the

principles of state and local government established under the Constitution of this State..." Completion of one course under (a) and the course under (b) below satisfies these requirements.

a. One of the following United States history courses (which are not applicable to the upper-division General Education requirements):

- HIST 2600 - Problems in U.S. History
- HIST 3610 - Colonial North America
- HIST 3620 - Early National United States
- HIST 3630 - U.S. Reconstruction through World War II
- HIST 3640 - Contemporary United States

b. One course covering United States Constitution and California State and local government:

- PSCI 1201 - American Government

2. A minimum of one course from each group is required.

Requirements may be satisfied partially by acceptable scores on the CLEP Social Sciences General Examination.

a. Human Institutions: Structures and Processes

- AGEC 2510 - Principles of Agricultural Economics
- COMM 2011 - Introduction to Communication Studies
- COMM 2200 - Introduction to Mass Media
- ECON 2500 - Principles of Macroeconomics
- ECON 2510 - Principles of Microeconomics
- HIST 1010 - World Civilizations I
- HIST 1020 - World Civilizations II
- HONS 2990 - Sophomore Seminar: Human and Social Institutions
- PSCI 2000 - Introduction to Political Science
- PSCI 2030 - Global Politics
- SOCL 1010 - Introduction to Sociology

b. Society and Culture

- ANTH 2060 - Introduction to Cultural Anthropology
- ANTH 2080 - Introduction to Physical Anthropology
- ANTH 2090 - Introduction to Archaeology
- BUS 2090 - Ethics and Social Responsibility for Businesses and Businesspeople
- COGS 2100 - Introduction to Cognitive

Studies

- CJ 2250 - Introduction to Criminal Justice
- ETHS 2000 - The African American Experience
- ETHS 2050 - Searching for America: Introduction to Ethnic Studies
- ETHS 2100 - The Chicana/o-Latina/o Experience
- ETHS 2200 - The Asian American Experience
- GEND 2020 - Women's and Feminist Activism
- GEOG 2020 - Introduction to Cultural Geography
- GEOG 2350 - Water and Power
- GEOG 2400 - Global Cultures and Environments - Europe and Asia
- GEOG 2410 - Global Cultures and Environments - Latin America, Africa, and Australia
- HONS 2010 - Reading Seminar in the Social Sciences
- NURS 1040 - Human Development Over the Life Span
- PSYC 2010 - Introduction to Psychology
- SW 2010 - Introduction to the Social Work Profession
- THEA 2000 - The World of Fashion

E. Individual Resources for Modern Living
(3 units minimum)

Note: Include one course from each group of courses:

1.
 - CIS 2000 - Introduction to Business Computer Systems
 - CS 2000 - Effective Computing
(Students may not use both CS 2000 and CS 4000 for GE requirements.)
 - ENGL 1006 - First-Year Composition Seminar (Stretch A)
 - GEND 2500 - Women's Development and Lifestyle Choices
 - GEOG 2200 - Geographer's Toolbox
 - GEOG 2250 - Wilderness Exploration and Navigation
 - HONS 3500 - Information/Research/Analysis
 - KINS 1000 - Health in Today's Society
 - MDIS 1040 - Seminar in First-Year Experience
 - MDIS 1200 - The Stanislaus Seminar in First-Year Experience
 - NSCI 1000 - Information Investigation in

STEM Discipline

PSYC 1000 - Sexual Behavior
 PSYC 2030 - Psychology of Adjustment
 SOCL 2000 - Intergenerational Experiences
 and Life Course Developments

2.

(Students age 25 years or older at time of entry into Stanislaus State will not be held to this requirement.)

KINS 1010—1999 - Physical Education Activities

F. Upper-Division General Education Requirements

(9 units minimum)

Each student is to complete a minimum of 9 units of upper-division level GE coursework. These courses may be taken no earlier than the term in which upper-division status (completion of 60 semester units) is attained. The General Education Summit Program offers an alternative way to fulfill 6 of these 9 units. Click here for more information. Students will not be given upper-division General Education credit for coursework in the discipline(s) of their major or concentration with the exception of General Education Summit Program courses. The distribution of the 9 units must include 3 units from each of the three following areas:

1. Natural Science and Mathematics

a. Biology

BIOL 3000 - Frontiers in Biology
 BIOL 3020 - Introduction to Evolution
 BIOL 4350 - DNA: The Code of Life
 BOTY 4000 - Medicinal Plants and Herbs

b. Chemistry

CHEM 3070 - The Chemicals in Your Life
 CHEM 3100 - Environmental Chemistry

c. Computer Science

CS 3500 - Human-Centered Design
 CS 4000 - Personal Computing

(Students may not use both CS 2000 and CS 4000 for GE requirements.)

d. Honors

HONS 3100 - Methods of Inquiry in the Sciences

e. Mathematics

MATH 3030 - Geometry for Teachers
 MATH 3350 - Applied Mathematical Models

f. Other Natural Sciences

NSCI 3000 - Science for Self-Sufficiency

g. Physics and Physical Sciences

ASTR 3000 - Contemporary Astronomy
 GEOL 3050 - Environmental Geology
 GEOL 3500 - Earthquakes and Volcanoes
 GEOL 3600 - Physical Oceanography
 GEOL 4810 - Development and Management of Water Resources
 PHSC 3500 - Solar and Other Alternative Energies
 PHYS 3080 - How Things Work
 PHYS 3520 - Modern Physics and Quantum Mechanics
 PHYS 3550 - Physics for War, Physics for Peace —One of two paired courses in the G.E. Summit Program (War and Peace)

2. Humanities

a. Art

ART 3605 - Text and Image
 ART 3622 - Documentary Videography
 ART 3640 - Digital Photography
 ART 3700 - Computer Art
 ART 4070 - Women and Gender in the History of Art I: Europe and the United States (or GEND 4070)
 ART 4500 - Art, Museums, and Society
 ART 4525 - Italian Renaissance Art
 ART 4535 - Art of the Baroque Age
 ART 4545 - Modern Art, 1870-1970
 ART 4548 - Global Modernisms
 ART 4555 - American Art
 ART 4562 - Islamic Art

b. English

ENGL 3550 - Years of War, Days of Peace: Post-1945 Literature and Film —One of two paired courses in the G.E. Summit Program (War and Peace)
 ENGL 3920 - Survey of World Literature
 ENGL 3940 - Multicultural American Literature
 ENGL 3945 - Multicultural California Literature

ENGL 4010 - Introduction to Rhetoric
 ENGL 4530 - Gender and Sexuality in Literature
 HUM 3000 - Exploration in Humanities

c. Foreign Languages

PORT 3930 - Survey of Portuguese and Brazilian Literatures in Translation
 SPAN 3930 - Spanish/Latin-American Literature in Translation
 SPAN 3970 - Contemporary Latin-American Prose in Translation

d. Gender/Ethnic Studies

GEND 4070 - Women and Gender in the History of Art I: Europe and the United States or ART 4070)
 GEND 4150 - Gender and Ethnicity in Children's Literature and Culture
 GEND 4304 - Women's Spirituality
 GEND 4530 - Gender and Sexuality in Literature
 ETHS 3600 - Indigenous Perspectives in Theatre (or THEA 3600)
 ETHS 4150 - Gender and Ethnicity in Children's Literature and Culture

e. Honors

HONS 3000 - Intellectual Methods in the Humanities

f. Music

MUS 3400 - American Music
 MUS 3410 - History of Jazz

g. Philosophy

PHIL 3010 - Advanced Introduction to Philosophy
 PHIL 3050 - Existentialism
 PHIL 4000 - Philosophy through Literature
 PHIL 4350 - Human Interests and the Power of Information
 PHIL 4401 - Professional Ethics
 PHIL 4430 - Bioethics
 PHIL 4440 - Business Ethics
 PHIL 4450 - Eastern Philosophy: Concepts, Methods, and Context

h. Theatre

THEA 3020 - Children's Theatre
 THEA 3600 - Indigenous Perspectives in Theatre (or ETHS 3600)

3. Social, Economic, and Political Institutions and Human Behavior

a. Agricultural Studies

AGST 3000 - Agriculture, Society, and the Natural World

b. Anthropology

ANTH 3000 - Anthropology and Global Issues
 ANTH 3010 - The Great Discoveries
 ANTH 3030 - The World on a Plate: Humans and Food
 ANTH 3060 - Peoples and Cultures of the Amazon
 ANTH 3070 - Peoples and Cultures of Africa
 ANTH 3080 - Peoples and Cultures of the Caribbean
 ANTH 3090 - Peoples and Cultures of Latin America
 ANTH 3105 - Peoples and Cultures of the Pacific
 ANTH 3106 - Peoples and Cultures of Asia
 ANTH 3555 - Aztecs, Mayas, and Predecessors
 ANTH 3560 - On the Inka Road: Survey of Andean Prehistory
 ANTH 3800 - Language and Culture (or ETHS 3800)

c. Business Administration

(Not for Business majors)

ACC 3005 - Personal Financial Planning
 FIN 3210 - Investment Management

d. Child Development

CDEV 3040 - Child Development in Cultural Context
 CDEV 3140 - Human Development I: Childhood (or PSYC 3140)
 CDEV 3240 - Human Development II: Adolescence (or PSYC 3240)
 CDEV 3340 - Human Development III: Adulthood and Aging (or PSYC 3340)

e. Cognitive Studies

COGS 3100 - Communication Networks
 COGS 4100 - Philosophical Aspects of

Cognitive Science

COGS 4350 - The Information of Meaning

f. Communication Studies

COMM 3100 - Advanced Interpersonal Communication

COMM 3550 - Media and Public Perception

COMM 4220 - Technology and Communication

JOUR 3030 - Freedom of Speech and Press: Contemporary Issues

JOUR 3040 - History of Journalism

g. Economics

ECON 3100 - Economic History of the United States

ECON 4500 - Economics of Investment

h. Ethnic Studies

ETHS 3100 - Asian American Images in the Arts and Media

ETHS 3110 - Chicano Images in Film

ETHS 3250 - African American Images in the Arts and Media

ETHS 3300 - The Hmong American Experience

ETHS 3800 - Language and Culture (or ANTH 3800)

ETHS 4200 - The Minority Experience

i. Gender Studies

GEND 3550 - Society and Gender

GEND 3560 - Society and Sexuality

GEND 4100 - Gender and Education

GEND 4110 - Lesbian, Gay, Bisexual, Transgender Issues in Education

GEND 4220 - Gender, Environment and Sustainability

GEND 4750 - Comparative World Women: Perceptions of Gender (or HIST 4750)

j. Geography

GEOG 3010 - Cultural Geography

GEOG 3020 - Human Ecology

GEOG 3340 - California Cultures and Environments

GEOG 3510 - Geography of North America

GEOG 3520 - Geography of Mexico and Central America

GEOG 3530 - Africa, South of the Sahara

GEOG 3550 - Geography of Europe

GEOG 4130 - Hazards and Risk Assessment

k. History

HIST 3400 - The Great Teachings

HIST 3720 - United States Ethnic and Immigrant Past

HIST 4440 - Western Science and Society Since Copernicus

HIST 4595 - World Environmental History

HIST 4750 - Comparative World Women: Perceptions of Gender (or GEND 4750)

l. Honors

HONS 3050 - Methods of Discovery

m. Kinesiology

KINS 3500 - Drugs in the Athletic Environment

KINS 4330 - Family Health

n. Nursing

o. Politics and Public Administration

PSCI 3055 - Marx on the Human Condition

PSCI 3225 - Civil Liberties

PSCI 4050 - Political Ideologies

PSCI 4318 - Environmental Policy and Politics

p. Psychology

PSYC 3140 - Human Development I: Childhood (or CDEV 3140)

PSYC 3240 - Human Development II: Adolescence (or CDEV 3240)

PSYC 3340 - Human Development III: Adulthood and Aging (or CDEV 3340)

PSYC 4250 - Drugs and Behavior

q. Sociology

SOCL 3150 - The Family

SOCL 3190 - Disability and Society

SOCL 3820 - Food and Culture in a Global Society

SOCL 4520 - Personality and Society

G. Multicultural Requirement

(3 units minimum)

Within General Education selections, students must complete at least 3 units of the following coursework that addresses multicultural, ethnic studies, gender, or nonwestern cultures issues. Courses that fulfill both the multicultural and another General Education

area requirement are indicated within the course description:

ANTH 2060 - Introduction to Cultural Anthropology
 ANTH 3000 - Anthropology and Global Issues
 ANTH 3030 - The World on a Plate: Humans and Food
 ANTH 3060 - Peoples and Cultures of the Amazon
 ANTH 3070 - Peoples and Cultures of Africa
 ANTH 3080 - Peoples and Cultures of the Caribbean
 ANTH 3090 - Peoples and Cultures of Latin America
 ANTH 3105 - Peoples and Cultures of the Pacific
 ANTH 3106 - Peoples and Cultures of Asia
 ANTH 3555 - Aztecs, Mayas, and Predecessors
 ANTH 3560 - On the Inka Road: Survey of Andean Prehistory
 ANTH 3800 - Language and Culture
 ANTH 3900 - Anthropology of Gender and Sexuality (WP)
 ANTH 4165 - The Family in Cross-Cultural Perspective
 ANTH 4211 - The World in Change

 ART 2525 - Art History Survey—Non-Western
 ART 2526 - Art History Survey—Islamic
 ART 2527 - Art History Survey—Asian
 ART 4500 - Art, Museums, and Society
 ART 4548 - Global Modernisms
 ART 4562 - Islamic Art
 BOTY 4000 - Medicinal Plants and Herbs

 CDEV 3040 - Child Development in Cultural Context

 COGS 4350 - The Information of Meaning

 COMM 3550 - Media and Public Perception
 COMM 4160 - Intercultural Communication

 CJ 3315 - Hate Crimes

 ENGL 3550 - Years of War, Days of Peace: Post-1945 Literature and Film —One of two paired courses in the G.E. Summit Program (War and Peace)

ENGL 3940 - Multicultural American Literature
 ENGL 3945 - Multicultural California Literature
 ENGL 4530 - Gender and Sexuality in Literature

 ETHS 2050 - Searching for America: Introduction to Ethnic Studies
 ETHS 3100 - Asian American Images in the Arts and Media
 ETHS 3110 - Chicano Images in Film
 ETHS 3250 - African American Images in the Arts and Media
 ETHS 3300 - The Hmong American Experience
 ETHS 3800 - Language and Culture
 ETHS 4150 - Gender and Ethnicity in Children's Literature and Culture
 ETHS 4200 - The Minority Experience
 ETHS 4350 - Multiculturalism: From Bias to Reality

 GEND 3320 - The Sociology of Men and Society
 GEND 3444 - Gender and Sexuality in the Middle East
 GEND 3560 - Society and Sexuality
 GEND 3900 - Anthropology of Gender and Sexuality (WP)
 GEND 4100 - Gender and Education
 GEND 4110 - Lesbian, Gay, Bisexual, Transgender Issues in Education
 GEND 4150 - Gender and Ethnicity in Children's Literature and Culture
 GEND 4220 - Gender, Environment and Sustainability
 GEND 4304 - Women's Spirituality
 GEND 4310 - Ethnic and Gender Politics
 GEND 4530 - Gender and Sexuality in Literature
 GEND 4600 - Philosophy and Feminism
 GEND 4750 - Comparative World Women: Perceptions of Gender

 GEOG 2020 - Introduction to Cultural Geography
 GEOG 2350 - Water and Power
 GEOG 2400 - Global Cultures and Environments - Europe and Asia
 GEOG 2410 - Global Cultures and Environments - Latin America, Africa, and

Australia

GEOG 3010 - Cultural Geography
 GEOG 3330 - Ethnic Geography
 GEOG 3510 - Geography of North America
 GEOG 3520 - Geography of Mexico and

PHIL 4450 - Eastern Philosophy: Concepts,
 Methods, and Context
 PHIL 4600 - Philosophy and Feminism

Central America

GEOG 3530 - Africa, South of the Sahara
 GEOG 3550 - Geography of Europe
 GEOG 3580 - Cultural Ecology of Southeast

PSCI 2030 - Global Politics
 PSCI 3444 - Gender and Sexuality in the
 Middle East

Asian Peoples

GEOG 4130 - Hazards and Risk Assessment

PSCI 3810 - Multicultural Community
 Building and Conflict Resolution
 PSCI 4310 - Ethnic and Gender Politics

HIST 1010 - World Civilizations I
 HIST 1020 - World Civilizations II
 HIST 3400 - The Great Teachings
 HIST 3720 - United States Ethnic and

SOCL 3190 - Disability and Society
 SOCL 3250 - Social Issues in Cross-Cultural
 Perspective

Immigrant Past

HIST 4595 - World Environmental History
 HIST 4750 - Comparative World Women:

SOCL 3320 - The Sociology of Men and
 Society
 SOCL 3820 - Food and Culture in a Global
 Society

Perceptions of Gender

KINS 4330 - Family Health

SOCL 4010 - Race and Ethnic Relations

MDIS 3400 - Latin-American Cultures

THEA 4000 - Fashion and Costume Through
 Time

MUS 2000 - Music of World Cultures

THEA 4550 - American Theatre

The First Year Experience (FYE) Program is funded by a Title V Grant, which was awarded to Stanislaus State in 2010 by the U.S. Department of Education. Working in coordination with the Program for Academic and Career Excellence (PACE), the FYE program seeks to provide students with an opportunity to develop and practice the skills necessary for success at the university, with a strong focus on academic writing. Sections of English 1000/English 1001 are also linked to the FYE program forming a strong learning community in which students can solidify and enhance their academic abilities.

2018-2019 General Education Requirements

Stanislaus State Baccalaureate Degree Requirements

Baccalaureate Degree Requirements ¹		Completed Requirement (add grades where applicable)		
A student must comply with all University regulations and satisfy the following requirements:				
1. Units and Residency (minimum of 120 units) ²	<input type="checkbox"/>			
2. Grade Point Average (minimum of 2.0 (C) or better) ³	<input type="checkbox"/>			
3. General Education (minimum of 49 units)	<input type="checkbox"/>			
4. Upper Division Writing Proficiency (WP) (minimum of 3 units) - Pass the Writing Proficiency Screening Test (WPST) - Writing Proficiency (WP) Course (may double count in the major)	<input type="checkbox"/> <input type="checkbox"/>			
5. U.S. Constitution & CA State & Local Gov. (minimum of 3 units): PSCI 1201 <u>or</u> the California State and Local Government Challenge Exam (or equivalent transfer course)	<input type="checkbox"/>			
6. Multicultural Requirement (minimum of 3 units) (may double count with General Education requirements and in the major)	<input type="checkbox"/>			
7. Submit an Application for Graduation (when two semesters remain to complete requirements and 90 units are completed)	<input type="checkbox"/>			
8. Graduation Approval	<input type="checkbox"/>			
General Education Requirements		Minimum Units Required	Units Completed	Grade
Area A Communication Skills				
Include one course from each Subarea.				
A1 Oral Communication	3			
A2 Written Communication	3			
A3 Critical Thinking	3			
Area B Natural Sciences and Mathematics/Quantitative Reasoning				
Include one course from each Subarea. B3 may also be satisfied by completing a B1 or B2 course that includes a lab component.				
B1 Physical Sciences	3			
B2 Biological/Life Sciences	3			
B3 Laboratory	1			
B4 Mathematics/Quantitative Reasoning	3			
UD-B: Upper Division B ⁴	3			
Area C Arts and Humanities				
Complete 3 units in each subarea (C1, C2, UD-C), and any additional 3 lower division units from C1 or C2.				
C1 Arts	3			
C2 Literature/Philosophy/World Languages	3			
Additional Lower Division Course	3			
UD-C: Upper Division C ⁴	3			
Area D Social, Economic, and Political Institutions and Human Behavior				
Include 3 units from D1, 6 units from D2, and 3 units from UD-D. Complete courses from at least two different disciplines.				
D1 United States History	3			
D2 Human Institutions, Societies, and Cultures	6			
UD-D: Upper Division D ⁴	3			
Area E Lifelong Learning and Self-Development				
Complete 3 units. Requirement may not be satisfied entirely through Physical Education Activities courses (KINS 1010-1999).				
E Lifelong Learning and Self-Development	3			
Total Units of GE Breadth Required	49			

¹ For more information, visit the Academic Catalog "Baccalaureate Degree Requirements" page (catalog.csustan.edu).

² **Units and Residency:** 40 units of upper division coursework (____) and 30 semester units at Stanislaus State (____). At least 24 of these 30 units must be earned in upper-division courses (____), at least 12 must be in the major (____), and at least 9 must be applicable to General Education-Breadth requirements (____). Students may transfer no more than 70 semester units from an institution that does not offer bachelor's degrees or their equivalents, such as community colleges.

³ **G.P.A. (2.0):** Stanislaus State _____ Cumulative _____ Major _____ Minor (if applicable) _____

⁴ The 9 upper-division G.E. courses are designed to be taken after upper-division status (completion of 60 semester units) is attained.

Courses for General Education Requirements (2018-2019)

A. Communication Skills

(9 units minimum)

Include one course from each subarea (A1, A2, and A3).

1. Oral Communication

COMM 2000 - Public Speaking

COMM 2005 - Honors

Communication Seminar

COMM 2110 - Group Discussion Processes

2. Written Communication

ENGL 1001 - First-Year

Composition

ENGL 1002 - First-Year

Composition Computer-Assisted Instruction

ENGL 1003 - First-Year

Composition (FYE)

ENGL 1005 - Honors Composition

ENGL 1007 - First-Year

Composition (Stretch B)

3. Critical Thinking

COMM 2300 - Argumentation and Critical Thinking

ENGL 2000 - Critical Inquiry

PHIL 2000 - Introduction to Critical Thinking

PHIL 2005 - Honors Critical Thinking

PHIL 2100 - Logic

B. Natural Sciences and Mathematics/Quantitative Reasoning

(13 units minimum)

Include one course from each subarea (B1, B2, B3, B4, and UD-B).

1. Physical Sciences

AGST 2014 - Introduction to Soils (or GEOG 2014) (Satisfies G.E. area B3)

ASTR 2100 - Descriptive

Astronomy

CHEM 1000 - Chemistry in the Modern World

CHEM 1100 - General Chemistry I

CHEM 2100 - Chemistry and Biochemistry for Nurses I

GEOG 2010 - Introduction to Physical Geography

GEOG 2014 - Introduction to Soils (AGST 2014) (Satisfies G.E. area B3)

GEOL 2100 - Principles of Geology

GEOL 2200 - History of Earth and Life

GEOL 2400 - Introduction to Earth Science

GEOL 2500 - Dinosaurs

PHSC 1300 - Environmental Pollution

PHSC 2100 - Atmosphere, Weather, and Climate

PHYS 1500 - Energy and Matter

PHYS 2100 - Basic Physics I

(Satisfies G.E. area B3)

PHYS 2110 - Basic Physics II

(Satisfies G.E. area B3)

PHYS 2250 - General Physics I

2. Biological/Life Sciences

AGST 2200 - Principles of Horticulture and Practices

BIOL 1010 - Principles of Biology

BIOL 1150 - General Biology II (Satisfies G.E. area B3)

BIOL 2310 - Human Genetics

BIOL 2650 - Environmental Biology

BOTY 1010 - Plant Biology

3. Laboratory Requirement

B3 may also be satisfied by completing a B1 or B2 course that includes a laboratory component.

ASTR 2112 - Astronomy Laboratory

Pre- or Co-Requisite: ASTR 2100.
 BIOL 1020 - World of Biology
 Laboratory
 Pre- or Co-Requisite: BIOL 1010.
 CHEM 1002 - Chemistry in the
 Modern World Laboratory
 Pre- or Co-Requisite: CHEM 1000
 or 3070.
 CHEM 1102 - General Chemistry I
 Laboratory
 Co-Requisite: CHEM 1100.
 GEOG 2012 - Introduction to
 Physical Geography Laboratory
 Pre- or Co-Requisite: GEOG 2010.
 GEOL 2102 - Principles of Geology
 Laboratory
 Pre- or Co-Requisite: GEOL 2000,
 GEOL 2100, or GEOL 2400.
 GEOL 2202 - History of Earth and
 Life Laboratory
 PHYS 1502 - Energy and Matter
 Laboratory
 Pre- or Co-Requisite: PHYS 1500.
 PHYS 2252 - General Physics
 Laboratory I
 Pre- or Co-Requisite: PHYS 2250.

4. Mathematics/Quantitative Reasoning

MATH 1000 - Excursions into
 Mathematics
 MATH 1030 - Elementary
 Foundations of Mathematics I
 MATH 1036 - Elementary
 Foundations of Math with Support
 IB
 MATH 1070 - College Algebra
 MATH 1072 - College Algebra
 with Support II
 MATH 1080 - Trigonometry
 MATH 1100 - Precalculus
 MATH 1410 - Calculus I
 MATH 1500 - Finite Mathematics
 MATH 1552 - Finite Mathematics
 and Business Statistics II
 MATH 1600 - Statistics
 MATH 1602 - Statistics with
 Support II
 MATH 1610 - Statistics for
 Decision Making

UD-B: Upper Division B

Upper Division G.E. courses are
 designed to be taken after upper-
 division status (completion of 60
 semester units) is attained.

a. Biology

BIOL 3000 - Frontiers in Biology
 BIOL 3020 - Introduction to
 Evolution
 BIOL 4350 - DNA: The Code of
 Life
 BOTY 4000 - Medicinal Plants and
 Herbs

b. Chemistry

CHEM 3070 - The Chemicals in
 Your Life
 CHEM 3100 - Environmental
 Chemistry

c. Computer Science

CS 3500 - Human-Centered
 Design
 CS 4000 - Personal Computing

(Students may not use both CS
 2000 and CS 4000 for GE
 requirements.)

CS 4010 - Computing for the
 Sciences

d. Honors

HONS 3100 - Methods of Inquiry
 in the Sciences

e. Mathematics

MATH 3030 - Geometry for
 Teachers
 MATH 3350 - Applied
 Mathematical Models

f. Other Natural Sciences

NSCI 3000 - Science for Self-
 Sufficiency

g. Physics and Physical Sciences

ASTR 3000 - Contemporary
 Astronomy
 GEOL 3050 - Environmental
 Geology
 GEOL 3500 - Earthquakes and
 Volcanoes
 GEOL 3600 - Physical

Oceanography

GEOL 4810 - Development and
Management of Water Resources

PHSC 3500 - Solar and Other

Alternative Energies

PHYS 3080 - How Things Work

PHYS 3520 - Modern Physics and
Quantum Mechanics

PHYS 3550 - Physics for War,
Physics for Peace —One of two
paired courses in the G.E. Summit
Program (War and Peace)

C. Arts and Humanities

(12 units minimum)

Complete 3 units in each subarea
(C1, C2, UD-C), and any additional 3
lower-division units from C1 or C2.

1. Arts

ART 1000 - Introduction to Studio
Art

ART 1010 - Foundation Drawing

ART 1030 - Foundation

Printmaking, Option A, Physical
Strategies

ART 1035 - Foundation

Printmaking, Option B,
Planographic Print Strategies

ART 1040 - Foundation Digital

Media

ART 1100 - Foundation Painting

ART 1200 - Foundation Sculpture

ART 1340 - Introduction to

Ceramics

ART 1350 - Looking at Art

ART 2515 - Art History Survey—

Ancient

ART 2520 - Art History Survey—

Modern

ART 2522 - Art History Survey-

Contemporary, 1960 to Present

ART 2525 - Art History Survey—

Non-Western

ART 2526 - Art History Survey-

Islamic

ART 2527 - Art History Survey-

Asian

ART 2530 - Art Appreciation

FA 1000 - Introduction to the Fine

Arts

MUS 1000 - Introduction to

Music

MUS 1190 - Music Fundamentals

MUS 2000 - Music of World

Cultures

MUS 2400 - Orchestra

MUS 2410 - Concert Chorale

MUS 2430 - University Chamber

Singers

MUS 2440 - Wind Ensemble

MUS 2460 - Symphony Band

THEA 1010 - Introduction to

Theatre

THEA 1110 - Playgoing

THEA 1500 - Acting for Non-

Theatre Majors

THEA 1510 - Dance for the Stage

THEA 1540 - Dance for the Stage

II

THEA 2300 - Theatre Workshop I

2. Literature/Philosophy/World Languages

ENGL 1010 - Introduction to

Literature

ENGL 2010 - Introduction to

Creative Writing

ESL 1000 - Editing for Language
and Dialect

ESL 1005 - Essay Skills for

Language and Dialect

ESL 2000 - Essay Strategies and

Vocabulary for Language and
Dialect

GERM 1010 - Elementary German

I

GERM 1020 - Elementary German

II

HONS 1010 - Reading Seminar in
the Humanities

HUM 2000 - Introduction to the
Humanities

ITAL 1010 - Elementary Italian I

ITAL 1020 - Elementary Italian II

ITAL 2010 - Intermediate Italian I

ITAL 2020 - Intermediate Italian II

PHIL 1010 - Introduction to

Philosophy

PHIL 2200 - Ancient Philosophy

PHIL 2230 - Modern Philosophy

PHIL 2300 - Philosophy of Science

PHIL 2400 - Contemporary Moral
Issues

PHIL 2500 - Philosophy and Film

PHIL 2700 - Introduction to

Political Philosophy

PORT 1010 - Elementary

Portuguese I

PORT 1020 - Elementary

Portuguese II

PORT 2010 - Intermediate

Portuguese I

PORT 2011 - Portuguese for

Spanish Speakers

PORT 2020 - Intermediate

Portuguese II

SPAN 1010 - Elementary Spanish I

SPAN 1020 - Elementary Spanish

II

SPAN 2010 - Intermediate

Spanish I

SPAN 2011 - Spanish for Native

Speakers I

SPAN 2015 - Spanish for Native

Speakers II

SPAN 2020 - Intermediate

Spanish II

UD-C: Upper Division C

Upper Division G.E. courses are designed to be taken after upper-division status (completion of 60 semester units) is attained.

a. Art

ART 3605 - Text and Image

ART 3622 - Documentary

Videography

ART 3640 - Digital Photography

ART 3700 - Computer Art

ART 4070 - Women and Gender in the History of Art I: Europe and the United States (or GEND 4070)

ART 4080 - Women and Gender in the History of Art II: Global and Transnational Contexts (or GEND 4080)

ART 4500 - Art, Museums, and Society

ART 4525 - Italian Renaissance Art

ART 4535 - Art of the Baroque Age

ART 4545 - Modern Art, 1870-1970

ART 4548 - Global Modernisms

ART 4555 - American Art

ART 4562 - Islamic Art

b. English

ENGL 3550 - Years of War, Days of Peace: Post-1945 Literature and Film —One of two paired courses in the G.E. Summit Program (War and Peace)

ENGL 3920 - Survey of World Literature

ENGL 3940 - Multicultural American Literature

ENGL 3945 - Multicultural California Literature

ENGL 4010 - Introduction to Rhetoric

ENGL 4530 - Gender and Sexuality in Literature

HUM 3000 - Exploration in Humanities

c. Ethnic Studies

ETHS 3600 - Indigenous Perspectives in Theatre (or THEA 3600)

ETHS 4150 - Gender and Ethnicity in Children's Literature and Culture

d. Gender Studies

GEND 4070 - Women and Gender in the History of Art I: Europe and the United States (or ART 4070)

GEND 4080 - Women and Gender in the History of Art II: Global and Transnational Contexts (or ART 4080)

GEND 4150 - Gender and Ethnicity in Children's Literature and Culture

GEND 4304 - Women's Spirituality

GEND 4530 - Gender and Sexuality in Literature

e. Honors

HONS 3000 - Intellectual Methods in the Humanities

f. Music

MUS 3400 - American Music

MUS 3410 - History of Jazz

g. Philosophy

PHIL 3010 - Advanced
Introduction to Philosophy
PHIL 3050 - Existentialism
PHIL 4000 - Philosophy through
Literature
PHIL 4350 - Human Interests and
the Power of Information
PHIL 4401 - Professional Ethics
PHIL 4430 - Bioethics
PHIL 4440 - Business Ethics
PHIL 4450 - Eastern Philosophy:
Concepts, Methods, and Context

h. Theatre

THEA 3020 - Children's Theatre
THEA 3600 - Indigenous
Perspectives in Theatre (or ETHS
3600)
THEA 4000 - Fashion and
Costume Through Time
THEA 4550 - American Theatre

i. World Languages

PORT 3930 - Survey of
Portuguese and Brazilian
Literatures in Translation
SPAN 3930 - Spanish/Latin-
American Literature in Translation
SPAN 3970 - Contemporary Latin-
American Prose in Translation

D. Social, Economic, and Political Institutions and Human Behavior (12 units minimum)

Include 3 units from D1, 6 units
from D2, and 3 units from UD-D.
Complete courses from at least two
different disciplines.

1. United States History

The California Code of Regulations,
Title 5, Section 40404, requires
“...comprehensive study of
American history and American
government including the historical
development of American
institutions and ideals, the
Constitution of the United States
and the operation of representative
democratic government under that

HIST 2600 - Problems in U.S.
History (Open only to freshmen and
sophomores.)
HIST 3610 - Colonial North
America
HIST 3620 - Early National United
States
HIST 3630 - U.S. Reconstruction
through World War II
HIST 3640 - Contemporary United
States

2. Human Institutions, Societies, and Cultures

AGEC 2510 - Principles of
Agricultural Economics
ANTH 2060 - Introduction to
Cultural Anthropology
ANTH 2080 - Introduction to
Physical Anthropology
ANTH 2090 - Introduction to
Archaeology
BUS 2090 - Ethics and Social
Responsibility for Businesses and
Businesspeople
COGS 2100 - Introduction to
Cognitive Studies
COMM 2011 - Introduction to
Communication Studies
COMM 2200 - Introduction to
Mass Media
CJ 2250 - Introduction to Criminal
Justice
ECON 2500 - Principles of
Macroeconomics
ECON 2510 - Principles of
Microeconomics
ETHS 2000 - The African
American Experience
ETHS 2050 - Introduction to
Ethnic Studies
ETHS 2100 - The Chicana/o-
Latina/o Experience
ETHS 2200 - The Asian American
Experience
ETHS 2300 - Introduction to
Native American/Indigenous
Studies
GEND 2020 - Women's and

Feminist Activism

GEOG 2020 - Introduction to

Cultural Geography

GEOG 2350 - Water and Power

GEOG 2400 - Global Cultures and

Environments - Europe and Asia

GEOG 2410 - Global Cultures and

Environments - Latin America,

Africa, and Australia

HIST 1010 - World Civilizations I

HIST 1020 - World Civilizations II

HONS 2010 - Reading Seminar in
the Social Sciences

HONS 2990 - Sophomore

Seminar: Human and Social

Institutions

NURS 1040 - Human

Development Over the Life Span

PSCI 2000 - Introduction to

Political Science

PSCI 2030 - Global Politics

PSYC 2010 - Introduction to

Psychology

SOCL 1010 - Introduction to

Sociology

SW 2010 - Introduction to the

Social Work Profession

THEA 2000 - The World of

Fashion

UD-D: Upper-Division D

Upper Division G.E. courses are
designed to be taken after upper-
division status (completion of 60
semester units) is attained.

a. Agriculture

AGST 3000 - Agriculture, Society,
and the Natural World

b. Anthropology

ANTH 3000 - Anthropology and
Global Issues

ANTH 3010 - The Great
Discoveries

ANTH 3030 - The World on a
Plate: Humans and Food

ANTH 3060 - Peoples and
Cultures of the Amazon

ANTH 3070 - Peoples and
Cultures of Africa

ANTH 3080 - Peoples and
Cultures of the Caribbean

ANTH 3090 - Peoples and

Cultures of Latin America

ANTH 3105 - Peoples and

Cultures of the Pacific

ANTH 3106 - Peoples and

Cultures of Asia

ANTH 3555 - Aztecs, Mayas, and
Predecessors

ANTH 3560 - On the Inka Road:

Survey of Andean Prehistory

ANTH 3800 - Language and
Culture (or ETHS 3800)

c. Business Administration

ACC 3005 - Personal Financial
Planning

d. Child Development

CDEV 3040 - Child Development
in Cultural Context

CDEV 3140 - Human
Development I: Childhood (or PSYC
3140)

CDEV 3240 - Human
Development II: Adolescence (or
PSYC 3240)

CDEV 3340 - Human
Development III: Adulthood and
Aging (or PSYC 3340)

e. Cognitive Studies

COGS 3100 - Communication
Networks

COGS 4100 - Philosophical
Aspects of Cognitive Science

COGS 4350 - The Information of
Meaning

f. Communication Studies

COMM 3100 - Advanced
Interpersonal Communication

COMM 3550 - Media and Public
Perception

COMM 4220 - Technology and
Communication

JOUR 3030 - Freedom of Speech
and Press: Contemporary Issues

JOUR 3040 - History of Journalism

g. Economics

ECON 3100 - Economic History of
the United States

ECON 4500 - Economics of Investment

h. Ethnic Studies

ETHS 3100 - Asian Americans in Media and Popular Culture

ETHS 3110 - Chicano Images in Film

ETHS 3250 - African American Images in the Arts and Media

ETHS 3300 - The Hmong American Experience

ETHS 3800 - Language and Culture (or ANTH 3800)

ETHS 4200 - The Minority Experience

i. Gender Studies

GEND 3550 - Society and Gender

GEND 3560 - Society and Sexuality

GEND 4100 - Gender and Education

GEND 4110 - Lesbian, Gay, Bisexual, Transgender Issues in Education

GEND 4220 - Gender, Environment and Sustainability

GEND 4750 - Comparative World Women: Perceptions of Gender (or HIST 4750)

j. Geography

GEOG 3010 - Cultural Geography

GEOG 3020 - Human Ecology

GEOG 3340 - California Cultures and Environments

GEOG 3510 - Geography of North America

GEOG 3520 - Geography of Mexico and Central America

GEOG 3530 - Africa, South of the Sahara

GEOG 3550 - Geography of Europe

GEOG 4130 - Hazards and Risk Assessment

k. History

HIST 3720 - United States Ethnic and Immigrant Past

HIST 4440 - Western Science and

Society Since Copernicus

HIST 4595 - World Environmental History

HIST 4750 - Comparative World Women: Perceptions of Gender (or GEND 4750)

HIST 4930 - Migrants and Refugees in the Middle East

l. Honors

HONS 3050 - Methods of Discovery

m. Kinesiology

KINS 3500 - Drugs in the Athletic Environment

KINS 4330 - Family Health

n. Nursing

The School of Nursing is not currently offering any Upper-Division D (UD-D) courses.

o. Politics and Public

Administration

PSCI 3055 - Marx on the Human Condition

PSCI 3225 - Civil Liberties

PSCI 4050 - Political Ideologies

PSCI 4318 - Environmental Policy and Politics

p. Psychology

PSYC 3140 - Human Development I: Childhood (or CDEV 3140)

PSYC 3240 - Human Development II: Adolescence (or CDEV 3240)

PSYC 3340 - Human Development III: Adulthood and Aging (or CDEV 3340)

PSYC 4250 - Drugs and Behavior

q. Sociology

SOCL 3150 - The Family

SOCL 3190 - Disability and Society

SOCL 3820 - Food and Culture in a Global Society

SOCL 4520 - Personality and Society

E. Lifelong Learning and Self-Development

(3 units minimum)

Complete 3 units. Requirement may not be satisfied entirely through Physical Education Activities courses (KINS 1010—1999).

CIS 2000 - Introduction to Business Computer Systems
CS 2000 - Effective Computing

(Students may not use both CS 2000 and CS 4000 for GE requirements.)

ENGL 1006 - First-Year Composition Seminar (Stretch A)
GEND 2500 - Women's Development and Lifestyle Choices
GEOG 2200 - Introduction to Geospatial Applications
GEOG 2250 - Wilderness

Exploration and Navigation

HONS 3500 -

Information/Research/Analysis

KINS 1000 - Health in Today's Society

KINS 1010—1999 - Physical Education Activities

(Does not entirely satisfy GE Area E requirement)

MDIS 1040 - Seminar in First-Year Experience

MDIS 1200 - The Stanislaus Seminar in First-Year Experience

NSCI 1000 - Information Investigation in STEM Discipline

PSYC 1000 - Sexual Behavior

PSYC 2030 - Psychology of Adjustment

SOCL 2000 - Intergenerational Experiences and Life Course Developments

Appendix B: DRAFT GE Program Assessment Plan

Introduction/Background

The 2008-09 [General Education \(GE\) APR](#) included a [Draft GE Assessment Plan and Preliminary Report](#) based on the then-current goals. The Draft Assessment Plan was refined over the following year, and featured goals assessment at the individual course level, supplemented by other direct measures of student learning (e.g., CLA+), as well as indirect measures (e.g., NSSE, FSSE) of student and faculty perceptions. The Plan was put on hold as the seven goals were reviewed and revised in an effort to align with system-wide requirements. Segments of the 2008-09 Assessment Plan remain in place, however, and have guided action as this new plan was developed and refined under the revised GE goals and outcomes by the General Education Assessment Council (GEAC), as charged by the Provost and Senate Executive Committee.

The former seven- goals system required each GE course to demonstrate how it met Goals 1-5 and either Goal 6, Goal 7, or both Goals 6 and 7. Through lengthy consultation and conversations, the seven goals were replaced by [three goals and 16 outcomes](#) largely aligned with LEAP (Liberal Education and America's Promise) outcomes (2015) as suggested in Executive Order 1100 (previously 1033 and 1065) and assessable using the VALUE Rubrics which were designed and tested to assess the LEAP outcomes. Through the shared-governance process, the campus agreed that program faculty teaching GE courses should select 2-4 of the “most essential outcomes” and demonstrate where practice/achievement of those outcomes takes place in the course (i.e., a specific assignment identified on the syllabus, etc.) (Table 1).

The following Mission Statement and General Education Learning Goals and Outcomes were approved in 2015; they are not being included for revision or new discussion, but rather because they are what are being assessed.

General Education Mission Statement

General Education is fundamental to a university education. General Education develops foundational communicative, quantitative and critical thinking skills. General Education promotes an understanding of history and culture, fosters appreciation for the arts and humanities, and encourages a broad knowledge of social issues and scientific inquiry. Attaining a general education means that students understand that all learning is connected and enriches all aspects of life: personal, civic, and professional. (11/AS/14/UEPC)

General Education Learning Goals and Outcomes

Goal 1: Develop the intellectual skills and competencies necessary to participate effectively in society and the world.

Students attaining the first learning goal will be able to:

1. Demonstrate effective oral communication.
2. Demonstrate effective written communication.
3. Demonstrate the ability to think critically and creatively.
4. Apply quantitative reasoning concepts and skills to solve problems.
5. Find, understand, examine critically, and use information from various sources.
6. Comprehend and use appropriate technological resources effectively.

Goal 2: Develop broad knowledge of biological and physical sciences, humanities and creative arts, and social sciences.

Students attaining the second learning goal will be able to:

1. Explain and apply basic scientific methods.
2. Demonstrate an understanding of the living and non-living physical world.
3. Recognize the structures and institutions that frame human interactions.
4. Express appreciation of cultural, intellectual, and artistic ideas and works.
5. Demonstrate effective creative expression and understanding through artistic means.
6. Identify life-skills and behaviors needed to flourish as a mature person.

Goal 3: Develop abilities to integrate knowledge, make informed ethical decisions, and accept civic responsibility.

Students attaining the third learning goal will be able to:

1. Integrate and combine knowledge and abilities developed in several fields to analyze and critically evaluate specific problems, issues, or topics.
2. Illustrate the ability to self-reflect and assess relevant ethical values.
3. Identify and analyze problems within local, regional, national, and/or global contexts.
4. Demonstrate enhanced awareness of multicultural, community, and/or technological perspectives.

GE courses will address two to four of the most essential learning outcomes.

17/AS/14/UEPC Resolution to Adopt General Education Goals and Outcomes

Approved by the Academic Senate on February 10, 2015

Approved by President Joseph F. Sheley on March 26, 2015

Source URL: <https://www.csustan.edu/general-education/general-education-goals>

General Education (GE) Assessment Plan

This GE Assessment Plan accomplishes the following:

- Outlines goals of GE Assessment Plan;
- Displays curricular alignment between General Education areas, learning goals, and outcomes;
- Explains the process and methods for assessing student learning outcomes;
- Includes a description and timeline for assessment activities; and
- Provides a plan/timeline for future assessment activities (see 6.2.5 in revised EO 1100).

Goals of the GE Assessment Plan

As established in the 2008-09 GE Academic Program Review:

1. The plan shall assess the General Education program as a whole and, in particular, its success in addressing the goals and outcomes of the GE program.
2. The plan shall be minimally intrusive to ensure instructor control and decision-making in his/her class(es).
3. No part of this assessment process shall form part of the RPT or post tenure review of any faculty member, unless requested by that faculty member.
4. The assessment plan shall include a mechanism by which weaknesses in the GE program can be overcome by the development of new courses, or the modification of existing courses.
5. GE program assessment will work in concert with the Stanislaus State [*Principles for Assessment of Student Learning*](#), with a focus on assessment of student learning, as measured by GE Area outcomes not course-level outcomes, as identified by faculty for their specific course (see Learning Goals and Table 1).

As stated above, a major purpose of the GE Assessment plan is to develop a framework to assess student learning in the Stanislaus State GE Program as a whole that is “minimally intrusive” and that allows for changes and improvements in the program as well as courses informed by the assessment. Importantly, a multi-modal approach is best, because, grades for instance, only indicate a small part of the overall success of the GE Program. In addition, no single measure (e.g., grades) of student success also measures student success on specific student learning outcomes, because not every assignment will actually assess all of the outcomes. In addition, because the GE Program is a multi-department, campus-wide program, department-level assessments are inadequate to assess the GE program. Through a campus-wide GE Assessment plan the goals of GE Program “as a whole” can be assessed, with reference to specific GE Learning Outcomes in each area, that will inform instructors, departments/programs, and administrators (e.g., Deans, AVPAA), thereby potentially bring resources to bear to improve and support student success in General Education.

Curricular alignment between General Education areas, learning goals, and outcomes

History of the alignment process

The General Education Assessment Council (GEAC) was formed based on the recommendation of the Ad Hoc Committee on General Education in 2015. GEAC was charged, primarily, with developing an assessment plan for General Education and assisting with the GE Academic Program Review (Provost Memo, Jan.25, 2016). GEAC concluded their work in Spring 2018. Responsibilities for GE Assessment will follow the processes indicated in the approved assessment plan.

To accomplish their charge, the GE Assessment Council completed an initial review of all GE Course Learning Outcomes as listed in the approved course proposals archived in the Office of Academic Programs. They also reviewed

an initial mapping of courses to draft outcomes, completed by department chairs/program coordinators in 2011. Based on this information and discussion regarding the CSU-defined Area definitions (EO 1100-draft February 2015), GEAC developed a provisional document aligning GE Areas with Stan State GE Outcomes both found to be in common across the Area(s) and aligned with Area definitions described in EO 1100.

GEAC members reached out to all departments and met with 23 academic departments over the spring 2017 semester to discuss a process for developing the draft alignment of GE course learning outcomes and to receive feedback on the preliminary alignment. Based on department feedback and discussion over spring 2017, each GE Area was aligned with core “anchor” outcome(s) found in common across Area courses (Table 1). The General Education (GE) Area and Outcome Alignment was approved in May, 2018; a revised version based on EO-1100 is currently being reviewed by faculty governance (See [General Education \(GE\) Area and Outcome Alignment](#)). Through the process of GE course recertification and future certification, departments will identify 2-4 GE Learning Outcomes for each GE course, choosing from the anchor outcome(s), and supplementing with any others outcomes, as they see fit and as GE Subcommittee allows (based on review criteria).

Alignment of GE Areas with GE Learning Outcomes

Each GE Area has anchor outcomes (in **bold** in Table 1) that must be included among the learning outcomes identified for each course in a particular GE Area. At least one anchor outcome must be selected for each Area course. After the anchor outcome(s) are selected, program faculty may select 1-3 additional outcomes from the suggested outcomes list (total 2-4 outcomes) ([Resolution to Adopt General Education Goals and Outcomes 17/AS/14/UEPC](#)). Outcomes should be selected with the understanding that all outcomes selected will be identified syllabi for GE courses. Moreover, the anchor outcomes will be assessed and reported on as part of the departmental annual report and the Academic Program Review process. Only anchor outcomes are used for GE Program assessment. Suggestions for further outcomes for courses in an Area are indicated in a separate column, reflecting outcomes commonly found in courses in that area. For example, acknowledging that all A1 courses must address 1.1 as the anchor outcome, the department/program would also need to select at least one additional outcome to meet the 2-4 outcome requirement. Whereas, for Area C1, the department/program with courses in this Area may choose to select the two stated anchor outcomes, and may choose to select up to two additional outcomes. Anchor outcomes then form the foundation of GE Program assessment. Suggested outcomes chosen by faculty will need to be assessed and reported on through the departmental program review process and will also be used to identify courses to request artifacts for outcomes assessment. Through this process, we will accrue evidence of the outcomes of student learning at the GE Program area level.

Table 1: General Education Area and Outcome Alignment

GE Area	GE Goal(s)	GE Anchor Outcome (Choose at least one, if multiple appear)	GE Suggested Outcomes* Choose 0-3 depending on the number of anchor outcomes chosen. Total chosen is 2-4 Outcomes.
A1	1, 3	1.1	1.3, 1.5, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4
A2	1, 3	1.2, 1.5	1.3, 1.6, 2.6, 3.1, 3.2, 3.3, 3.4
A3	1, 3	1.3, 1.5	2.3, 2.6, 3.1, 3.2, 3.3, 3.4
B1	2	2.1, 2.2	1.4
B2	2	2.1, 2.2	1.4
B3	1, 2	1.6	1.2, 1.3, 1.4, 2.1, 2.2, 3.3
B4	1, 2	1.4	1.1, 1.2, 1.3, 2.6
UD-B	3	3.1, 3.2, 3.3, 3.4	1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4
C1	1, 2	2.4, 2.5	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.6
C2	1, 2	2.4, 2.5	1.1, 1.2, 1.3, 1.5, 1.6, 2.3, 2.6
UD-C	3	3.1, 3.2, 3.3, 3.4	1.1, 1.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4
D1	1	1.3	1.1, 1.2
D2	2, 3	2.3, 2.4	1.3, 1.4, 1.5, 2.1, 2.2, 3.1, 3.3, 3.4
UD-D	3	3.1, 3.2, 3.3, 3.4	1.3, 2.1, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4
E	1, 2, 3	1.6, 2.6	1.6, Any additional Outcomes

* The outcomes suggested in each row of this column are based on consultation with academic departments; however, departments may select *any* outcome listed in this column.

Outcomes Assessment Process

The following Outcomes Assessment process follows the [Principles of Assessment](#), with reference made to specific Principles that apply in this process. Among others, important principles especially relevant to this process are Principles 1, 2, 3 & 5. In short, these principles suggest that assessment should address student learning (P1) based on goals reflected in the University's mission (P2). Whatever is assessed should have course and program significance (P3) and that assessment involves a multi-method approach (P5). Other Principles are also relevant to the following process and will be indicated by the specific number (as above) in the text where they are most relevant. It is very likely that other principles will apply in a particular area. Because a Principle is/is not referenced does not limit application of a particular principle to a part of the process. Fundamentally, the outcomes assessment process requires that at least Principles 3 and 8 are followed: they specify both faculty and University support for assessment of student learning.

1. At the beginning of each semester, the FDGE and GE Subcommittee will notify instructors, and their department/program chairs, teaching within the GE Area to be assessed that year (see Table 2)¹ so faculty can retain copies of student work for direct assessment of specific student learning outcomes.
2. The FDGE will identify applicable GE Area course sections for sampling student work at random within with a goal of assessing 20% of course sections in each sub area.²
3. Faculty teaching the identified GE Area course sections will identify an assignment/activity that best enables assessment of student achievement on anchor GE outcome(s) for the area (P4) and provide five anonymized (P7) student work artifacts for that assignment and the prompt to the FDGE by the end of the semester. The student artifacts should be chosen at random from those that completed the assignment. Materials collected will be anonymized so as to not identify specific instructors (P7) or students. Student artifacts will be destroyed at the conclusion of the annual assessment reporting process.
4. The FDGE will invite all part-time and full-time temporary faculty and tenure track faculty who teach in the identified GE Area to participate as compensated reviewers (P9) to assess student artifacts from the GE area to be assessed that year. Development or modification of a selection process of reviewers occurs in consultation with the SEC.
5. Reviewers will use the Title 5 and the EO 1100 GE Area definitions, as well as the VALUE rubrics that were used to develop the GE goals and outcomes (P1-4), to evaluate student artifacts for achievement of student learning outcomes associated with each area. Reviewers will engage in a norming activity using the VALUE rubric, use the rubric to assess student learning, and write a GE Area Assessment report based on the findings of the particular Area assessed that year. A typical 2-day assessment schedule could be:
 - A. Morning Day 1: Norming
 - B. Afternoon Day 1: Assessment
 - C. Morning Day 2: Assessment
 - D. Afternoon Day 2: Reflection and development of the GE Area Assessment Report, which is included as part of the seven-year GE APR.
6. The FDGE and GE subcommittee review the GE Area Assessment Reports and send a summary report to the UEPC in fall term for review and approval (P6).
7. The FDGE will post the approved summary report to the GE Assessment website and disseminate to campus. These reports will be integrated into the GE Annual reports and in the GE APR process (P6).

Timeline for Assessment Activities

Table 2 displays a draft timeline for General Education outcomes assessment to begin (Fall 2018) following approval of the GE Assessment Plan. The timeline and activities will continue to be refined as discussions continue amongst the FDGE, the Faculty Fellow for Assessment, and faculty teaching General Education courses. This timeline includes

¹ See the area assessment timeline in Table 2.

² For example, for area A2, 25 sections of English 1007 and five sections of English 1001 will be offered in spring 2018. Sampling 20% means that six sections will be identified for student work (artifact) collection for a total of 30 artifacts (5 from each section) that are aligned with the core outcome 1.2.

activities that will occur in addition to systematic annual processes such as the review of university-wide assessment data.

Table 2: Draft General Education Timeline for APR cycle

Cycle Year	GE Area	GE Goal	GE Core Outcomes
Year 1	Area A	1	1.1, 1.2, 1.3
Year 2	Area B	1,2	1.4., 1.6, 2.1, 2.2
Year 3	Area C	2	2.4, 2.5
Year 4	Area D	1, 2	1.5, 2.3, 2.4
Year 5	Area E	1,2	1.6, 2.6
Year 6	Upper Division	3	3.1, 3.2, 3.3, 3.4
Year 7	Program Review		

Leadership and Governance

The General Faculty Constitution reserves oversight and evaluation of the GE program for the University Educational Policies Committee (UEPC), an elected body, which assigns a highly defined and limited role to GE Subcommittee, whose membership is by appointment by the Committee on Committees (COC). The Faculty Director of GE (FDGE), appointed by and reporting to the AVP for Academic Affairs, assumes leadership for the program, again in highly defined areas.

GE Subcommittee (see GE Subcommittee Charge and APR Procedures: General Education)

- Reviews GE course proposals from departments/programs for courses to be included in the General Education Program and makes decisions for continuance/discontinuance of GE course designations.
- Reviews department/program's GE courses on a 7-year cycle and reports annually on University-wide GE Assessment.
- Reviews the General Education Goals and Outcomes on a 7-year cycle and recommends action (retain/revise).
- Submits an annual year-end report to UEPC, including recommendations for next steps.
- Responsible for the completion of the GE APR with the FDGE.

Faculty Director of General Education

- Facilitates the development and revision of the GE program assessment plan and the review and implementation of GE assessment plan by GE and ASL subcommittees.
- Liaises with faculty governance, administration, college-level committees, and departments to communicate and support the GE assessment process.
- With the General Education Subcommittee, responsible for the completion of the General Education annual assessment report and the 7-year Academic Program Review.

Faculty Fellow for Assessment

- Liaises with the FDGE and ASL Subcommittee of UEPC to evaluate GE assessment.
- Works with the different Colleges and Departments/Programs, and works within the faculty governance framework to unify GE assessment across academic units.

- Works with the Office of Assessment to facilitate, review, and improve GE assessment processes.

University Educational Policies Committee (see [APR Procedures: General Education](#))

- Reviews the GE Academic Program Review.
- Reviews the GE Assessment Plan and/or delegate to ASL subcommittee.

Department Chairs and Directors/Coordinators

- Facilitate the completion of the program APRs, which includes a General Education Assessment component.
- Invite faculty within specific GE Areas being assessed to participate in compensated student artifact reviews.

College Assessment Faculty Learning Communities

- Review college program APRs and annual assessment reports.
- Report on college-level GE assessment trends and discusses with the FDGE.

Deans

- Support university-wide assessment as it relates to academic disciplines, General Education, and Graduate Education outcomes.
- Facilitate the batch certification and GE course certification process.

AVP/ALO

- Supports the work of the Faculty Director of General Education.
- Supports the work of the Faculty Fellow for Assessment
- Ensures GE APR information is integrated into the University's reaffirmation of accreditation self-study report.

Provost

- Supports the development of the implementation plan(s) as part of the GE APR process.
- Supports the implementation plans of academic programs servicing the GE Program.

Framework for the Assessment of General Education

Structure

The three levels of student learning assessment at Stanislaus State are institutional-level, program-level, and course-level (Fig 1). Assessment of student achievement in GE occurs first at the course-level; course-level findings are reviewed and summarized via the departmental Academic Program Review. Because General Education is not affiliated with a single program, but is an institutional program, of necessity and practicality, assessment of GE goals and outcomes would naturally take place at the institutional level via the General Education Program Academic Program Review utilizing information gathered at the program-level. As part of the established Academic Program Review process, the FDGE and GE subcommittee review student learning achievement data annually, as well as institutional data related to General Education including enrollment trends, faculty demographics and DFW rates. A review of standardized testing data (e.g., CLA+) and student perceptions of achievement (e.g., NSSE, Graduating Senior Survey, Alumni surveys) are also reviewed. These levels of review are on-going, established University processes.

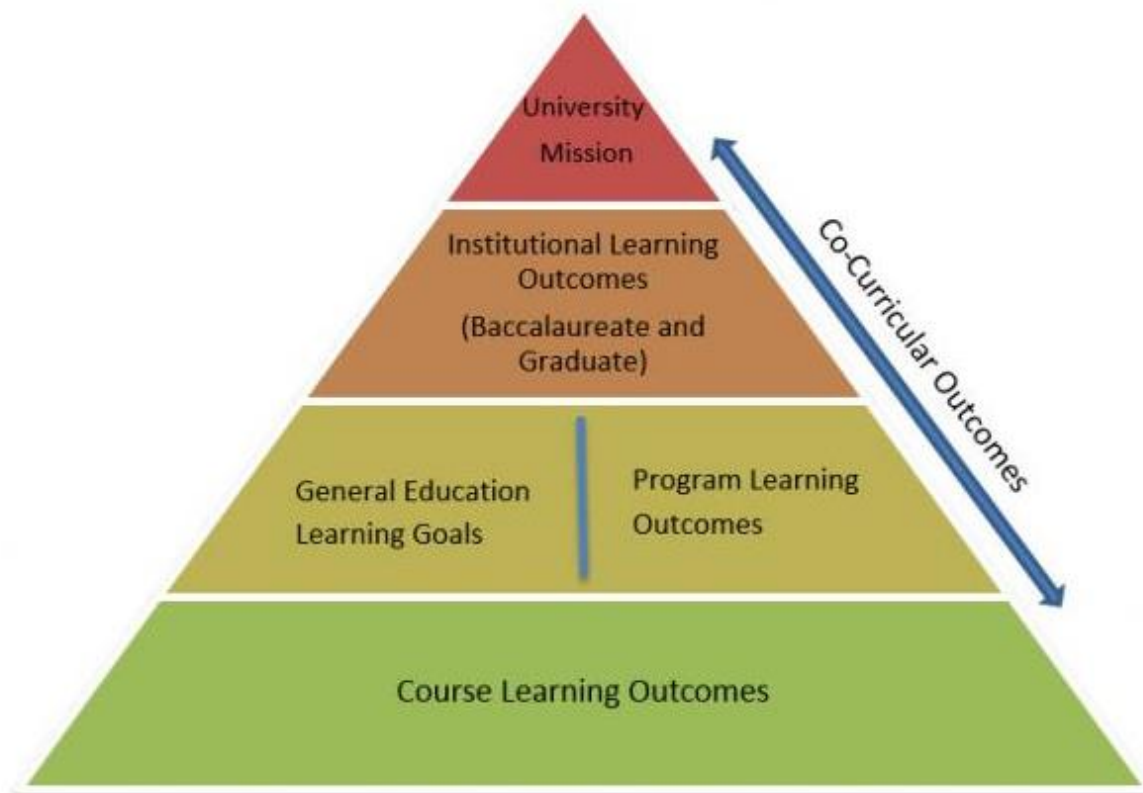


Fig. 1. Relationship of Course Learning Outcomes through the University Mission

University-Wide Assessment

Assessment at the GE program level across the University is overseen in tandem by the Faculty Director of General Education, the General Education Subcommittee, and ASL subcommittee. While academic program reviews, outcome assessment data, course embedded assessment, and curricular development are completed at the department/program level by faculty, (P3,4 & 5) many of the other assessment activities described below (Table 3) are conducted by the University's various administrative support offices and resulting reports are distributed to the Faculty Director of General Education and General Education subcommittee for review and posted on University websites (Institutional Dashboards, Office of Institutional Research, Office of Assessment, General Education).

These assessment methods, measures and data sources are reviewed by GE subcommittee annually as part of the seven-year Academic Program Review process. The College Assessment FLCs will also review program APRs to identify college-level trends regarding GE and report to FDGE/GE Subcommittee.

Reporting

Reviewing and Reporting on General Education Assessment Results

1. Summary information will be distributed to the University community and posted on the GE website.
2. Summary information will be shared with faculty governance and key administrative units.
3. Annual GE Assessment reports will become part of the 7-year APR.
4. The Provost will hold an open forum to meet with GE program stakeholders as part of the 7-year APR process, to discuss the GE implementation plan.

Previous version approved by the University Educational Policies Committee on December 7, 2017

Last revised - SW:epl 09/05/18

Appendix C: GE Goals Revision Process Chronology

GE Goals Revision Process: Chronology

The GE goals/outcomes revision process was initiated after the completion and approval of the General Education Academic Program Review Implementation Plan (2008-09).

2008/09

- GE forums were held to discuss the new directives from the Chancellor's Office on General Education Breadth Requirements, Executive Order 1033, including discussion of the process to recertify all lower-division GE courses.

2009/10

- The University continued the refinement and alignment of campus GE learning goals with CSU system-wide student learning outcomes (Executive Order 1033). Developed draft student learning outcomes for review.

2010/11

- Continued to refine, in consultation with the FCASL, GE Subcommittee, and ASL subcommittee, the GE learning goals and student learning outcomes. Workshops were held to finalize documents to realign GE goals with Executive Order 1033³, develop draft student learning outcomes, to reconfigure committee structures, and to discuss the structure of upper-division courses (F4).

2011/12

- The revised GE goals and outcomes were reviewed by Academic Senate. Members requested additional information regarding the alignment of outcomes to GE Areas as well as plans for assessment. Feedback on goals/outcomes was collected and incorporated.
- The GE subcommittee and GE Assessment Facilitator revised the draft GE learning goals and outcomes and established a draft assessment/certification plan. A campus-wide forum was held to discuss the proposed plan and feedback was incorporated. The goals and plan were brought for initial review to UEPC and for continued discussion in fall 2012.

2012/13

- GE subcommittee continued to review the GE goals and ensure alignment with EO 1065 (superseded 1033) requirements throughout fall 2012.
- The FDGE met with/contacted departments to discuss the revised GE goals and outcomes and review the proposed recertification plan.
- Input was solicited by GE subcommittee from departments (Communication Studies, Philosophy) on specific outcome language. Revisions were made to related GE goals/outcomes based on feedback.
- Revised GE goals and outcomes were resubmitted to UEPC. After discussion, UEPC forwarded the revised goals/outcomes to SEC in spring 2013.

2012/13 (continued)

- The FDGE and GE subcommittee hosted a GE assessment forum to discuss possible assessment options and recertification process.
- The CAHSS Department Chairs submitted a memo to the Speaker of the Faculty requesting a delay in a vote on the GE goals by Academic Senate. The memo requested clarification regarding the revision of the GE Mission Statement by GE subcommittee, outcome language, and the proposed assessment process.
- UEPC and the AVP for Academic Planning and Analysis held a GE Summit to explore and discuss the structure of General Education (both curricular and organizational).
- Based on feedback, a vote on the GE goals and outcomes was put on hold to allow for further discussion with individual departments.

³ Executive Order 1065 replaced 1033 Sept.2011

2013/14

- The Ad Hoc Committee on General Education was formed in fall 2013 charged with facilitating a campus-wide discussion and review of the CSU Stanislaus General Education Program.
- Ad Hoc GE Committee members met with CAHSS departments in spring 2014 to gather feedback and listen to concerns.
- Ad Hoc GE Committee worked with the Office of Communications and Public Affairs to develop a social media campaign to engage students in a discussion on the purposes of General Education.
- Ad Hoc GE Committee Chair provided a summary of departmental feedback at the spring 2014 General Faculty meeting.
- The Ad Hoc Committee on General Education submitted a Status Update report to the Provost and SEC in August 2014. The Committee requested an extension to continue their work through 2014-15 with the charge of facilitating the discussion and approval of GE Goals and Outcomes and discuss/recommend next steps for the organization of General Education.

2014/15

- The Ad Hoc Committee on General Education submitted a GE Mission statement revision to UEPC in September 2014. UEPC approved revisions 9/25/14.
- The GE Goals and Outcomes were approved by the Academic Senate (2/10/15) and by President Sheley (3/26/15).
- The Ad Hoc Committee on General Education submitted a memo to ASL subcommittee (3/19/15) recommending the integration of GE goals into the Baccalaureate Learning Goals
- The Ad Hoc Committee on General Education submitted a Final Report and Recommendations to the Provost and SEC in May, 2015. The memo included a recommended structure for leadership, assessment, support and continuing improvement of the GE program.

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Appendix D: GE Subcommittee Membership and Charge

General Education Subcommittee of the University Educational Policies Committee (UEPC) Subcommittee Membership and Charge

Membership and Term of Office. Five voting members: one faculty member from each college and one faculty member-at-large. Library faculty membership is encouraged. At least three of the faculty members must be tenured. The Faculty Director of General Education shall be an ex-officio, non-voting member.

Charge: The General Education Subcommittee is primarily responsible for overseeing the General Education program at CSU Stanislaus. The responsibilities of the General Education Subcommittee, as formulated by the UEPC, is as follows:

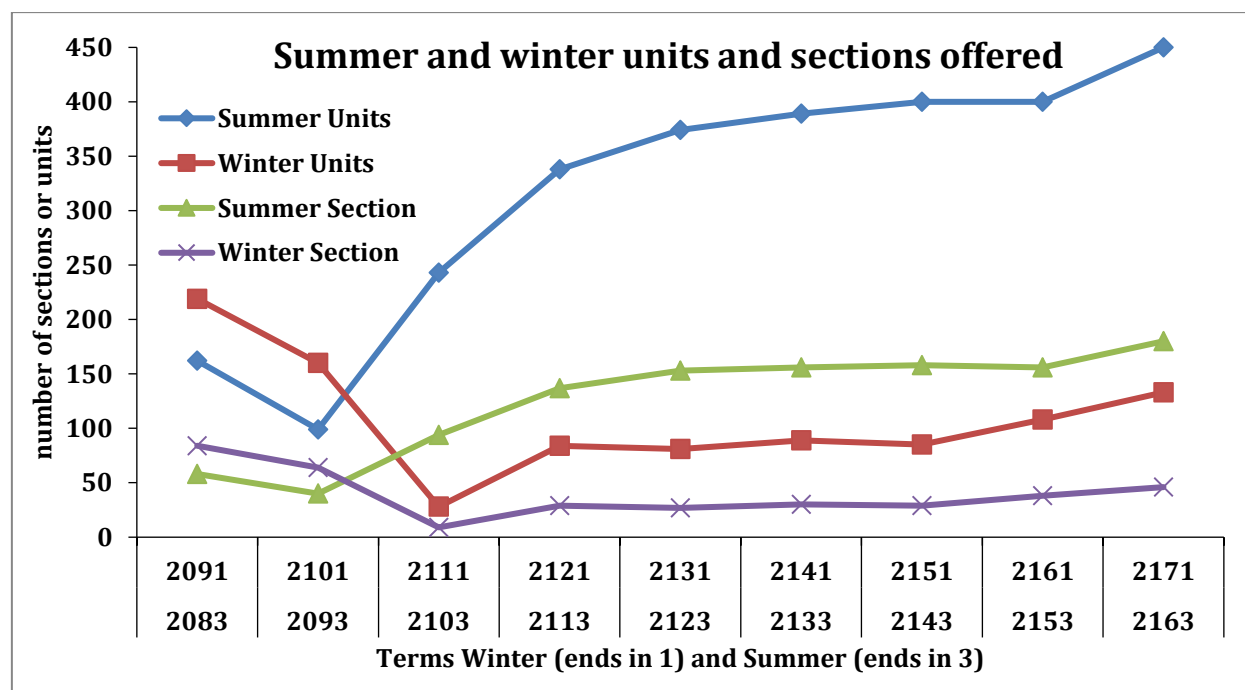
1. Establish meeting dates by semester, to be published to the campus community.
2. Submit agendas and meeting minutes to the Recording Secretary of the UEPC. Transmit all agendas and meeting minutes to the campus community via electronic networks.
3. Review, approve or disapprove requests from departments/programs for courses to be included into the General Education Program, and make decisions for continuance or discontinuance of General Education course designations.
4. Implement policies and procedures that are submitted to the General Education Subcommittee from the UEPC; make recommendations to the UEPC for changes in general education policies and procedures.
5. Provide support for the articulation of courses from the community colleges.
6. Oversee preparation of General Education catalog copy.
7. Review each department/program's General Education courses on a seven-year cycle in coordination with the department/program's seven-year academic program review. Solicit input from academic departments regarding General Education course offerings; evaluate courses according to CSU Stanislaus' articulated General Education program goals, objectives, and criteria and provide an assessment to the UEPC.
8. Submit an annual year-end report to the UEPC, to include a summary of the year's events and recommendations for next steps.

Last Revised 4/18/13

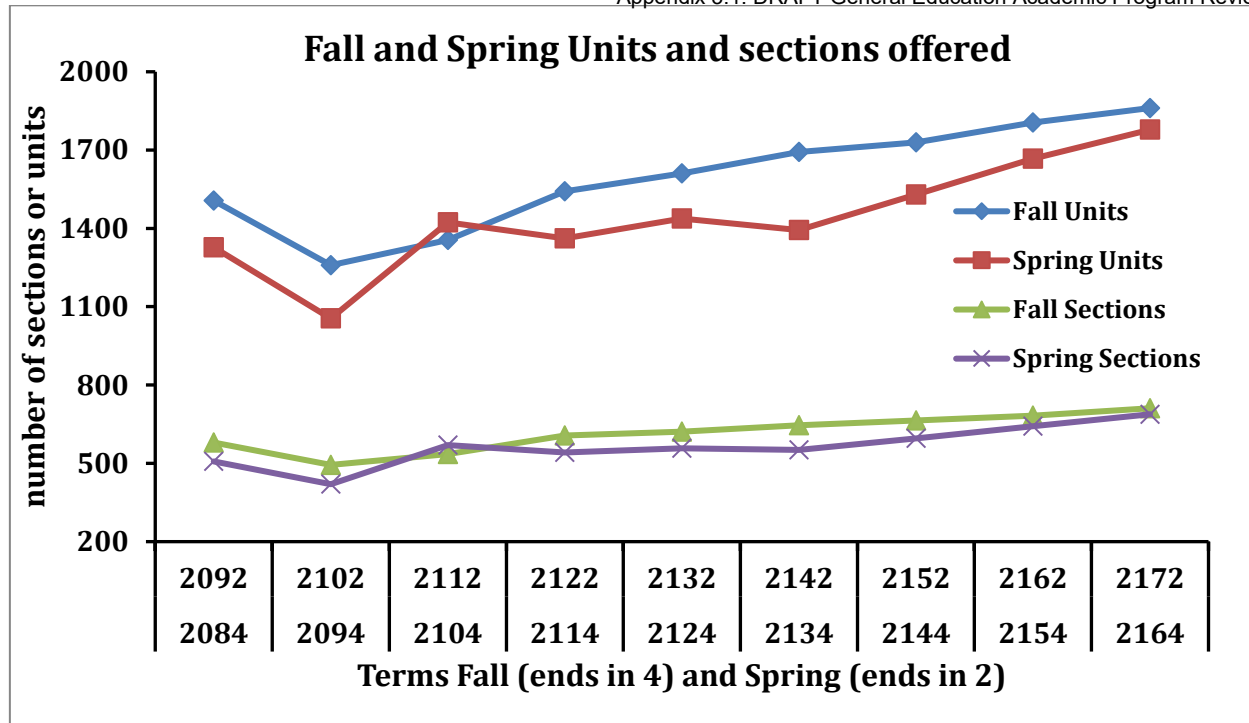
Appendix E: GE Courses

Figures represent data provided by Institutional Research and Effectiveness

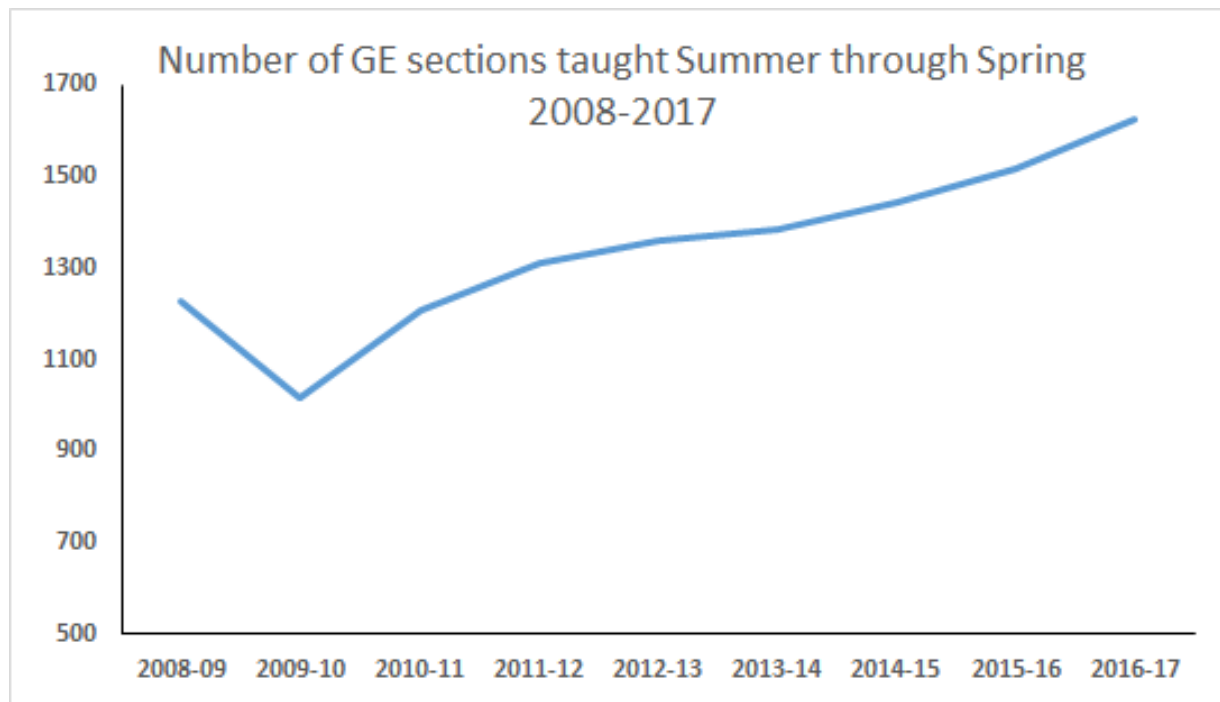
Terms are presented as they are found in PeopleSoft and in the class schedule. This means the x-axes that represent Fall, Spring or Summer and Winter terms will be identified by a numerical code that follows a pattern. The end number (1,2,3 or 4) indicates Winter, Spring, Summer and Fall, respectively. The other numbers, for example 208 or 213 indicate 2008 or 2013 respectively. So, the number 2143 would mean Summer 2014. And number 2163 would be Summer 2016 and 2091 would be Winter 2009.



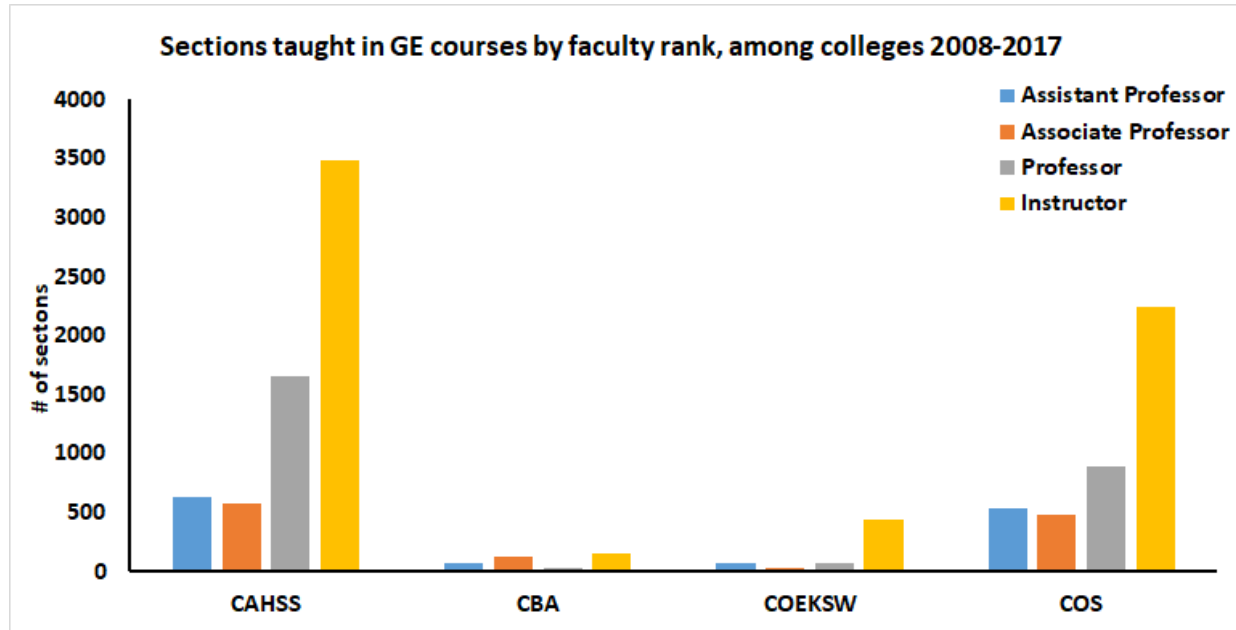
The number of units taken in summer dramatically increased by about 40/year, and the number of sections taught has increased by about 16/year over the time of this review. Based on the shape of the summer line the number of units offered in GE continues to increase, especially since 2015. Similarly, since Winter 2015, the number of units offered has increased sharply compared with previous winter terms.



Similar to the trend of Winter and Summer, the total number of units taken in Fall and Spring continues to increase gradually since Spring 2010 and Fall 2009. The number of sections offered trends mirrors that of the number of units taken by students for each term. As is the conventional wisdom, more sections of GE have generally been taught in Fall than in Spring, on average, about 154 more GE sections were offered in Fall compared with Spring. Though only 83 more were offered in Fall 16 compared with Spring 17.

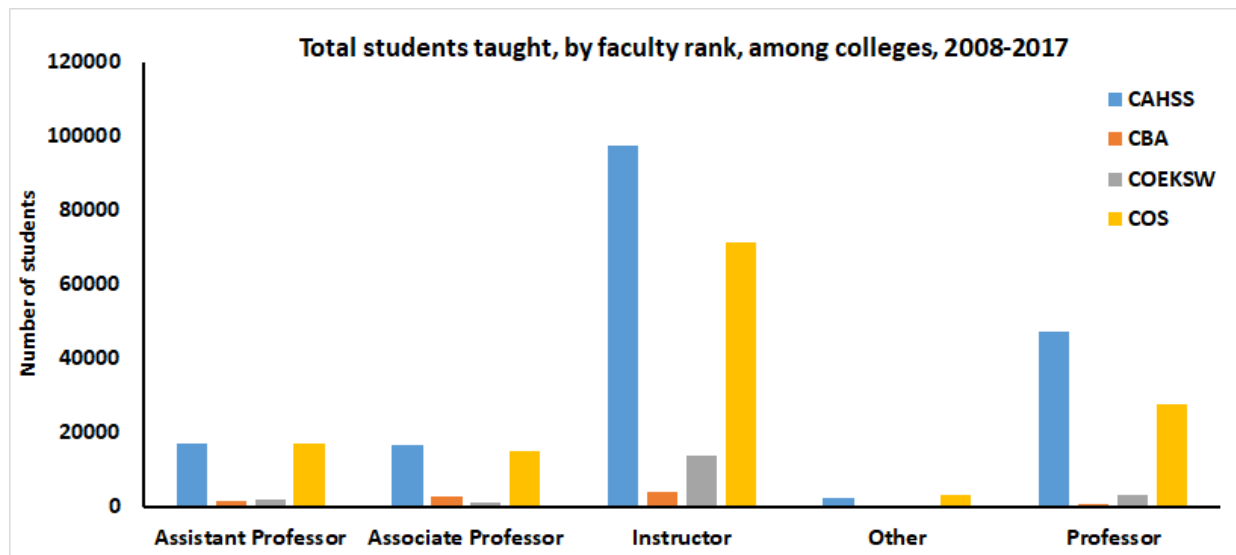


The number of GE Sections has generally increased over time, by about 60 additional sections ($y = 60.567x + 1041.7$) each year.

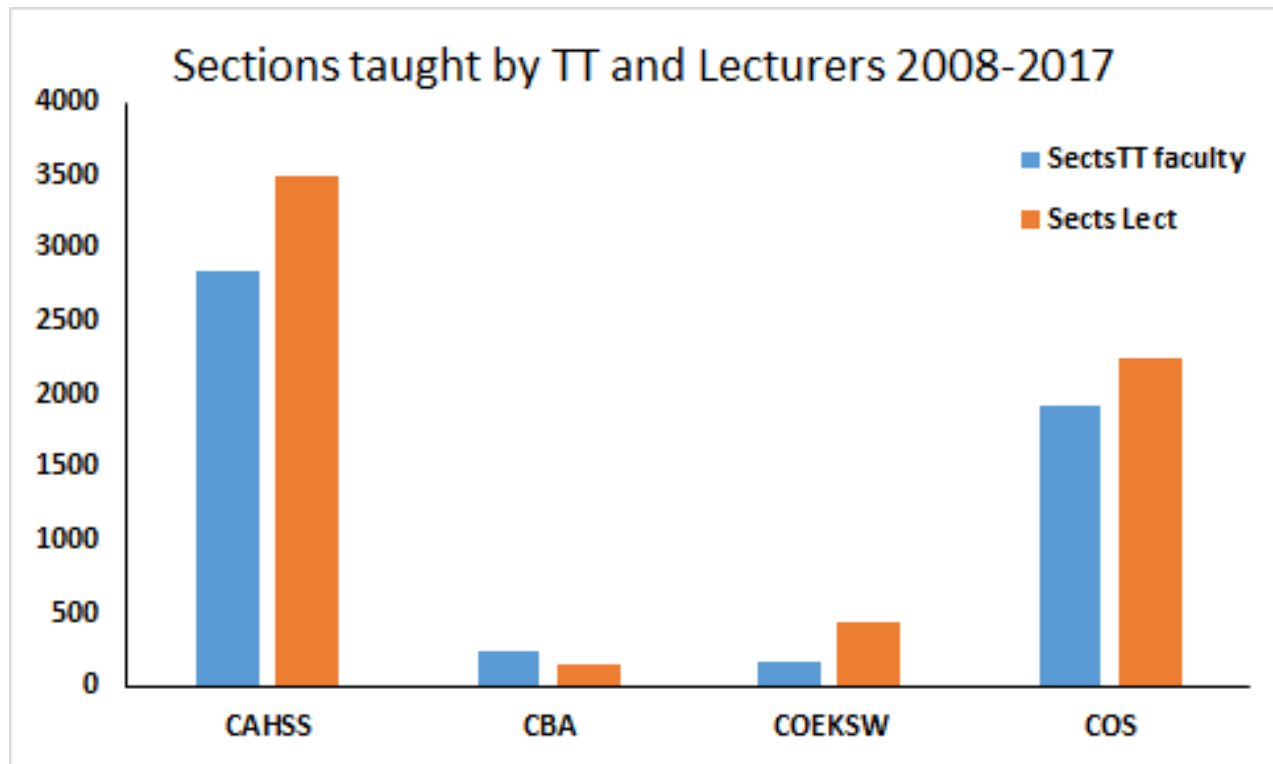


About 54% of GE students were taught by lecturers since 2008, mostly occurring in CAHSS and COS. Lecturers taught about 52% of sections. CAHSS lecturers taught 28% and COS lecturers taught 18% of GE students.

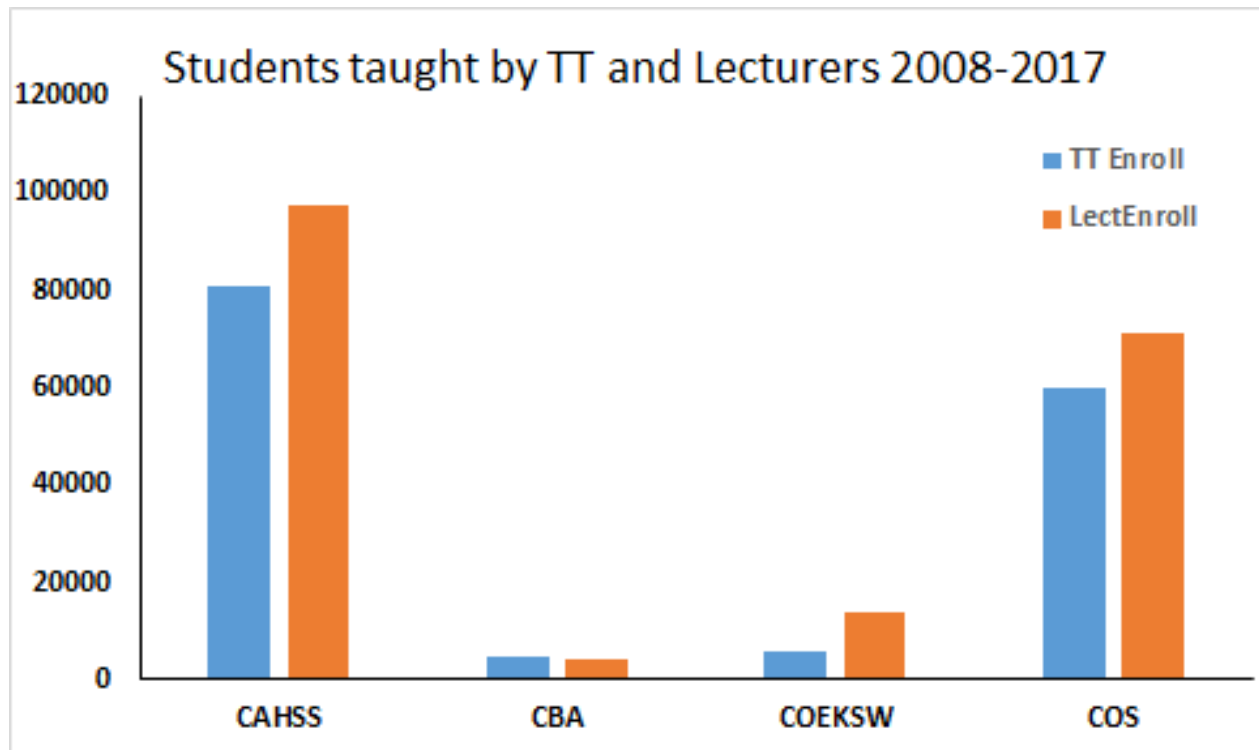
What is the trend over time of lecturers teaching among colleges?



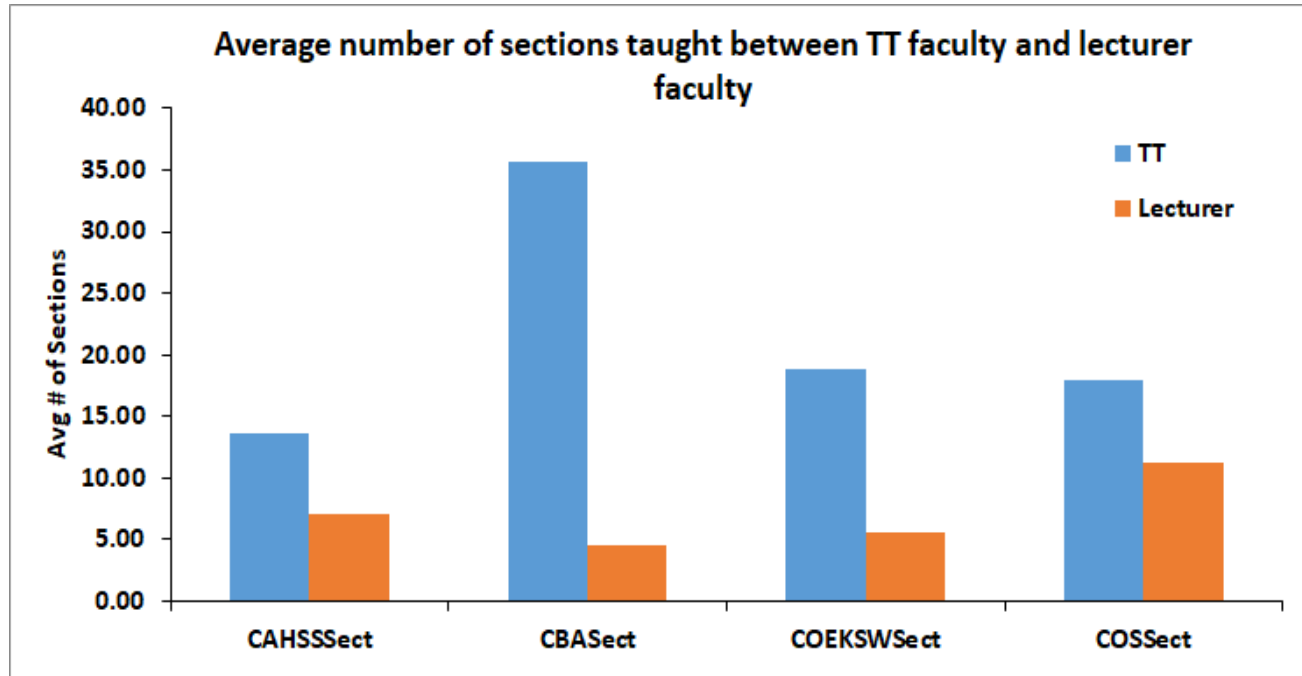
Lecturers teach the greatest number of GE students, but Professors teach the second greatest number, esp. in COS and CAHSS.



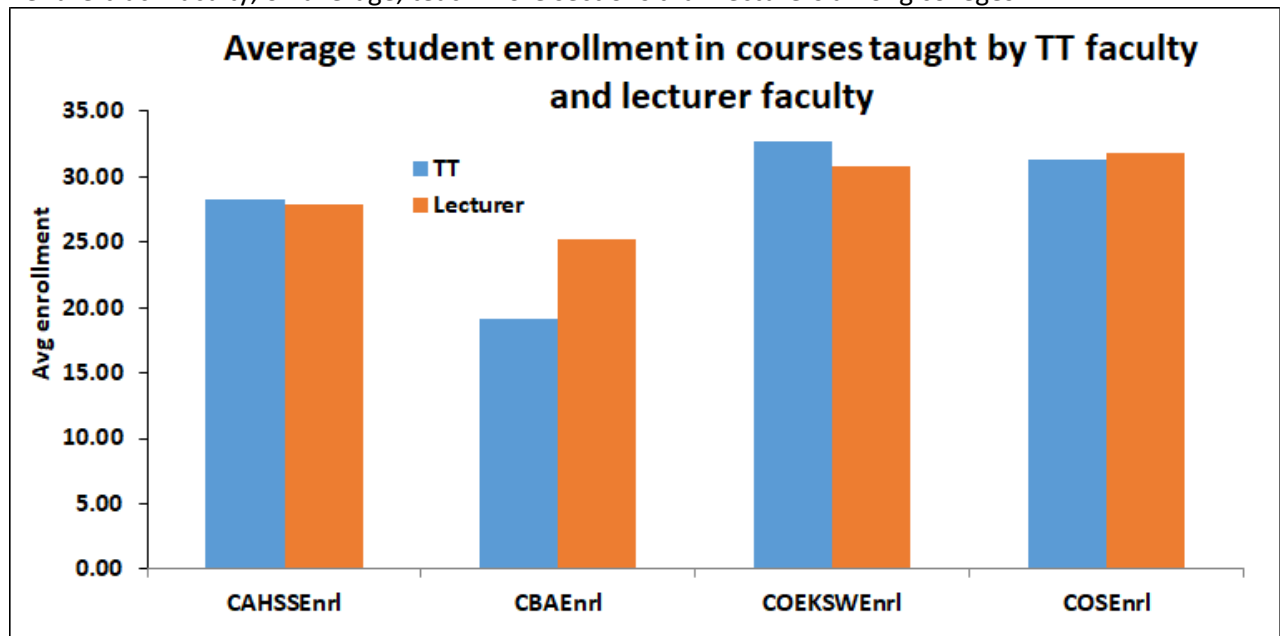
Except for CBA, lecturers teach more sections than tenure-track faculty among colleges.



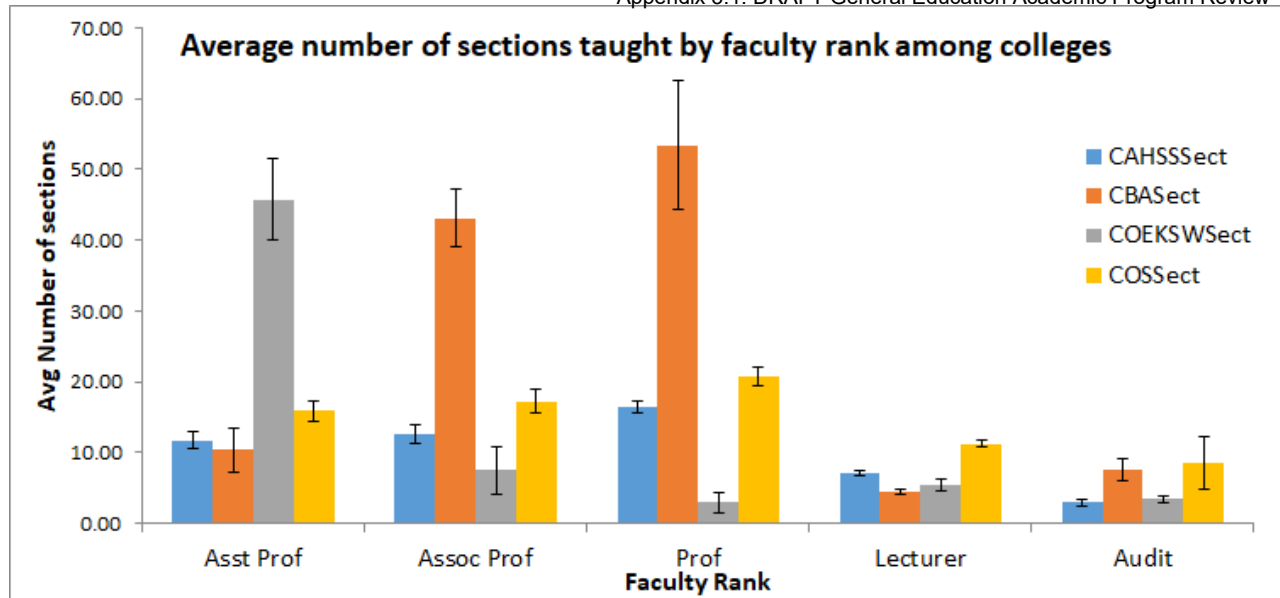
Except CBA, lecturer faculty teach more students in GE than Tenure-track faculty in all colleges.



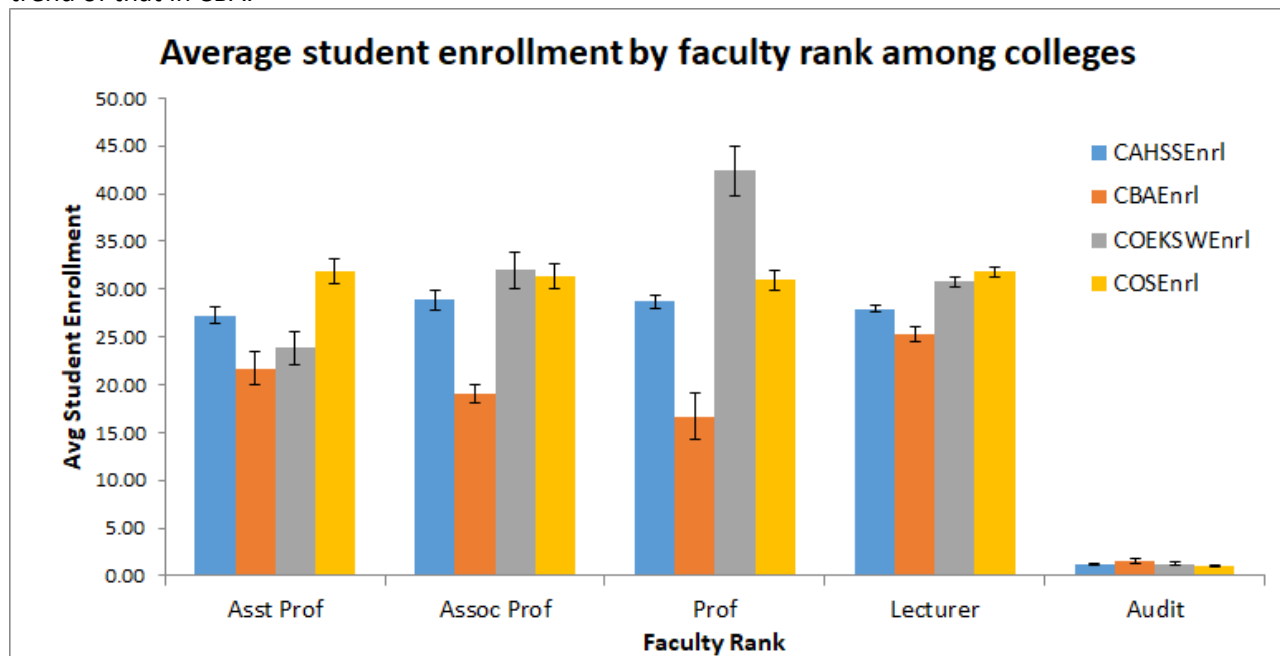
Tenure-track faculty, on average, teach more sections than lecturers among colleges.



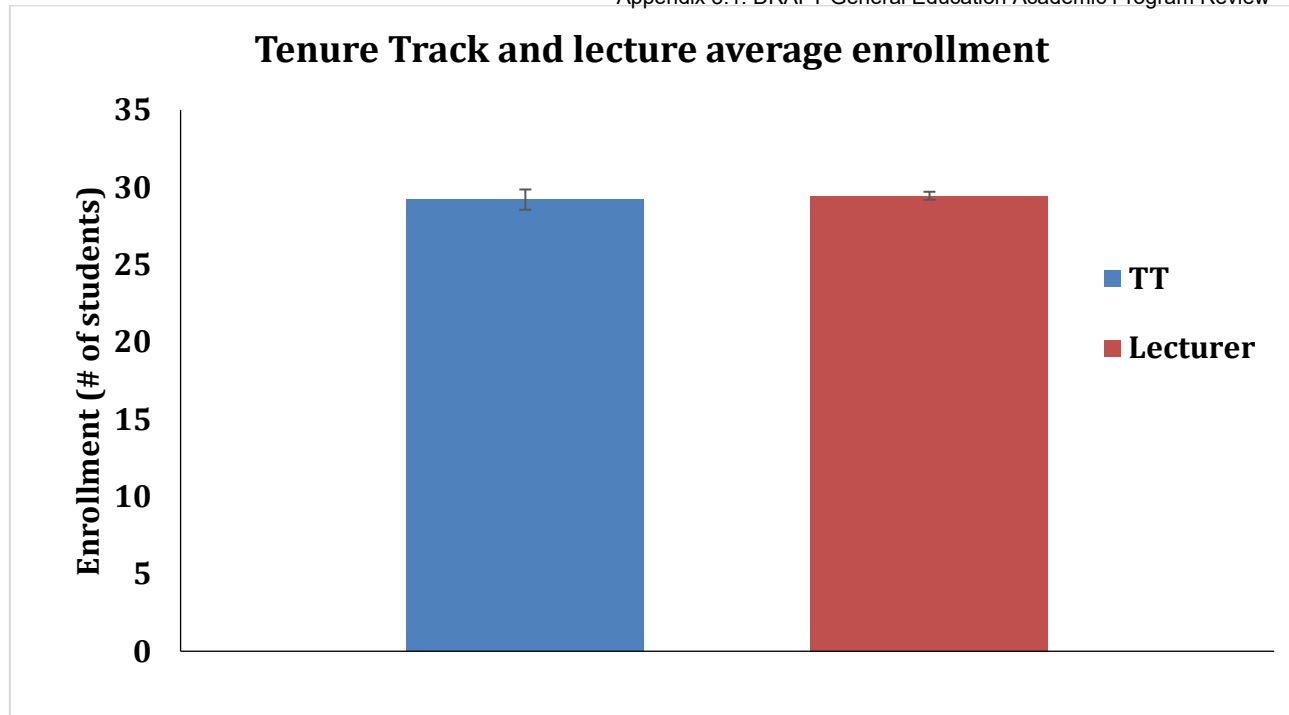
Average enrollments among courses were similar in courses taught by tenure-track or lecturer faculty. Except in CBA, where enrollments, on average, were higher in courses taught by lecturers.



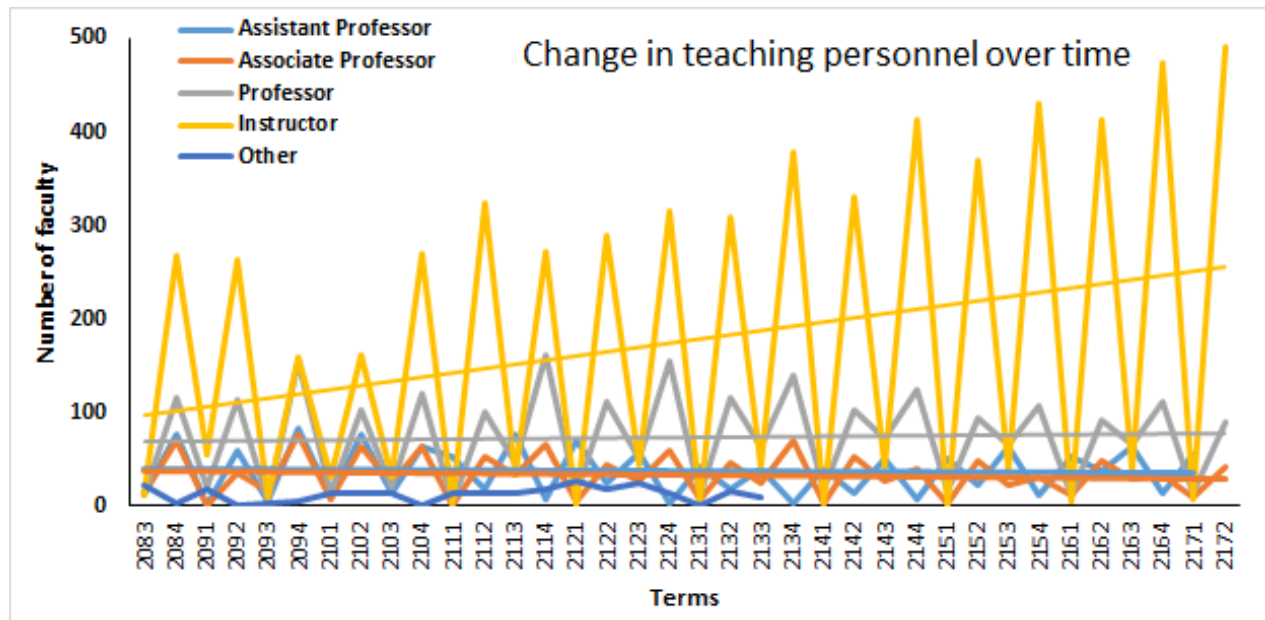
The number of sections taught by different faculty ranks varies among colleges. In particular, Assistant Professors teach more sections, by far, of GE courses than professors in courses taught in the College of Education, Kinesiology and Social Work, which is different than any other college, and the opposite trend of that in CBA.



Among all sections taught in GE since 2008, Professors in COEKSW had the largest class size, on average. Interestingly, all ranks in the COS had nearly the same average class size, while lectures in CBA teach the largest class sizes on average.

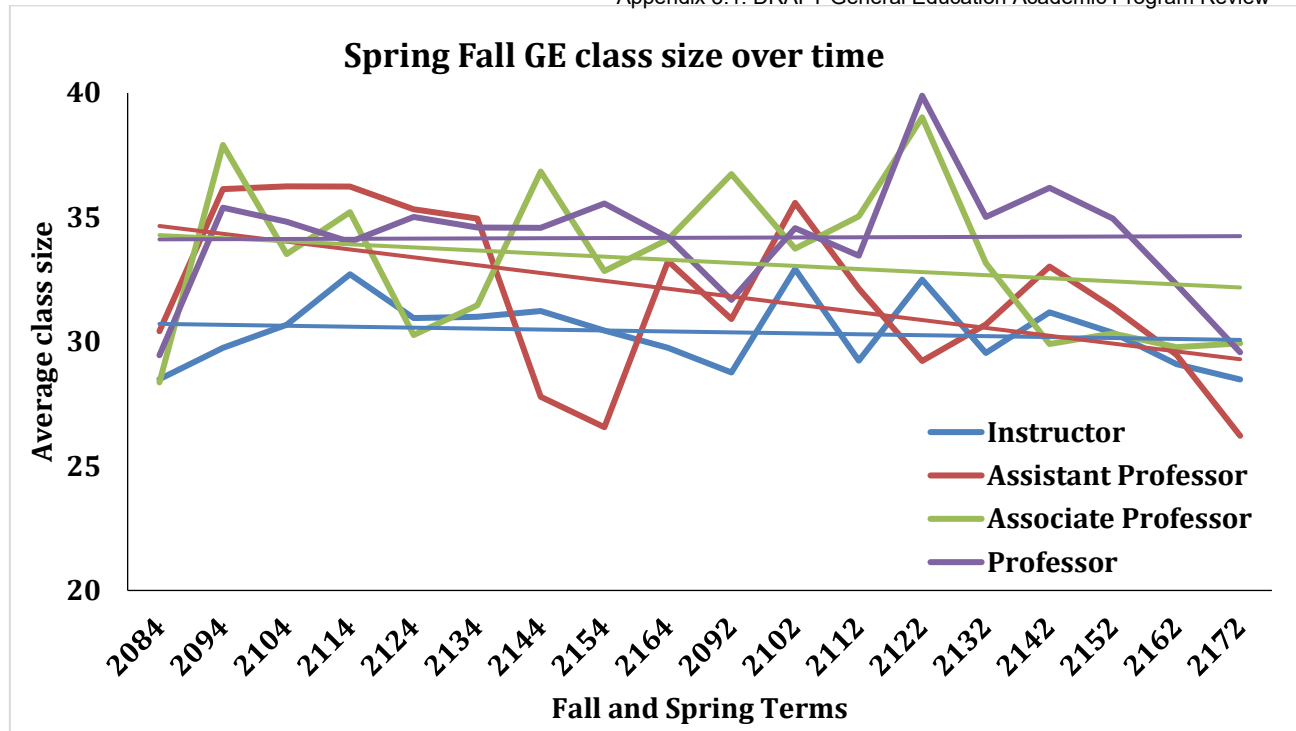


When all tenure-track (TT) faculty rank class sizes are combined and compared with the average class size for lecturers over the last nine years, the average class size between tenure track and lectures is very close to the same (29.2 vs. 29.46)

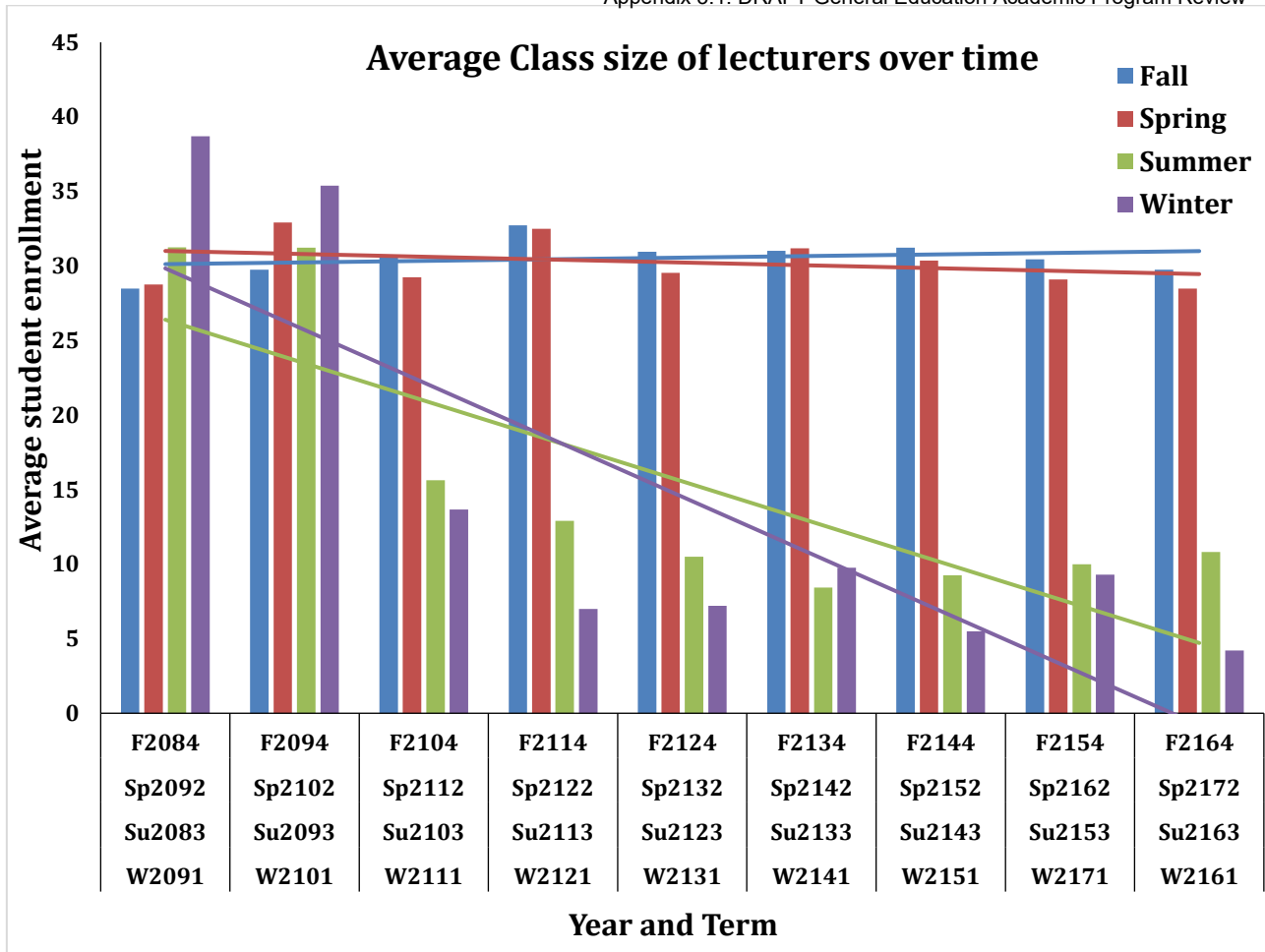


Since 2008, the number of sections taught by lecturers has increased by about 40 sections each term, while in the tenure-track ranks, the increase has been much more modest. The number of sections taught by professors has increased only by about two sections/year. This means that the number of sections taught by lecturers has increased by more than 16x compared with professors, and more than 20x when compared with Associate and Assistant professors.

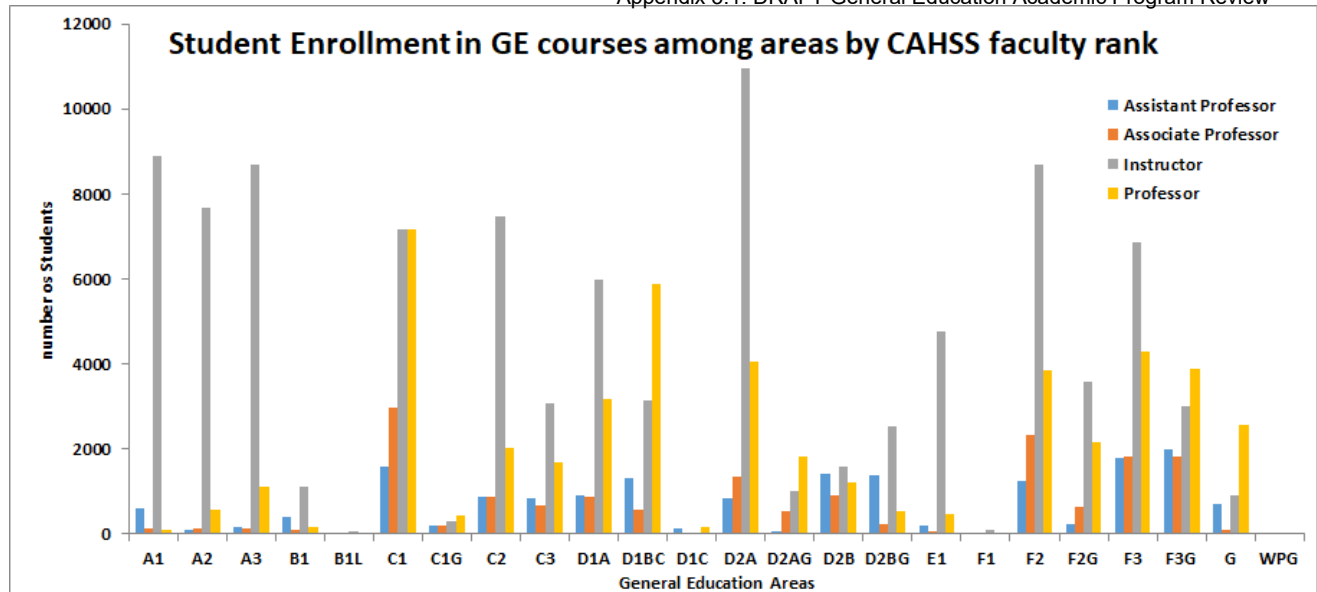
Put in trends over time by college



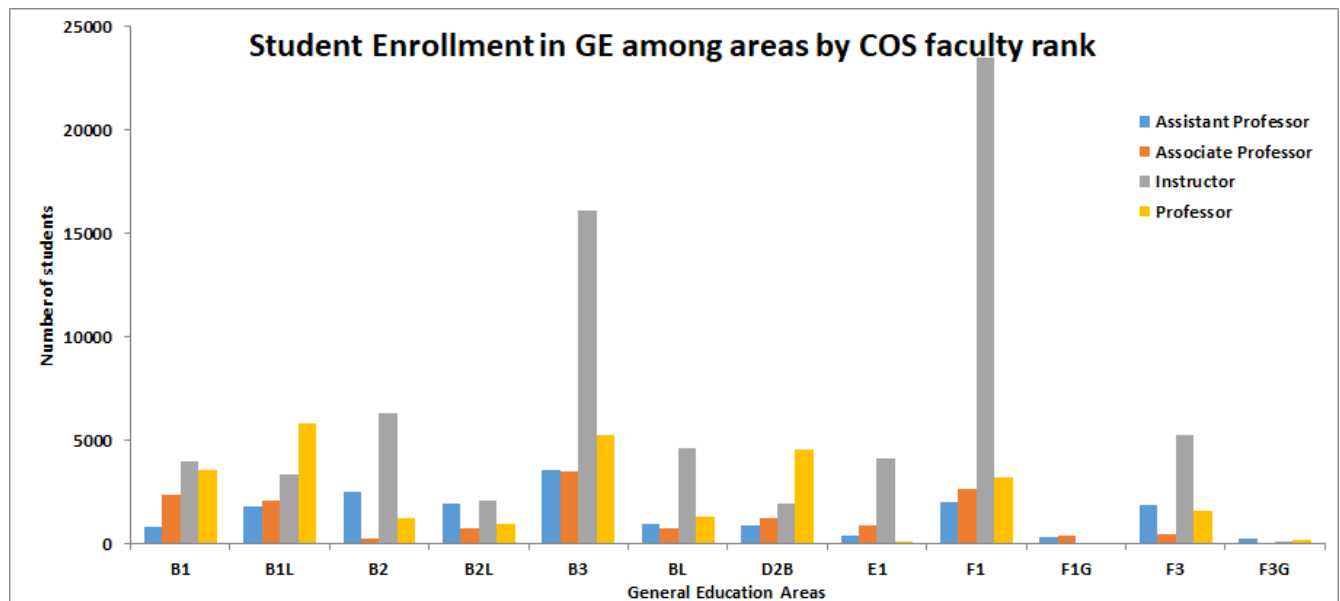
Lecturer GE class size has stayed nearly the same, since Spring 2008 as has the size of GE classes taught by professors. At the same time, Assistant professor and Associate professor class size decreased very slightly. The average class size taught by faculty among all ranks hasn't really changed much over time despite an increase in student enrollment, increased faculty hiring over that time, and an increase in section offerings.



Another way to look at average class size over time. Including both Winter and Summer terms along with Fall and Summer in a line graph for makes discerning any pattern difficult (as a figure above shows). The average class sized from W2010 to W2011 and from Su2009 to Su2010 declined by more than 50%. Since the change in Winter term and an increase in offerings in summer, the average class size has decreased to about 10-15 students/class. Based on this data, plus other figures above, it seems that while more sections are offered, more students are taking courses, but the class sizes are not increasing. More faculty are teaching more sections, but the sections aren't very large in Winter and Summer terms. In contrast, during the Fall and Spring, class sizes seem to be declining only slightly and average enrollment is relatively stable.

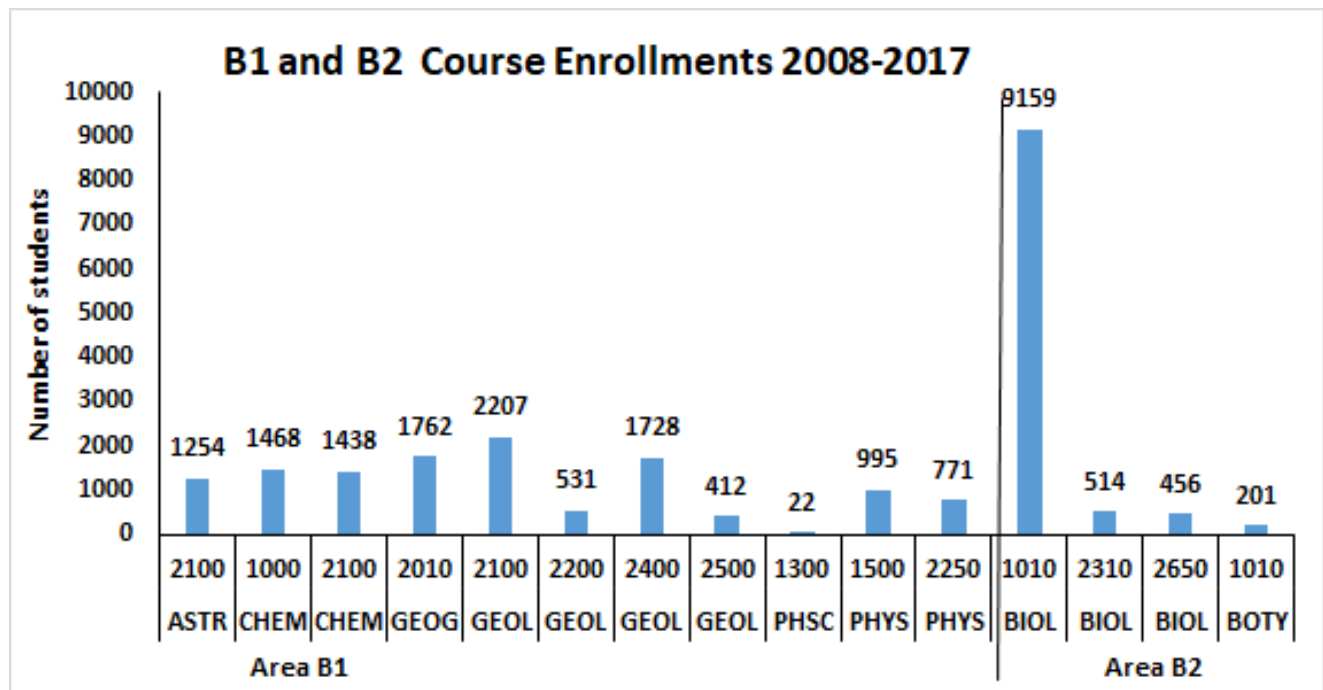
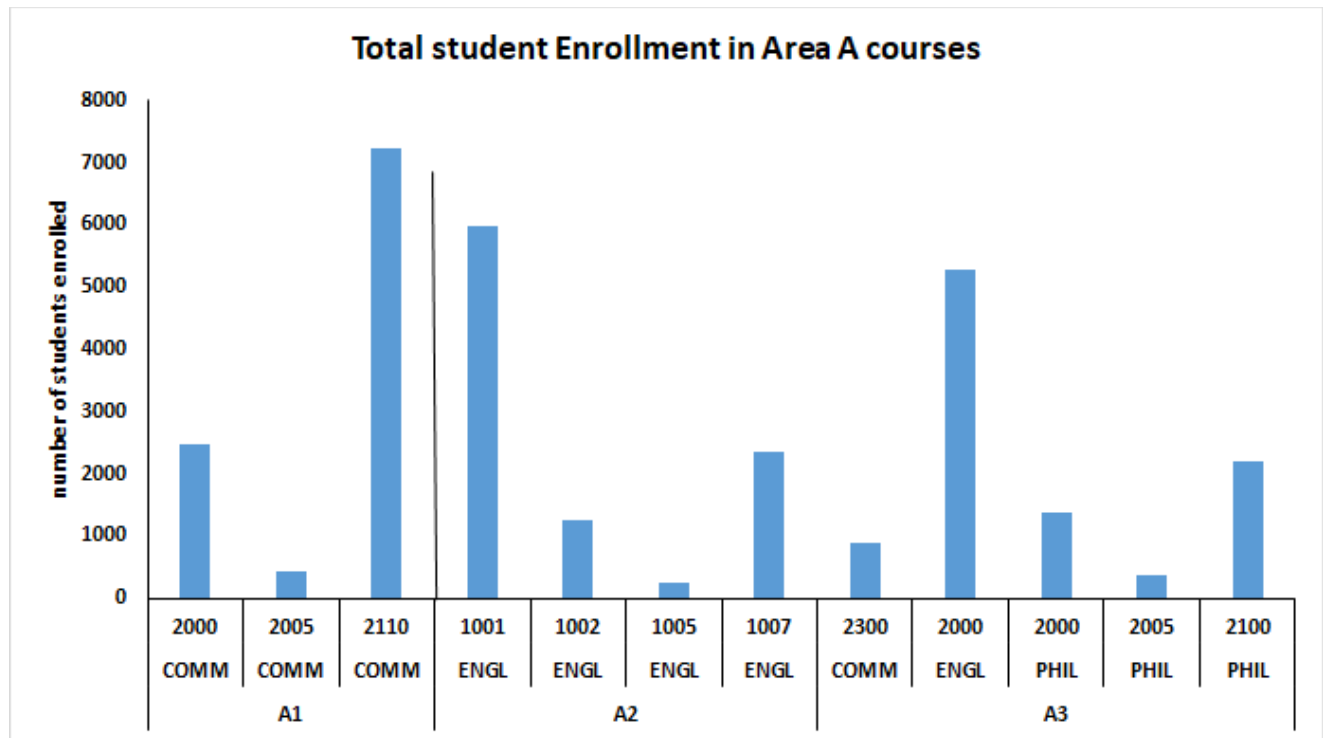


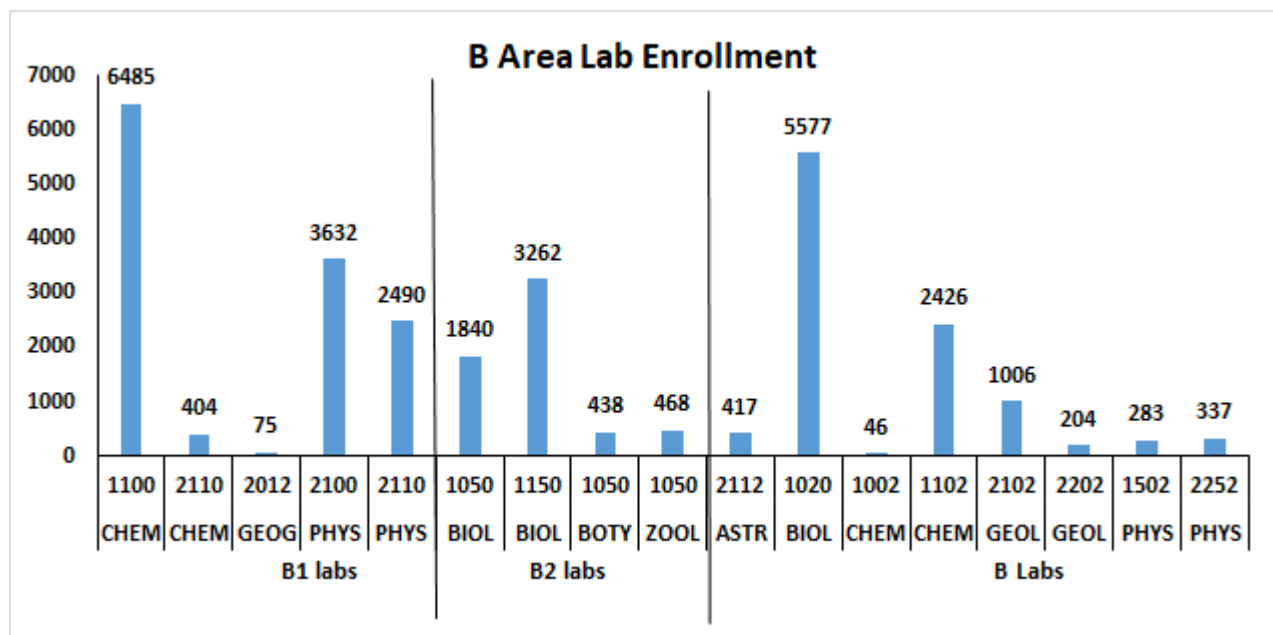
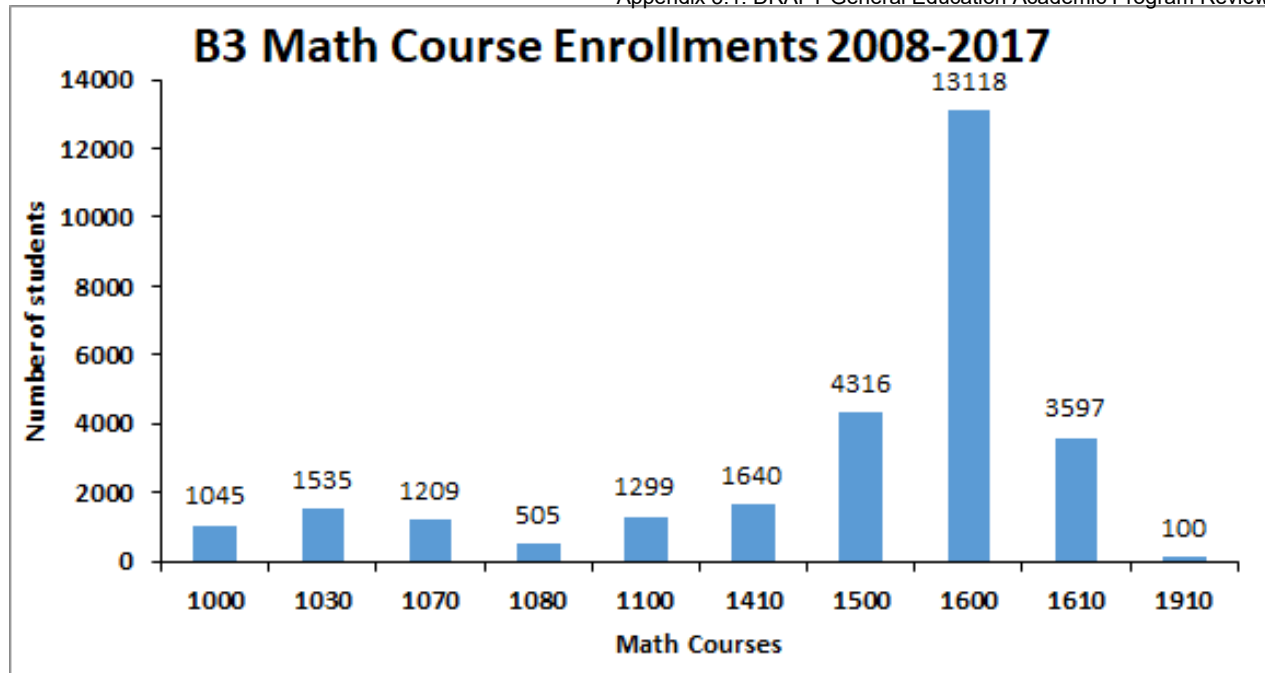
Notable in this figure the reliance on lecturer faculty (“Instructors”) particularly in Area A, B1, C2, D2A, E1 and Area F. In other areas, (e.g., D1BC & G) reliance is principally on tenure-track faculty.

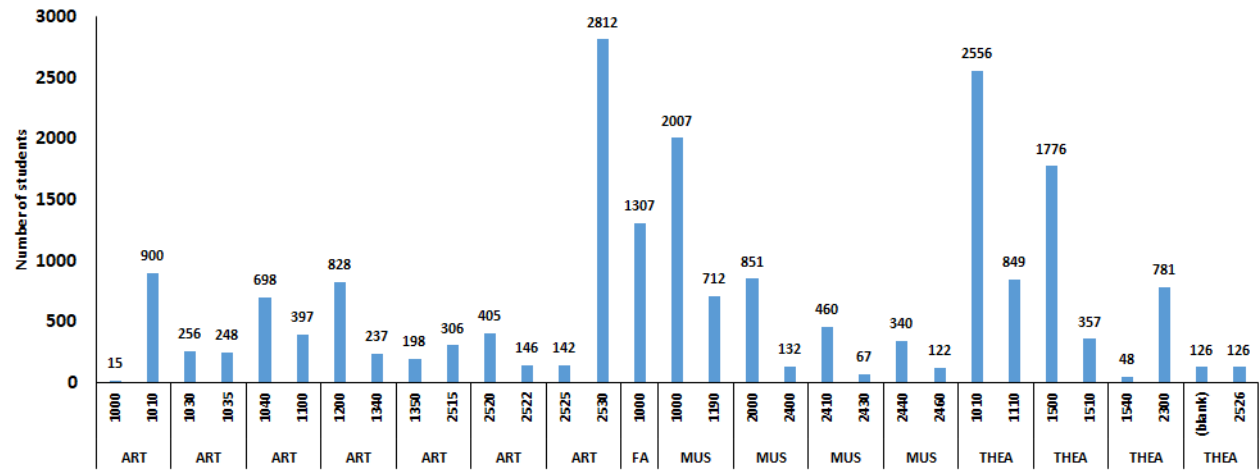
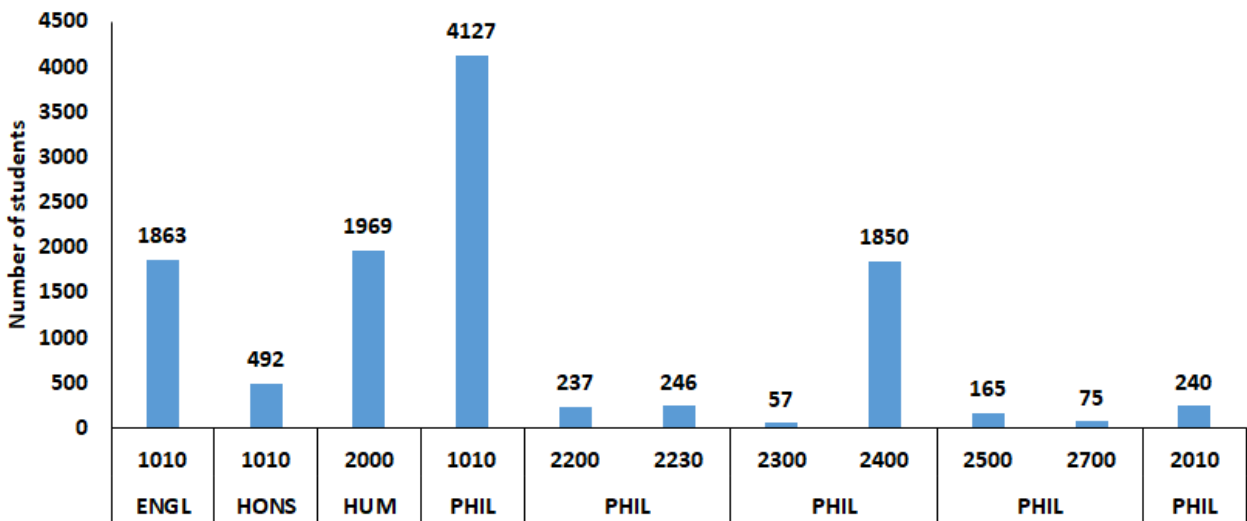


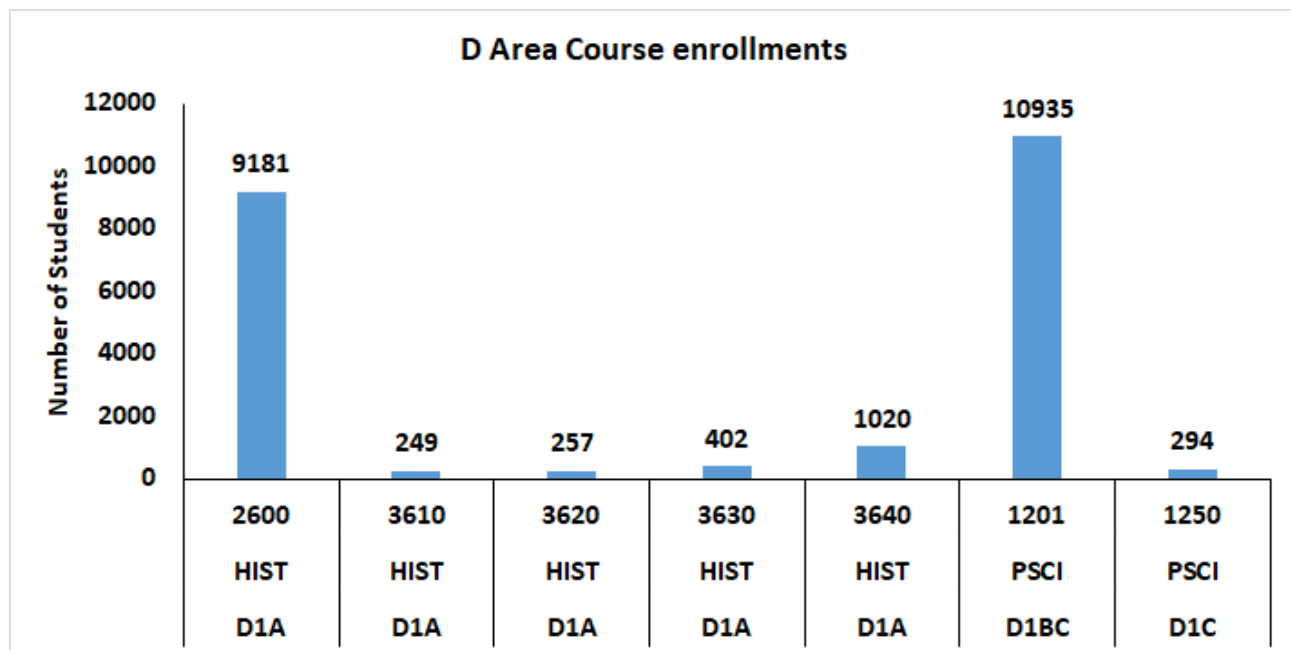
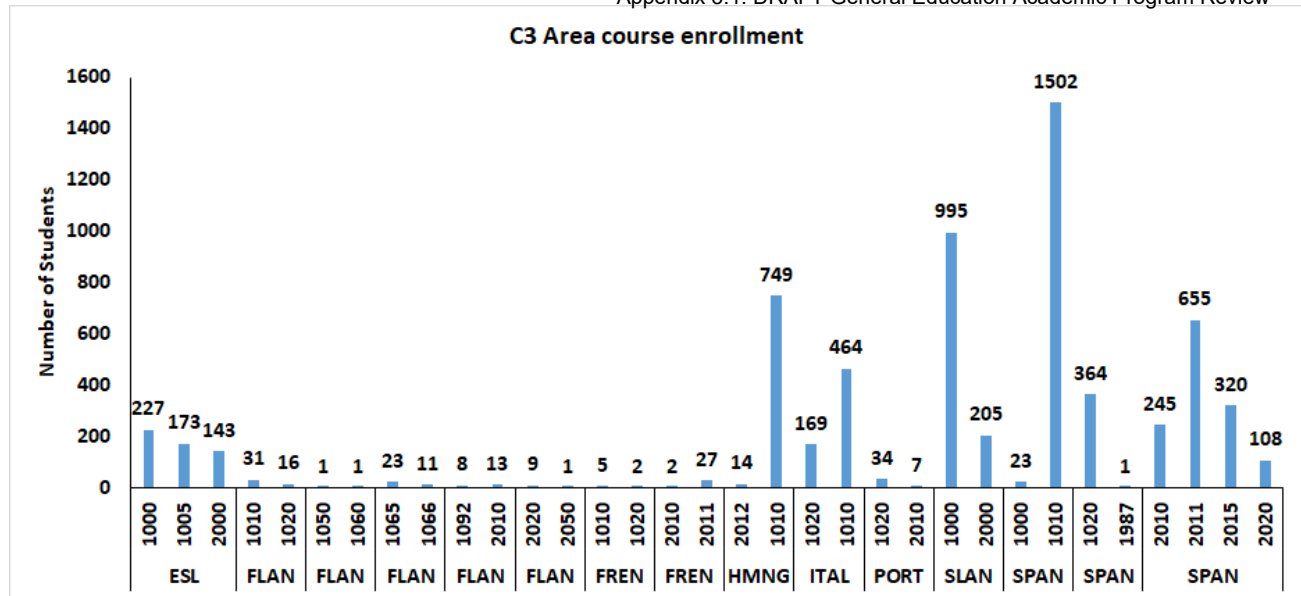
Notable in this figure the reliance on lecturer faculty (“Instructors”) in Area B2, B3, E1, F1 and F3. In other areas, (e.g., B1L D2B, & G) reliance is principally on tenure-track faculty.

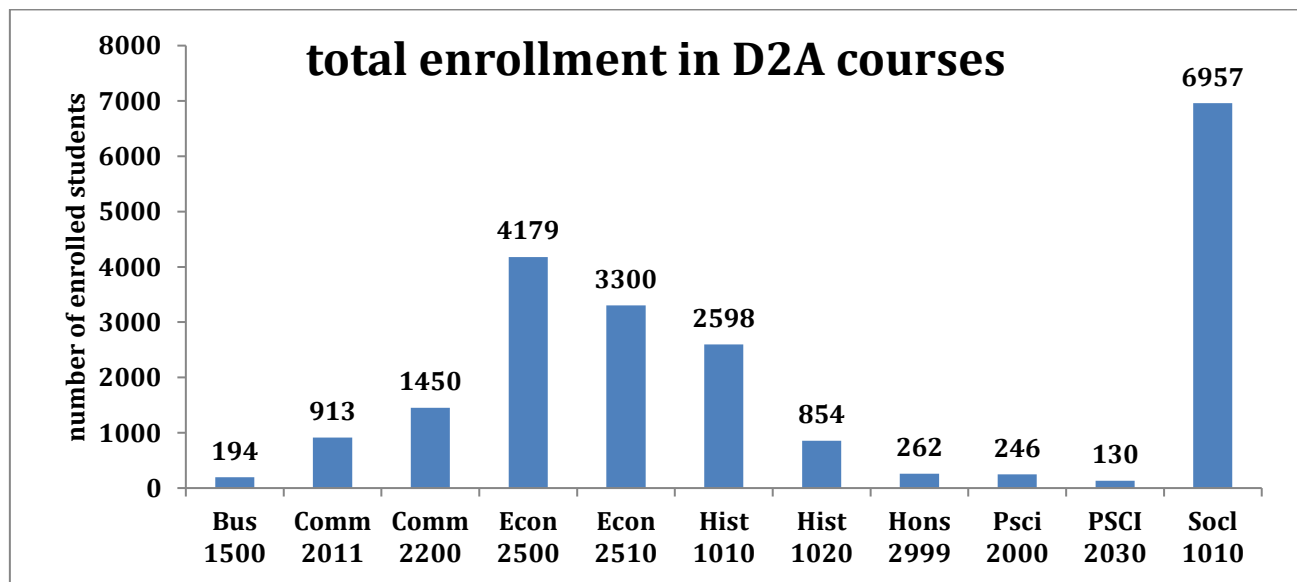
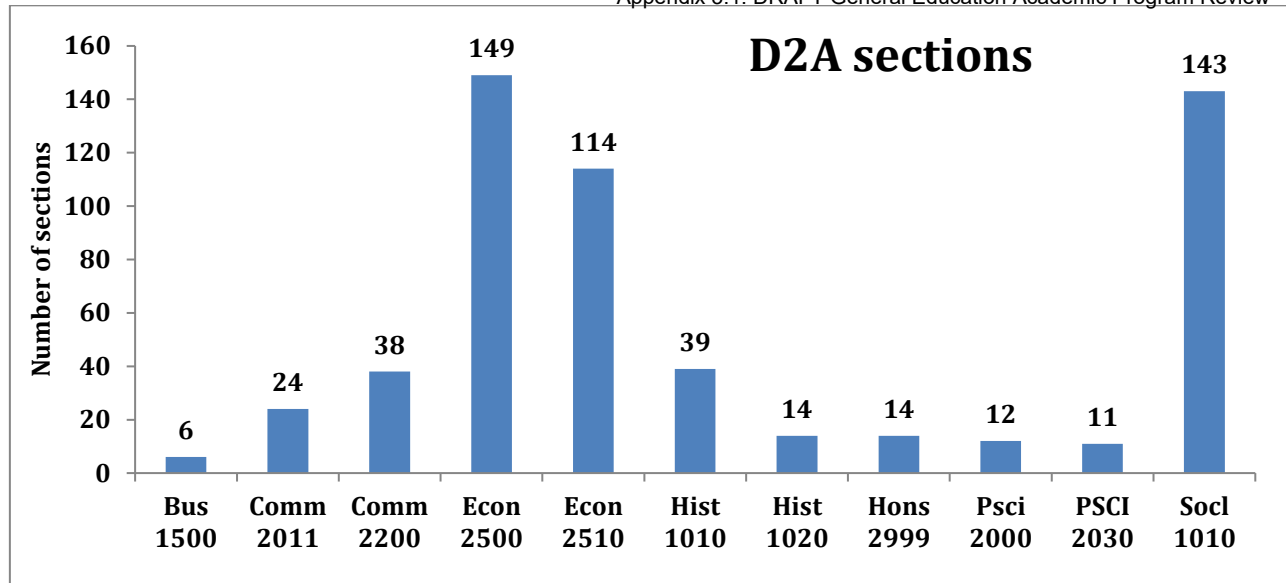
Student Enrollment trends by area

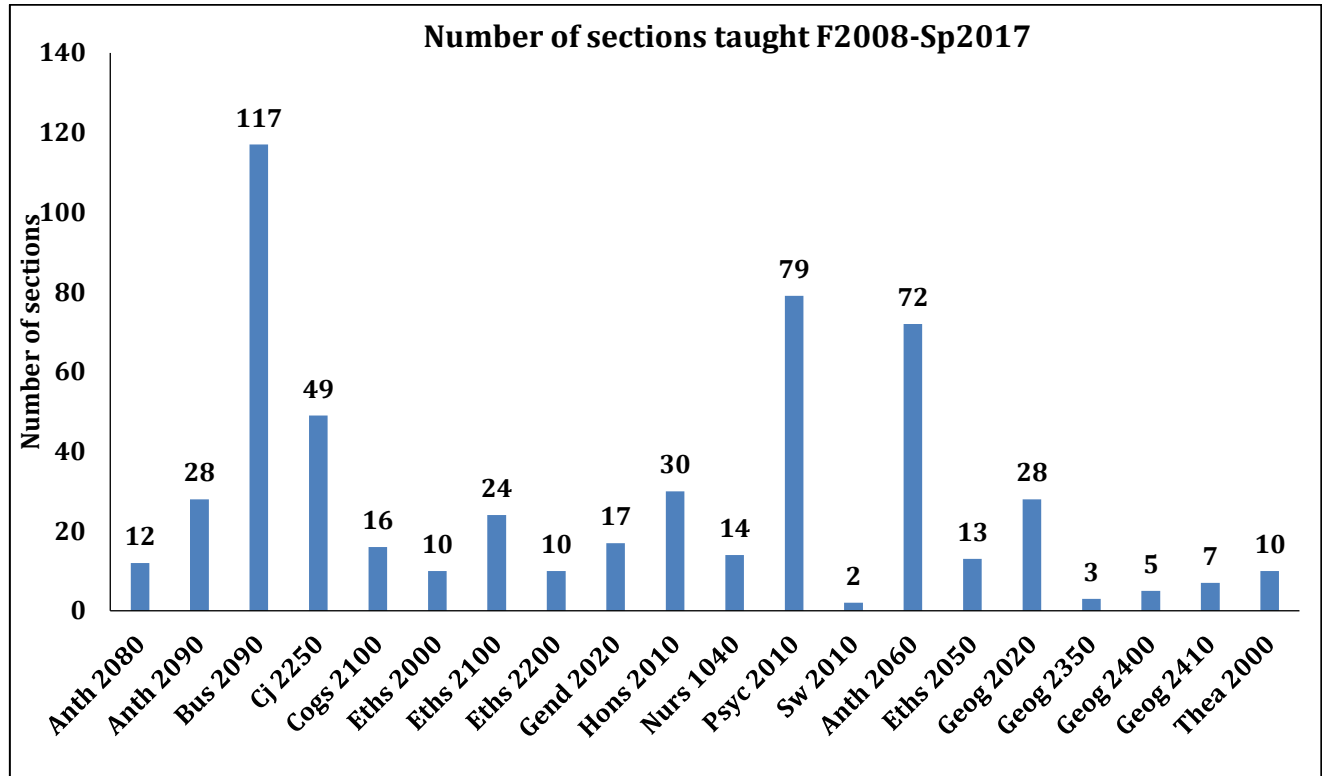


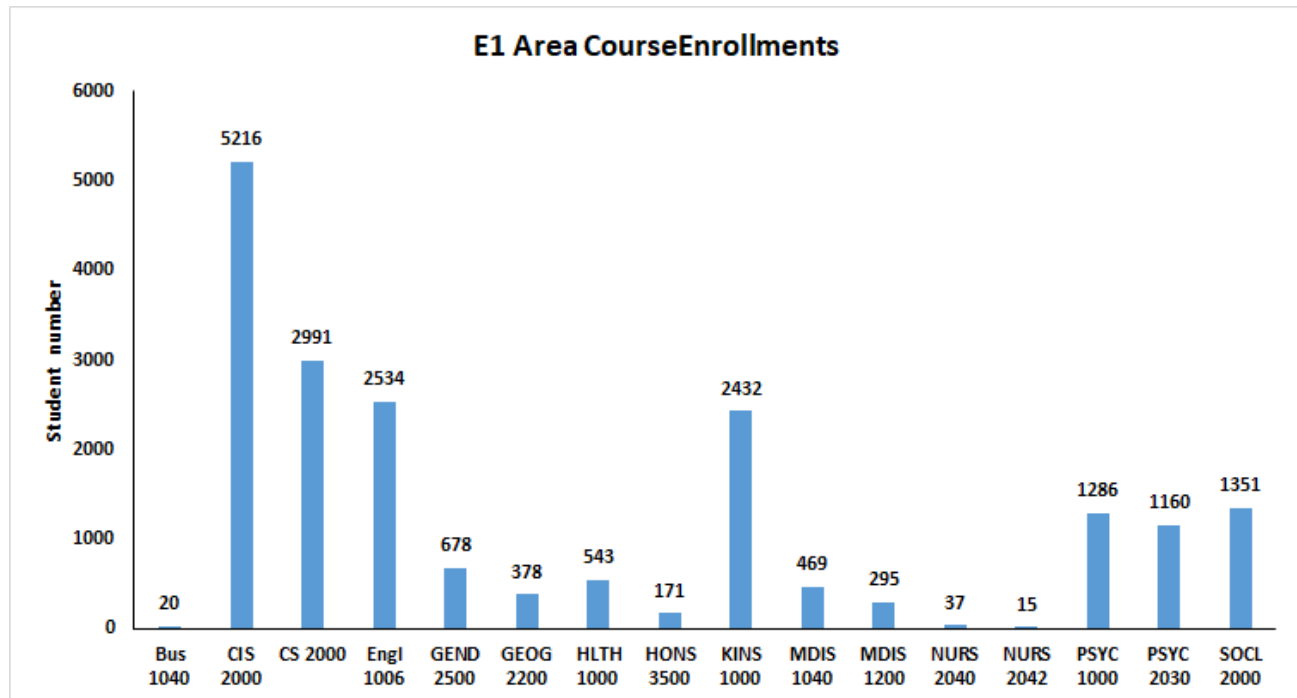
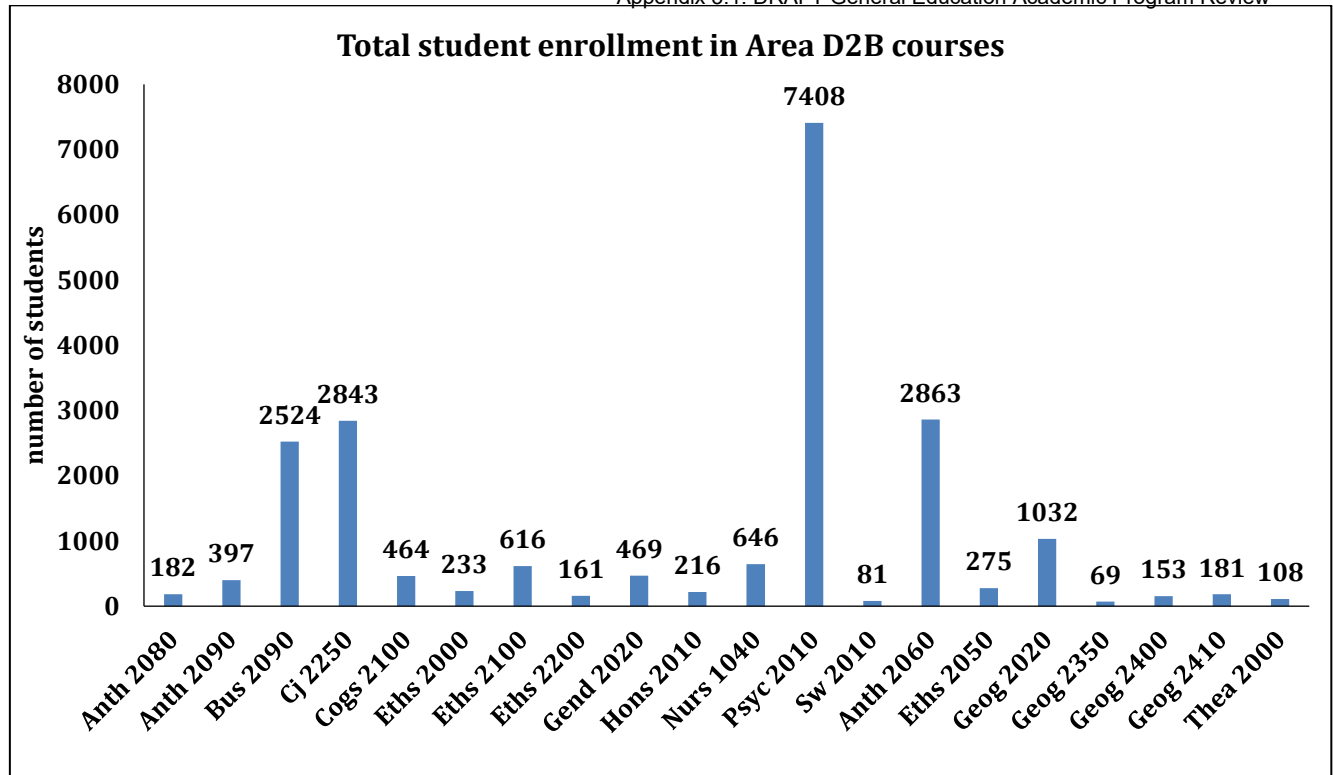


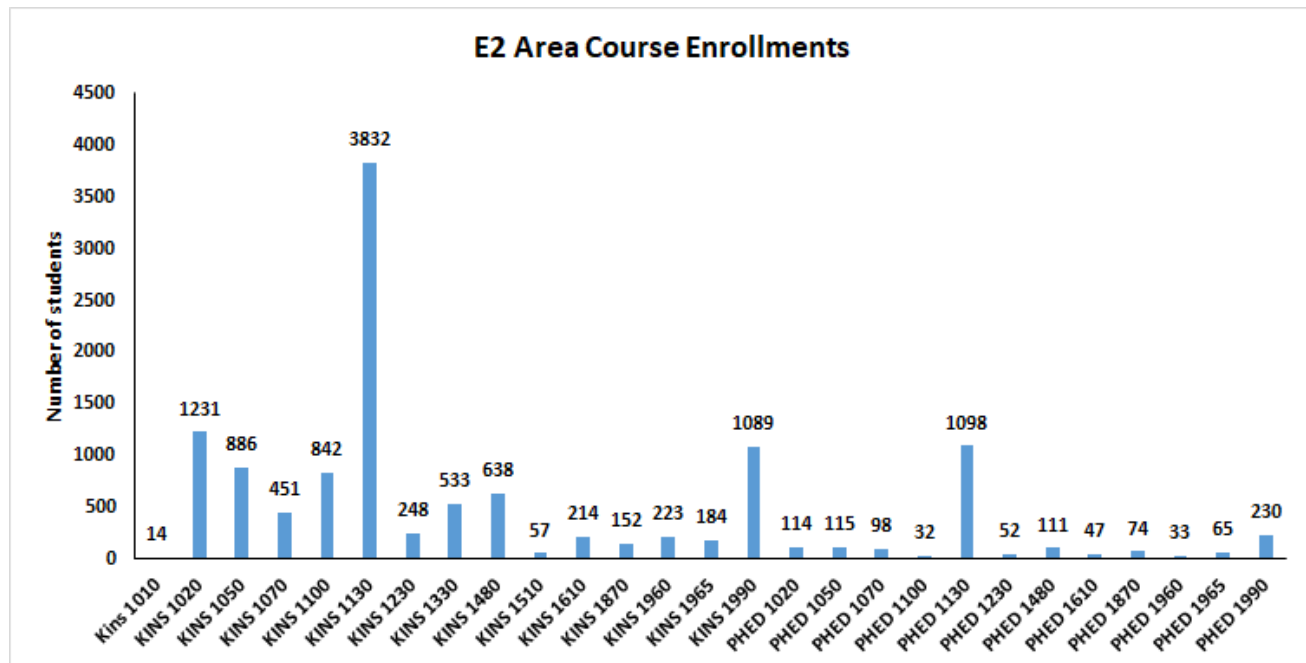
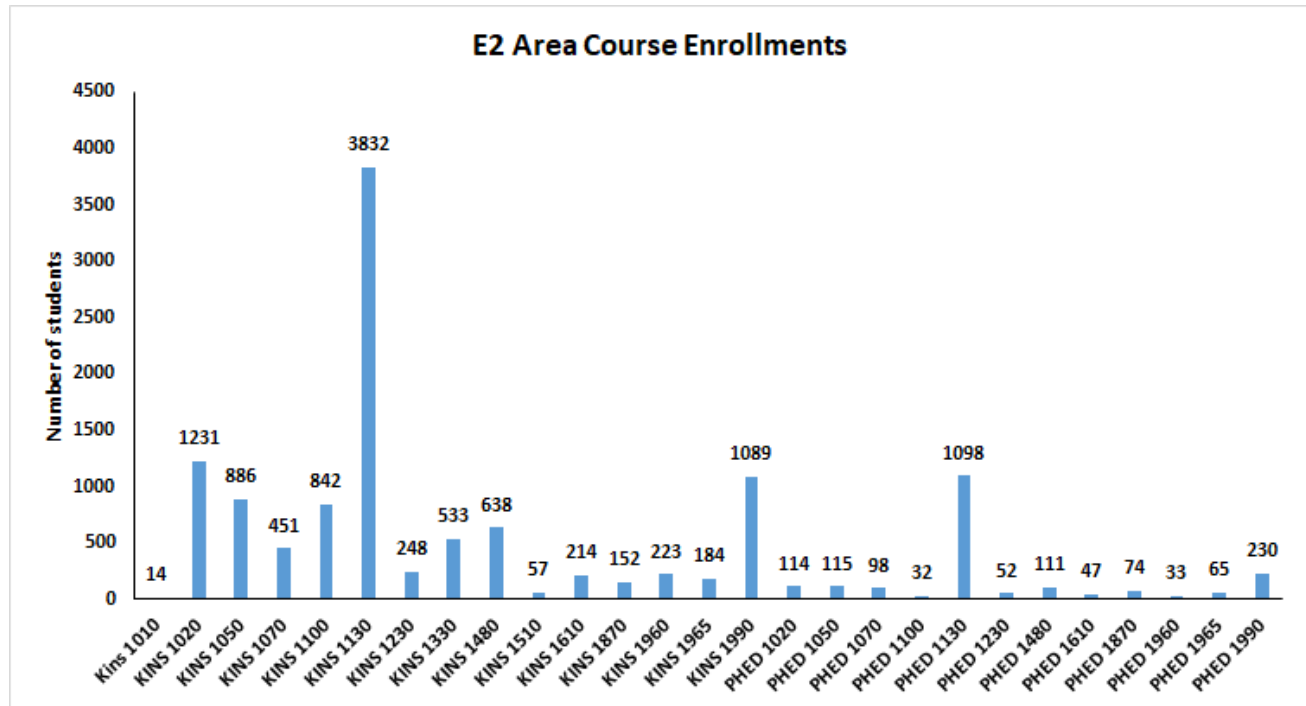
C1 Area Course enrollments**C2 Area course enrollments**

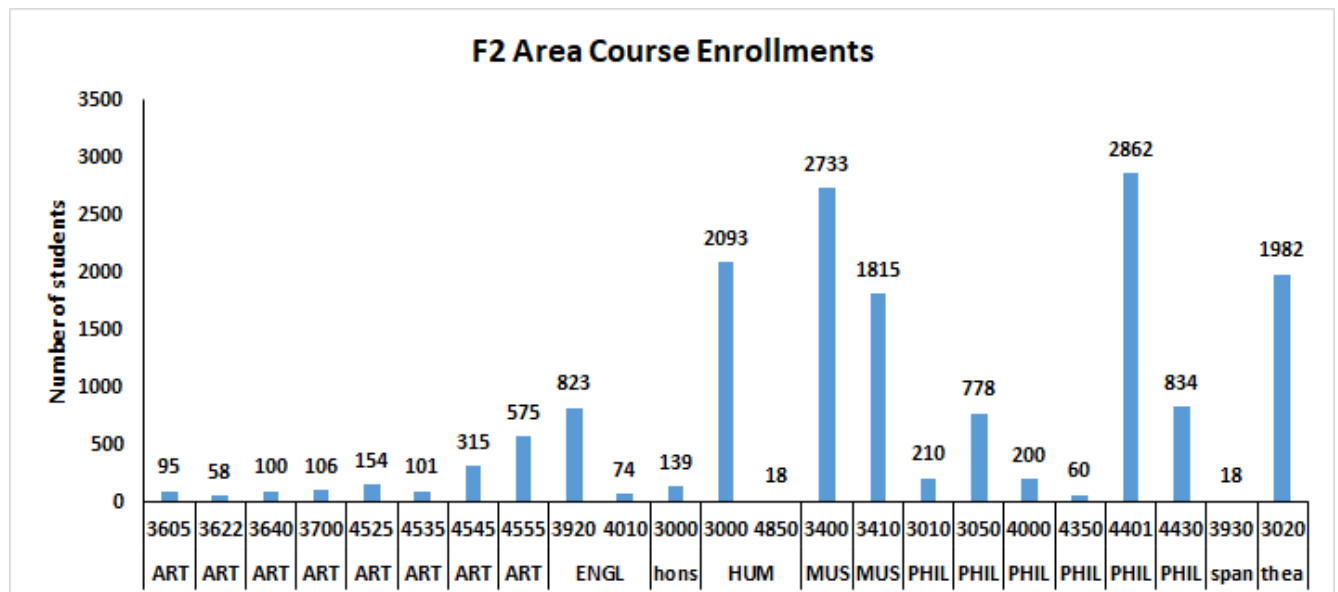
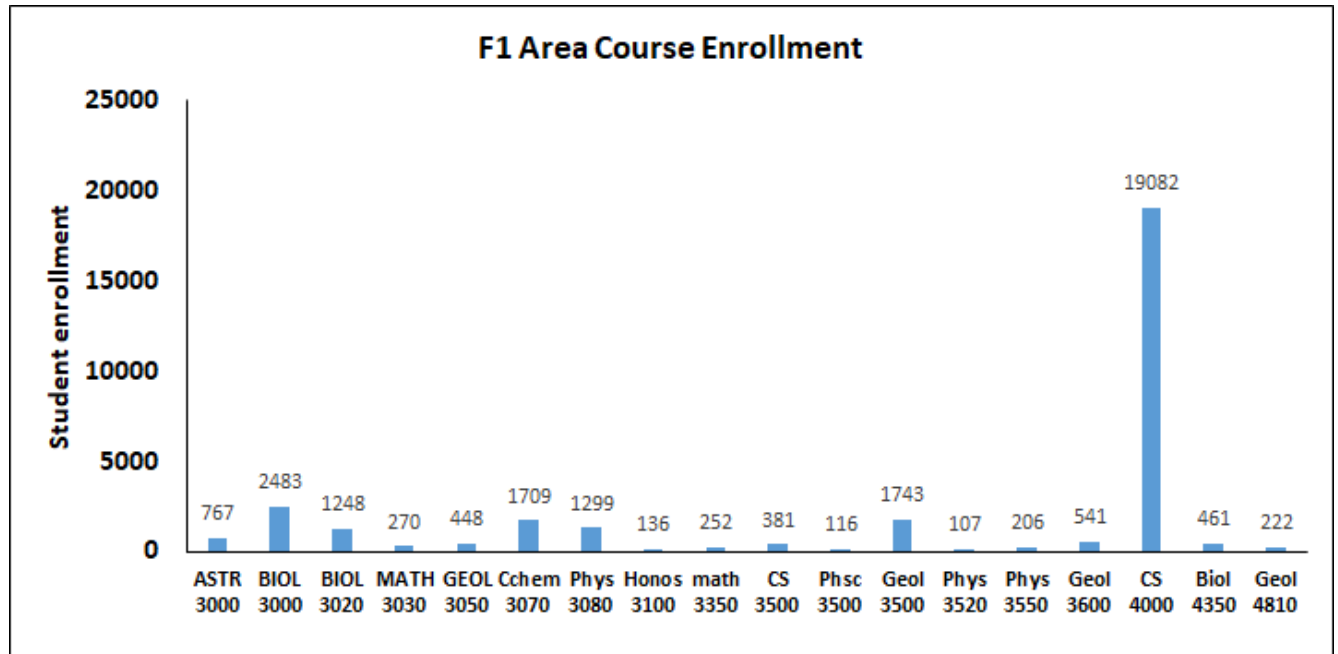


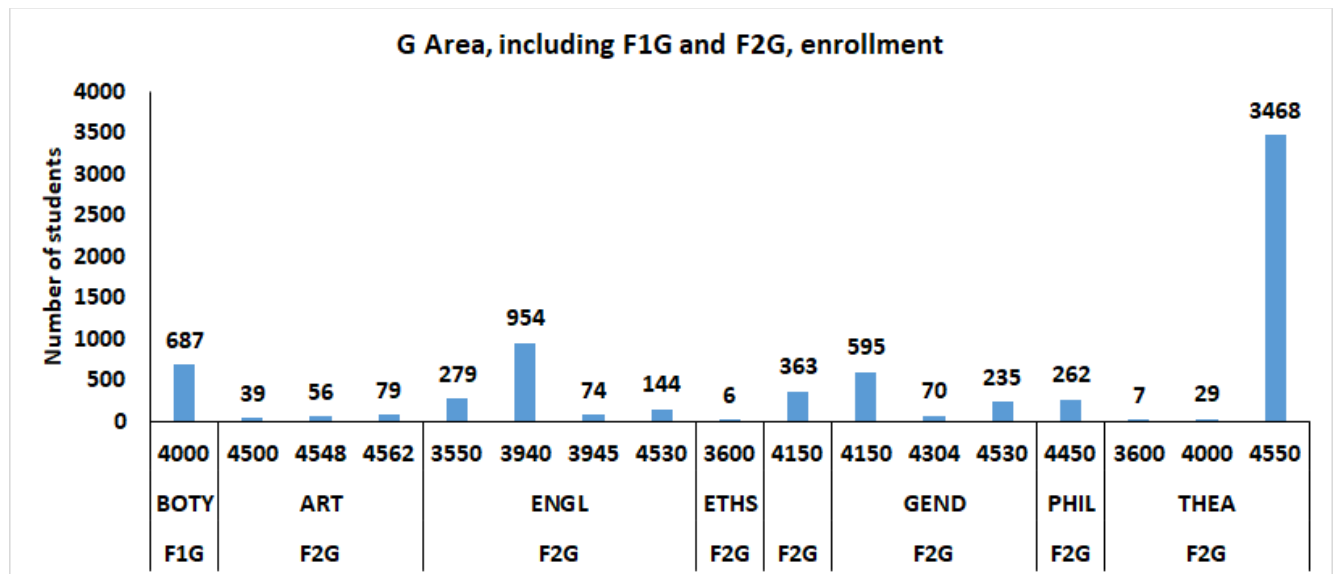
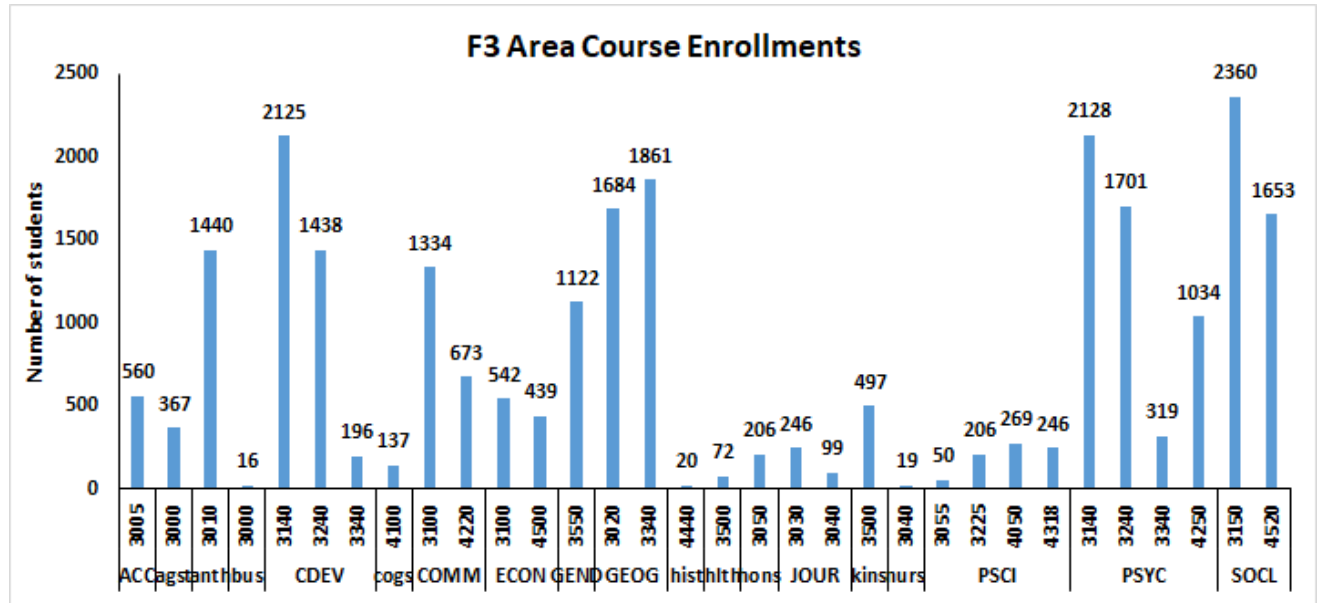






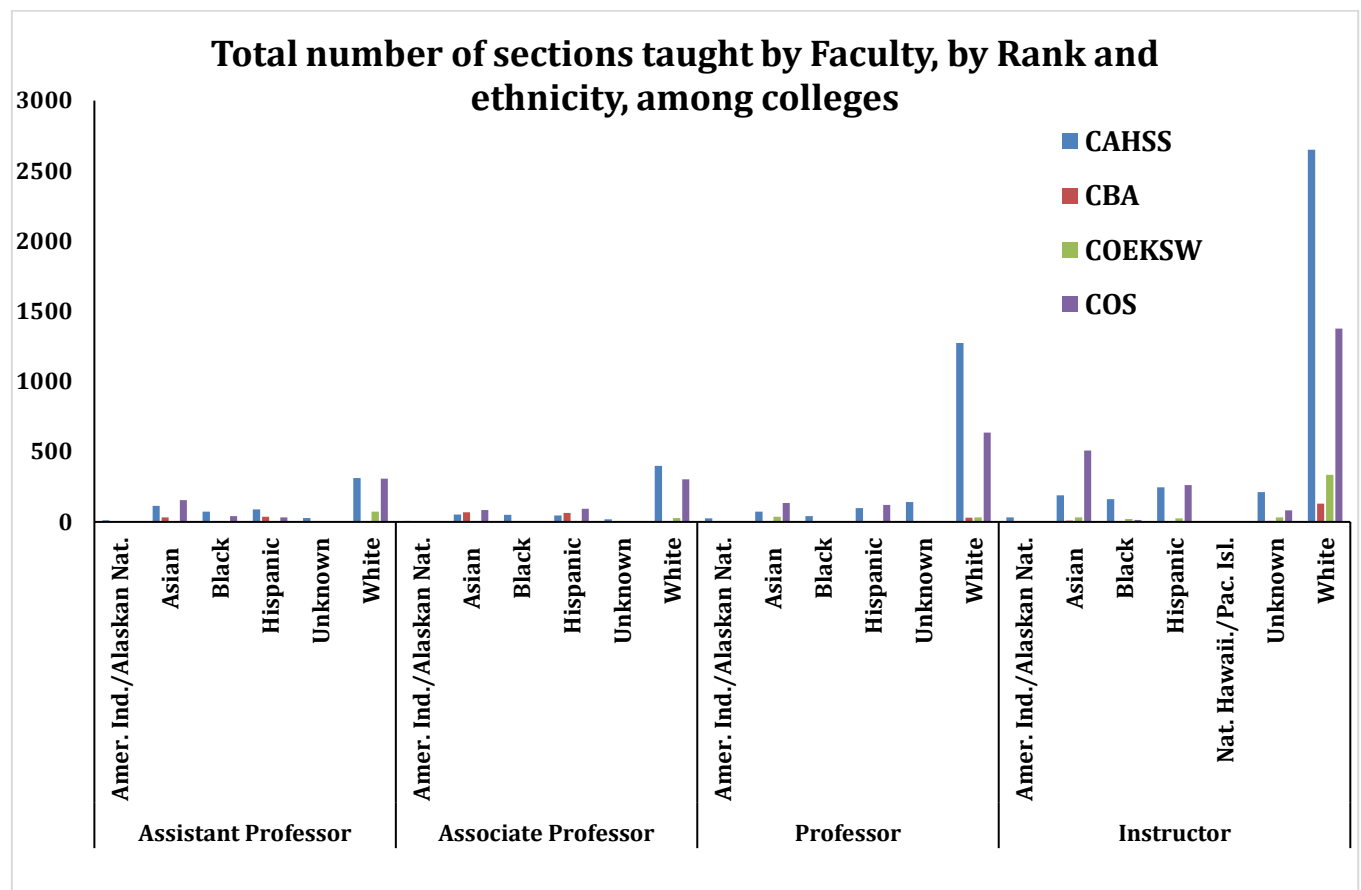
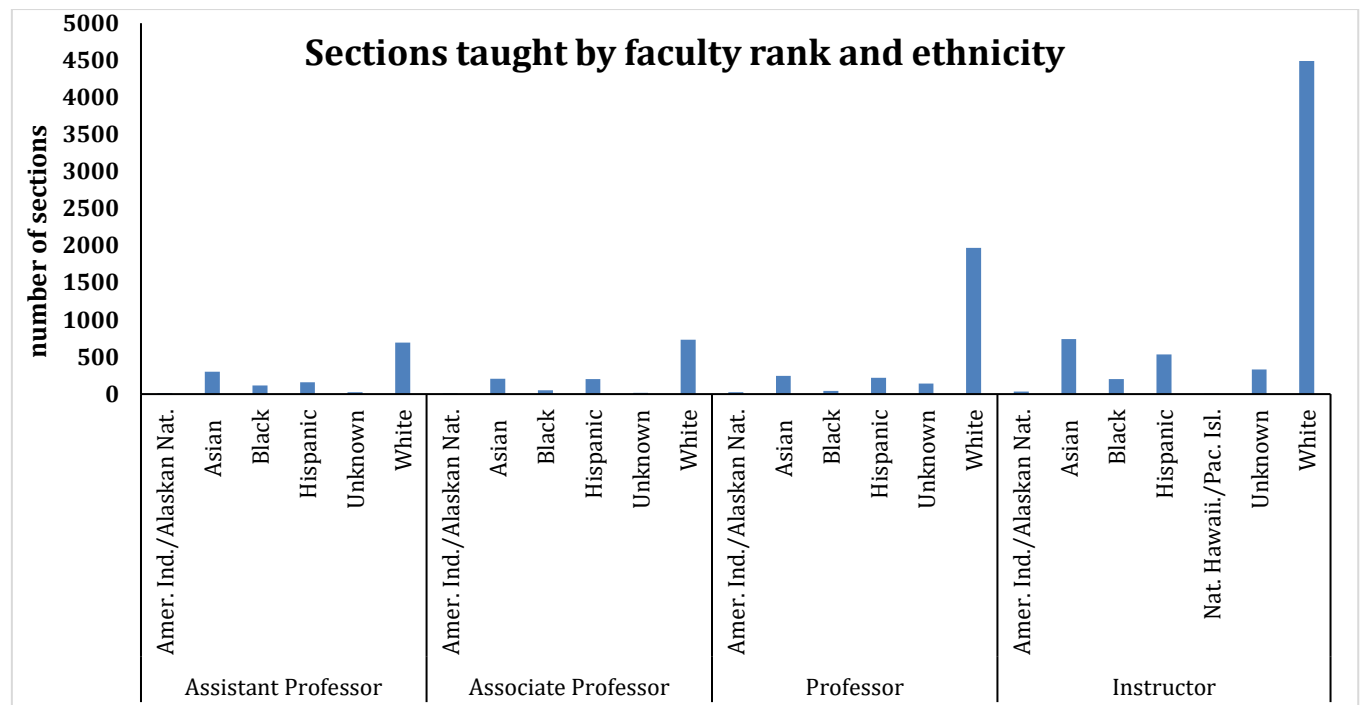








Appendix F: GE Faculty among Rank and Ethnicity

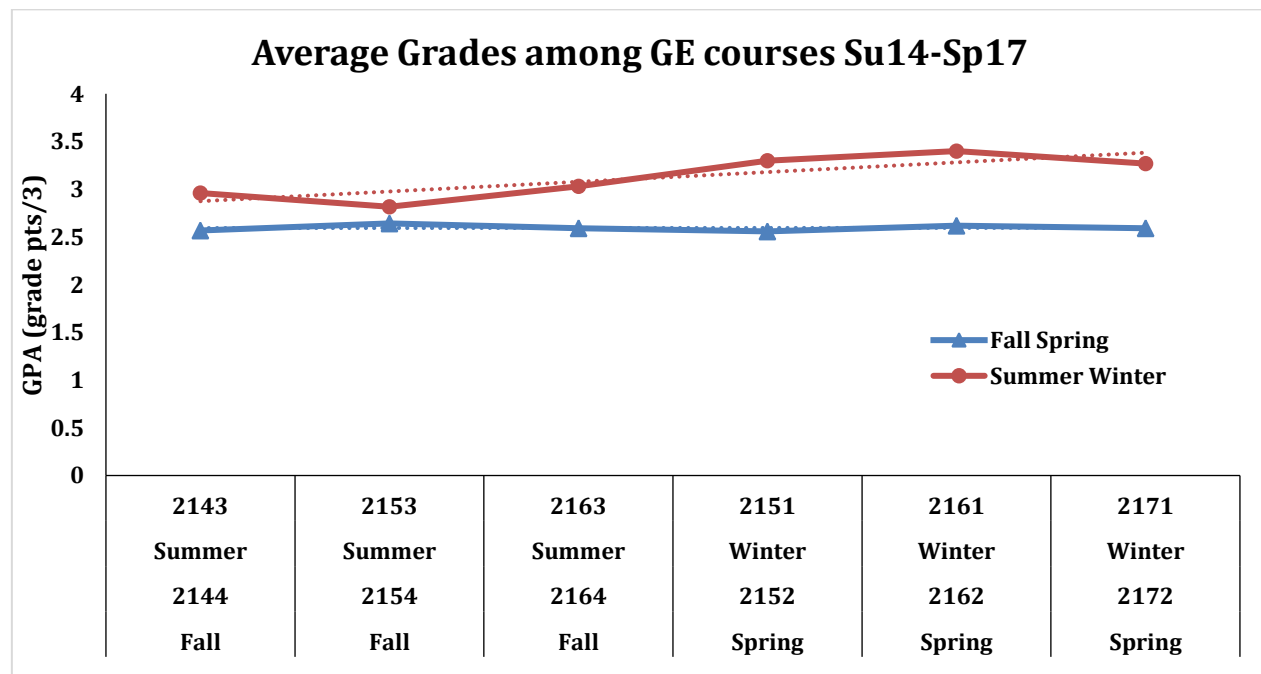


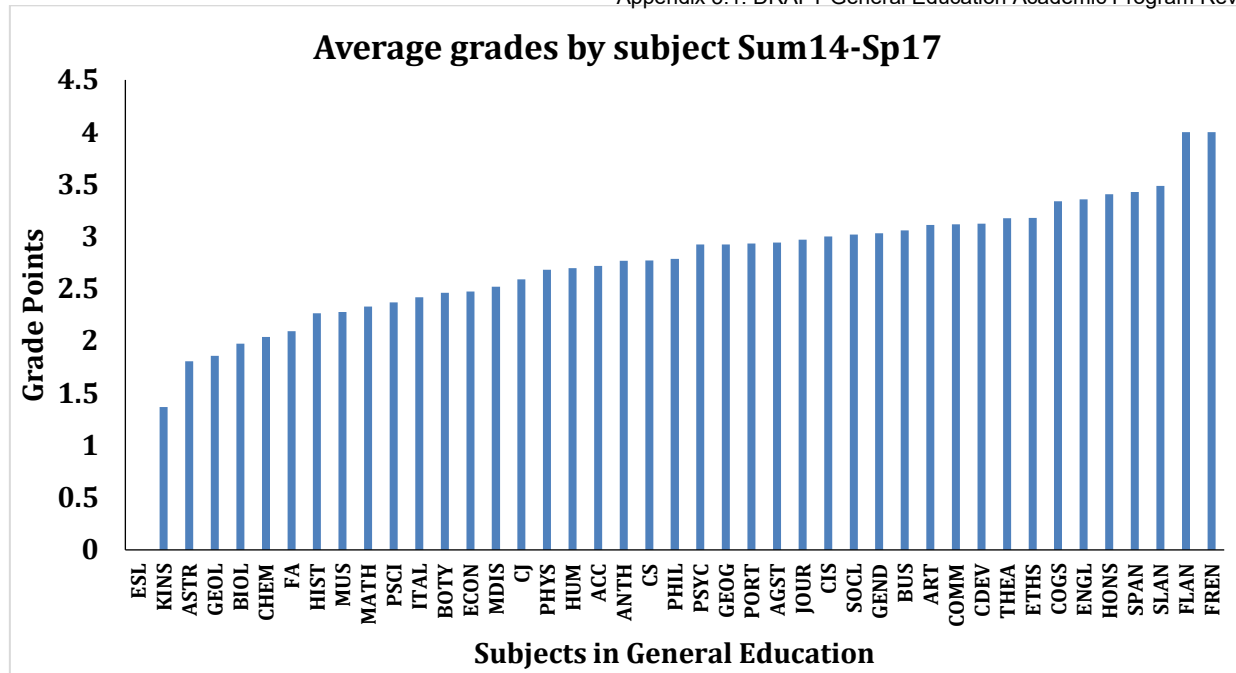
Appendix G: Grades in GE Courses

Presentation and analysis of Grades in GE courses from Summer 2014 to Spring 2017. The values shown here are from the records of more than 112,000 student grades collected over that time in GE courses taught during those three years. Values are also reported as converted grade point averages based on the number of points received for the grade assigned (earned). For example, if a student earned a B+ and the grade assigned by the instructor, the grade points for that would be 9.9, which reflects the grade and the unit count of the class (3 units). To convert that to a GPA on the 4-point scale, I divided by 3 ($9.9/3=3.3$, for a B+). I did the same for the other grades (12 is the grade points assigned for an A, therefore, $12/3=4.0$ for an A).

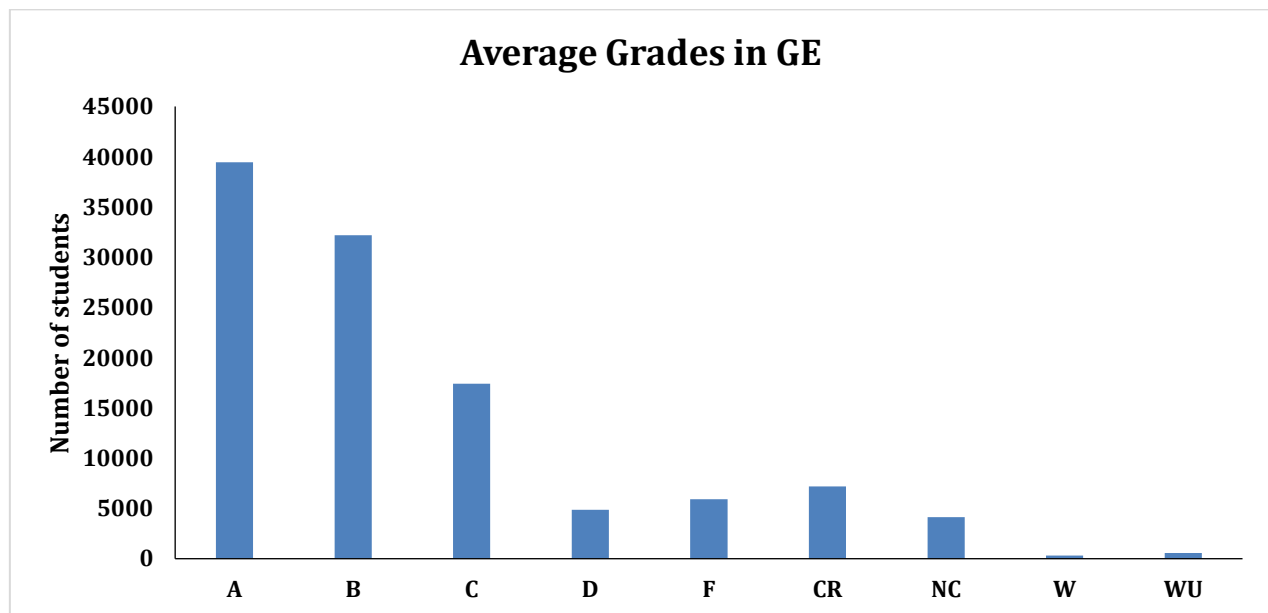
One thing to note is that overall grade point averages were similar across Fall and Spring terms. While grades were consistently higher in Summer and esp. in Winter. For example, the average grade assigned across all disciplines for the Spring and Fall terms was 2.59 or a C+ to B- average grade. In Summer, the average was 2.9, which is a high B+. In Winter, students earned the best grades with the average being 3.32, which is an A- or so. It maybe that excellent students self-selected into Winter courses, with the average GPA being significantly higher in Winter than in Fall or Spring terms ($p < 0.0001$).

No grade inflation, generally, seems to have taken place in GE (other than maybe Winter term) over the three years of these data, esp. in the Fall and Spring terms, where the vast majority of grades are earned. The data do not provide an explanation for why Winter term grades are the highest. Some explanations could include student self-selection, better focus on a particular course, the faculty are more engaged and so students are more engaged, Winter-term classes are easier than regular semester courses, or some other thing(s) need to be examined to explain that phenomenon.

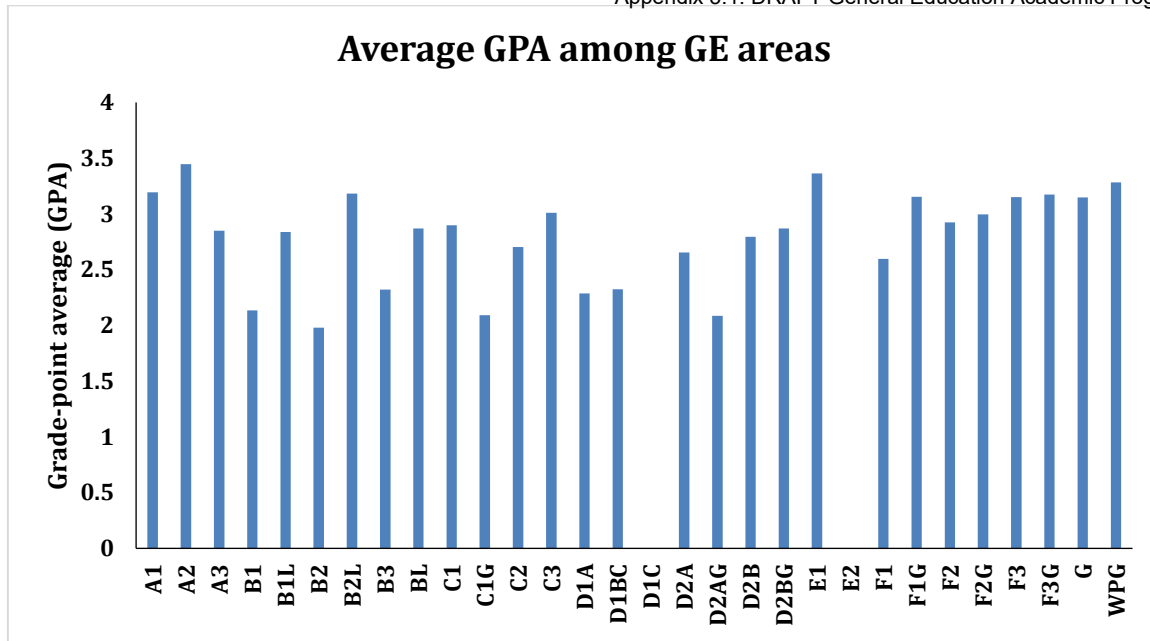




Average grades in General Education courses tend to be lower in some disciplines than others. Interestingly, average grades in half of classes are below 3.0 and the other half are above 3.0. Music, Fine Arts, Astronomy, Geology, Chemistry.



Most students (>60%) earned As and Bs in their GE classes. A few students received Ws (.03%) and some received WUs (.05%).



Among areas, the average GPA values varied quite a bit, with the lowest values being in area B1, B2 and Area D2AG and the highest values in A2, E1, A1 and B2L with F1G coming in next with the average GPA of 2.79 across all GE areas (excluding Area D1C—the state and local Gov’t exam and E2—CR; NC scoring).